

Multicultural Education Plan
Grades 9 - 12



**“...a multicultural education plan promoting acceptance
and an appreciation of human differences...”**

Judie L. Bopp

Multicultural Education



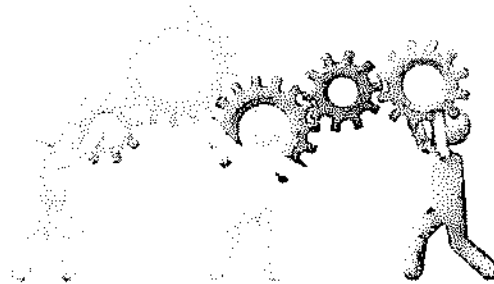
Multicultural education, as required by state code and West Virginia Board of Education policy, equips students with both knowledge and skill sets needed to cooperatively engage with people from other cultures, ethnicities, races and religions in the 21st Century (West Virginia Connections, Bridging Linguistic and Cultural Differences).

The focus of Multicultural Education is to promote global education and a better understanding among cultures. Multicultural Education is to promote global education and a better understanding among cultures. Multicultural Education fosters a respect and appreciation for peoples of different cultures.

Multicultural Education aims at helping all students in the development of knowledge, abilities and attitudes needed to survive and function effectively in a culturally diverse society. Cultural diversity enriches the society.

Our Mission

The mission of Logan County Schools is to provide a high-quality education that ensures success for every student through excellence in teaching and prepares them for competition in a global society.



“Children have never been very good at listening to their elders, but they have never failed to imitate them.”

James Baldwin



Our Core Beliefs

We believe...

- 1. We believe all students can learn at high levels but in different ways and at different times when provided equal opportunities.*
- 2. We believe students must have direction, discipline, and a means to succeed. Their successes should be celebrated and recognized.*
- 3. We believe teachers have the desire, ability, and responsibility to motivate and inspire each individual student to achieve his/her highest potential.*
- 4. We believe classrooms will be organized, structured, safe, disciplined, welcoming, and student-focused to provide the proper environment for learning.*
- 5. We believe curriculum should be prioritized, mapped, sequential, multicultural, and diverse to provide students a quality learning environment through active, enjoyable, fulfilling activities.*
- 6. We believe education is a shared responsibility among the student, school, parent, family, and community.*



"If civilization is to survive, we must cultivate the science of human relationships—the ability of all peoples, of all kinds, to live together, in the same world at peace."

Franklin D. Roosevelt



Statement of Philosophy

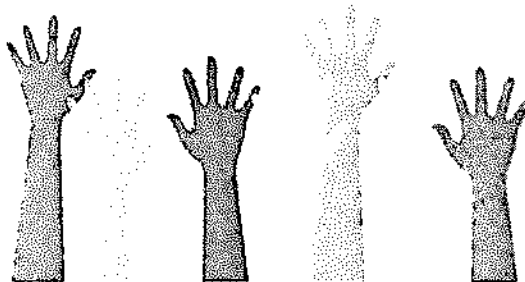
The Logan County Board of Education's multicultural education philosophy promotes a comprehensive approach for presenting a global understanding of the world. The entire educational community will promote democratic values and beliefs that affirm the experience and histories of diverse groups and exemplify social justice, equity and the human dignity of each student. Logan County Schools values racial, ethnic, and cultural diversity and will dedicate itself to extending and celebrating diversity in all educational activities.

The County's Multicultural Education Curriculum Guide "*Unity in Diversity*" is intended to be inclusive of all racial, ethnic, gender, socio-economic, and cultural groups.

Multicultural curriculum initiatives will occur in all content areas to promote the following:

- Elimination of stereotypes
- An understanding importance of one's cultural background
- Greater understanding of and appreciation for cultures other than one's own
- Exposure to multiple perspectives, within and across races, cultures, religions
- Inclusion and empowerment of persons of all ability levels
- Increase awareness of diversity and multicultural education issues

When students leave our schools, they will have acquired a respect for and appreciation of the commonalities and differences within and across our community, state, nation and world.



"...ethnic diversity is a positive element in a society because it enriches a nation and increases the ways in which its citizens can perceive and solve personal and public problems."

