

MULTICULTURAL/GLOBAL EDUCATION¹

4350.10 STATEMENT OF PURPOSE

The Board of Education believes that the learning environment in district schools must reflect diverse cultural traditions and contributions. Such an environment allows students to develop a broader knowledge base, as well as sense of respect for and understanding of culturally diverse peoples, their customs and historic legacy. Every child should be provided well rounded PK-12 instruction that incorporates the history, perspectives, and culture of Black/African Americans, Latinos, Native Americans, and Asian Americans (as well as others) in all areas of the curriculum as an integral part of her or his total school experience.

A multicultural perspective in curriculum development reflects the creation and dissemination of instructional materials which are accurate, comprehensive, and inclusive of both indigenous perspectives and diverse racial, ethnic, linguistic, and cultural community experiences. The information includes relevant facts, issues, values and viewpoints for all cultures, including those that have been historically omitted or misrepresented in the standard development of curriculum and instructional materials. This curriculum will be implemented via culturally relevant instructional strategies that are student-centered. As a result of the

¹ The use of the term multicultural in this document reflects the experiences of diverse racial, ethnic, linguistic, and cultural communities served by the Rochester City School District including students of African, Hispanic/Latino, Native American, and Asian descent