Dr. James A. Banks



GOALS

The goal of Logan County Schools is to prepare students to live and work in global, multicultural society by creating and supporting a teaching-learning environment where all employees and students understand and value commonalities and differences within and across various cultures in order to produce a harmonious community of lifelong learners. Contributions to this education process will require staff, students, parents and community involvement as well as interagency collaboration.

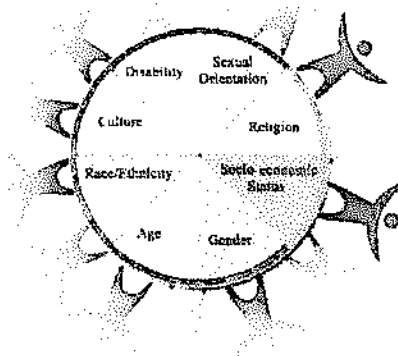
A. Multicultural Education Policy

Logan County School's Multicultural Education Policy and Program strives to eliminate harassment of individuals based on the gender, race, disability, religion and ethnic background and increase tolerance of individual differences. Logan County Schools will teach or provide activities at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention, intervention and zero tolerance for racial, sexual, religious/ethnic harassment or violence.

The program will raise awareness of the different types of harassment, how it manifests itself, and the devastating emotional and educational consequences.

B. Programming and Instructional Delivery

All educational programs, services, and staff must respect cultural, racial, ethnic, socio-economic, language, and gender backgrounds of all students.





C. Curriculum

Multicultural curriculum embraces a vision of equitable inclusion and representations of all racial, ethnic, and cultural groups across each of the content areas.

The curriculum will provide the opportunity for students to develop a positive sense of identity, self-awareness, and pride in their heritage. All students must be taught to perceive themselves as important, productive members of society, a society to which they have the ability to make significant contributions and changes.

The curriculum must be free of racial, ethnic, and cultural biases and include content representation of various racial, ethnic, and cultural groups. Within the curriculum, students must be afforded a wide range of experiences and opportunities to broaden their bases of understanding.

D. Human Relations

Staff, students and parents should be provided with the appropriate opportunity for an on-going discussion to insure that the dignity of all students is respected.

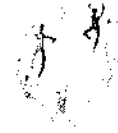
E. Grouping Practices

The heterogeneous grouping of students should be regarded as the accepted grouping practice. Fixed, homogeneous (with respect to performance in one or more content areas) grouping arrangements that persist across the school day and school year with no changes in class assignments based on student performance are prohibited. However, in exceptional instances where heterogeneous classes are not meeting the academic needs of an identifiable group of students in a particular school, the principal of that school may propose an alternate strategy for intervention purposes.

Staff members are encouraged to utilize strategies such as flexible grouping, cooperative learning, and interdisciplinary instruction that are research-based, achievement oriented and which capitalize on individual differences in performances.

F. Parent and Community Involvement

All schools, staff and organizational units within the district must strive to incorporate meaningful involvement of parents and community representatives in their efforts to implement multicultural initiatives.

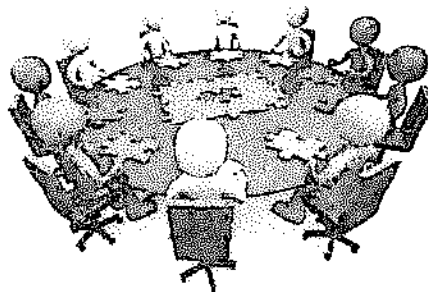


G. Professional Development

Professional development opportunities should be provided that promotes positive beliefs, attitudes and behaviors toward all children. In addition, opportunities should include strategies to adapt instruction and curriculum to individual student needs, interest and abilities.

Professional staff development opportunities that promote higher expectations and positive attitudes and behaviors toward all students will be provided through the county systemically.

1. Textbook selections and other instructional materials will be chosen on the basis of their adherence to the district's multicultural goals. Co-curricular activities that celebrate diversity should be planned and implemented.
2. Professional development will be provided for all staff so that they may recognize the need for multicultural education. This training will also enable them to implement multicultural strategies in their classrooms.
3. Training in a variety of teaching strategies will be available for all staff so that they may expand their repertoire to be educators for the 21st Century.
4. Positive peer group relations will be fostered among adults and students. Adults and students will learn how to manage conflict effectively through a variety of planned services and trainings.



"Diversity: the art of thinking independently together."
Malcolm Forbes



Strategies	Responsibility	Date	Assessments
Expose children to a variety of traditions and cultures. Evaluate the cultural diversity reflected in the art and music classes and the literature selections read.	Administration/ Teachers Administration/ Teachers	On- going Annually	Each school will publicize and conduct appropriate programs. The school-wide Leadership Team will assess the art, music and literature taught and will make recommendations concerning the diversity of the selections.
Funds will be made available to the schools and the libraries may purchase tolerance-related books, films, and materials.	Teachers, Staff and Leadership Teams.	Annually	Each school leadership team will create and modify an annual inventory of multicultural activities and resources utilized.
Value the input of every employee.	School Improvement Committees.	Even Years	Each school will conduct a survey of its staff members.
Implement a project at each school that reflects diversity and fosters tolerance.	Staff/Administrators Students/Community	Annually	Each school will make a presentation to the parents, staff and community each year, e.g., PTA, open house.
Share the multicultural concepts with others within our community.	Staff/Administrators Students/Community	On- Going	Individuals from county agencies or businesses will be invited to participate in multicultural activities.
Schedule programs/assemblies	Building Administration	Annually	A list of the programs presented will be provided to a building administrator at the end of the year.
Provide opportunities for students to create murals/art work that reflect diversity and tolerance.	Administration/ Teachers and Community	Annually	Each school will display the final products.
Ensure that multicultural activities are incorporated in all curriculums.	Administration/ Teachers and Community	On- Going	The final products will reflect the efforts put forth.
Local history will be explored in classrooms through guest speakers and various activities.	Administration/ Teachers and Community	On- Going	Local citizens will be asked to participate in presenting our county's living history, e.g., Veterans Day, Black History Month.
Provide students with the opportunity to get in touch with people in different parts of the country or world.	Administration/ Teachers	On- Going	Provide opportunities for guest speakers from the business and local community to share personal history and cultural information with students. Teachers will incorporate reflection and writing activities.



POLICIES AND CODE REQUIREMENTS

West Virginia Code: §18-5-15a

Study of Multicultural Education for School Personnel.

County boards of education shall annually provide a program, during at least one non-instructional day of the school term, for the study of multicultural education for all school personnel as defined in subsection (a), section one, article one, chapter eighteen-a of this Code. The study provided shall be in compliance with regulations to be developed by the state board of education.

WVBE Policy 2510:

Assuring Quality of Education: Regulations for Education Programs

8.7. Multicultural education is required to be taught to all students at all programmatic levels, pre-k, K-4, 5-8, and 9-12. Schools/school systems are required to develop and implement a program for multicultural education.

13.66. Multicultural education - A program that fosters an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds.

WVBE Policy 4373:

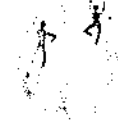
Expected Behavior in Safe and Supportive Schools

The purpose of these regulations is to provide schools with policy that creates and ensures an orderly and safe environment that is conducive to learning. This policy requires that all schools respond immediately and consistently to any behavior that disrupts the learning environment in a manner that effectively deters future incidents and affirms respect for individuals. Inappropriate behaviors include but are not limited to incidents of harassment, intimidation, bullying, substance abuse and/or violence. The intent is for students to learn and exhibit appropriate behavior. All interventions and consequences are in effect on all school property and at all school sanctioned events, including extracurricular activities.

Logan County Policy 2417

Multicultural Education

Multicultural Program for faculty, staff and students that fosters an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds.



School and Community Social Skills Standards

Schools shall support and promote social and emotional learning in all settings. The social and emotional learning standards are not expected to be documented in individual teacher lesson plans but rather should serve as a framework for school-wide student behavior expectations as determined by each school faculty.

Social and emotional learning is the process through which individuals acquire the knowledge, attitudes and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations constructively. Socially competent students are skilled in three core areas:

1. **Self-awareness and Self-management** - Students are able to recognize their emotions, describe their interests and values and accurately assess their strengths. They have a well-grounded sense of self-confidence and hope for the future. They are able to manage stress, control impulses and express their emotions appropriately in a wide range of situations. They can persevere in overcoming obstacles as well as set and monitor progress toward the achievement of personal and academic goals.
2. **Social Awareness and Interpersonal Skills** - students are able to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences. They are able to seek out and appropriately use family, school and community resources in age-appropriate ways. They can establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure; constructively prevent, manage and resolve interpersonal conflict; and seek and provide help when needed.
3. **Decision-making Skills and Responsible Behaviors** - students consider ethical standards, safety concerns, social norms, respect for others and the likely consequences of various courses of action when making decisions at school, at home and in the community. They apply these decision-making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities.

A variety of models may be used to provide instruction in and opportunities to practice, apply and be recognized for social and emotional learning skills. Competence in the use of these skills is promoted in the context of safe and supportive school, family and community learning environments in which students feel valued, respected, connected to and engaged in learning. Social and emotional learning is fundamental not only to social and emotional development but to health, ethical development, citizenship, motivation to achieve and academic achievement.



Social and emotional learning is addressed through West Virginia Board of Education (WVBE) Policies and Logan County Board of Education Policies, procedures and programs. The shaping of student behaviors is not confined to any one subject area or classroom; therefore, it is the collective responsibility of all school staff and all community partners to assume an appropriate role in teaching and supporting social and emotional learning skills.

In order to comprehensively address the learning standards, schools must analyze the various delivery methods and develop a systemic approach that assures sufficient opportunities to learn and practice the skills throughout the school and community environment.

In order to achieve social and emotional learning standards, schools should address student development holistically and relate it to real-world functioning. It is important to select culturally appropriate materials and examples that respect individual differences while at the same time acknowledging and celebrating the cultural diversity of students within the classroom, school, community, state, nation and world.

The following social and emotional learning standards, objectives and example behaviors shall be the guide for Logan County Schools. The example behavior categories are defined as follows:

1. Individual behaviors - are observable actions that students can demonstrate independently without interaction.
2. Initiative interactions - are observable actions that require students to purposefully start social engagement.
3. Responsible interactions - are observable actions that require students to engage in reaction to social encounters.
4. Work skills interactions - are observable actions that require students to demonstrate social skills and dispositions that are expected in the workplace.

The standards and objectives progress through the grade levels in a spiraling nature. Once the objectives from one level are mastered, students are expected to maintain them at higher grade levels as they continually demonstrate that they have integrated the valued dispositions into their personal values and actions.

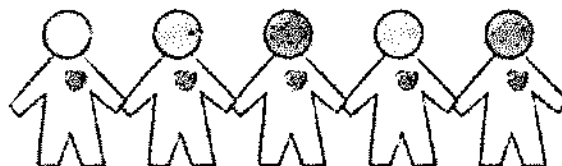
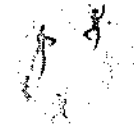


Image by: www.usablityprofesional.org/pu_publication/opa_voice/volume2/09augustapa-2011.html



Components of Multicultural Curriculum

Each school will develop and implement a multicultural program in concert with meaningful programs of character education, developmental guidance, and responsible student, to assure that all staff and students will be aware of diversity in ethnic background, gender, religion, disability and socio-economic status. The program will foster an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds. Additionally, all staff and students will recognize and know what to do when faced with emotional, physical and verbal harassment/bullying.

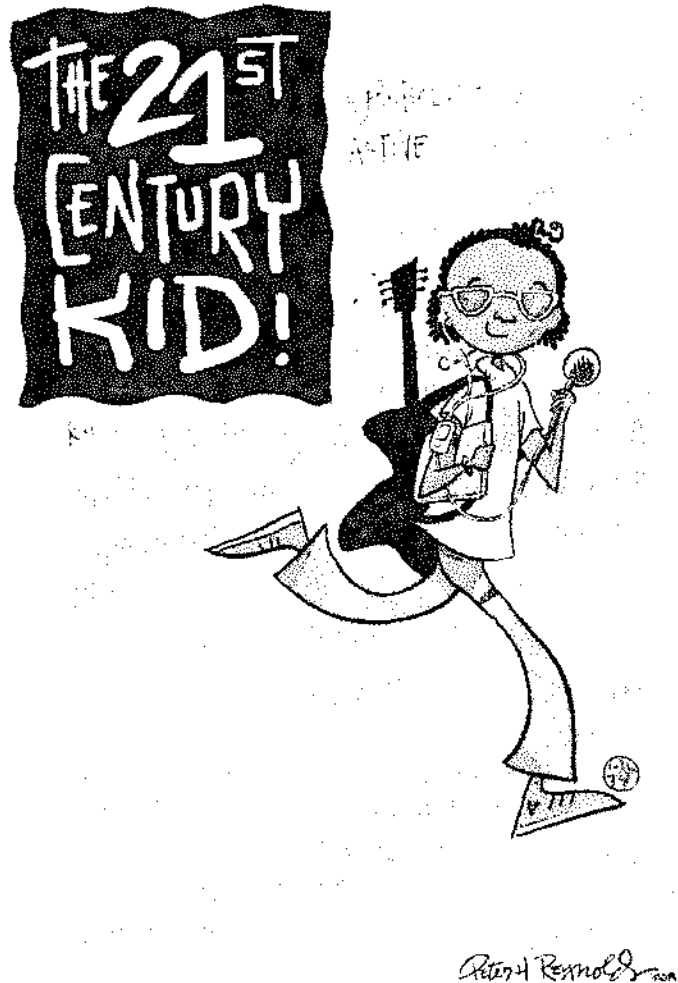
Planning

1. The knowledge construction process – educators help students to understand, investigate, and determine how the biases, frames of reference and perspectives within a discipline influence the ways of which knowledge is constructed within it. Students also learn how to build knowledge themselves (critical thinking skills).
2. Content Integration – teachers use examples and content from a variety of ethnicities, races, religions and cultures to illustrate key concepts, generalizations, and issues within their subject area.
3. Prejudice reduction – educators use lessons and activities to help students to develop positive attitudes toward differences and reduce prejudice.
4. Equity pedagogy – educators modify their instruction to facilitate academic achievement from all subgroups
5. Empowering school culture – educators, students, parents and the community create a transformation that enables students from diverse racial, ethnic, gender and SES groups to experience equality.
6. Effective multicultural and global lessons contain the same ingredients as any effective lesson. Plans for instruction are based on decisions about the nature of the learner, the nature of the subject matter, societal needs, and what is known about effective pedagogy.



Multicultural Activities

- ❖ Instruction
- ❖ Regular Instruction/Lessons
All subject areas
- ❖ Instructional Units
- ❖ Positive Behavior Support
- ❖ Developmental Guidance Lessons
- ❖ Responsible Students Program
- ❖ Character Education
- ❖ Advisor/Advisee
- ❖ Service Learning
- ❖ Community Partnership Resources
- ❖ Community Celebrations
- ❖ Parent Programs
- ❖ One Day Events
- ❖ Field Trips
- ❖ Holidays



Each school will design multicultural activities and instruction to prepare children to live and work successfully in our global society. Multicultural education is an essential ingredient in student preparation for success and a means to attain the highest levels of academic achievement for all students. The characteristics of multicultural education include academic excellence, character education and social education. The application of multicultural education in the curriculum promotes critical thinking, reading, writing, researching, communication, respect for self, respect for others, and the development of skills to interrupt bias and injustice.



Teaching and Learning Performance Descriptors for Multicultural Education

Distinguished

The teacher demonstrates an exemplary performance with distinctive application of knowledge and skills in multicultural education. The teacher understands research based approaches to multicultural curriculum transformation. The teacher creates a high achieving learning environment aligned with the West Virginia Content Standards. The teacher uses a variety of strategies to promote engaged learning and makes multicultural education an integral part of the educational process.

Above Mastery

The teacher demonstrates competent and proficient multicultural teaching strategies and content which comprises exposing biases, stereotypes, inaccuracies, and the marginalization of underrepresented groups in curriculum content and instruction. The teacher acknowledges and accommodates student's learning styles. The teacher integrates multicultural education tools through an examination of different cultures while celebrating and appreciating their perspectives, heritage and contributions. Instruction includes a contemporary learning content through the incorporation of relevant classwork and application to the world and community.

Mastery

The teacher demonstrates fundamental multicultural knowledge and designs instruction with an eye to global awareness and the effects of prejudice, stereotyping, and multicultural content integration.

Partial Mastery

The teacher demonstrates basic but inconsistent performance of fundamental knowledge and skills relating to multicultural education content and teaching strategies.

Novice

The teacher demonstrates substantial need for the development of basic knowledge regarding multicultural educational goals and teaching strategies.

Developed by RESA 2 based on WVDE Performance Descriptors.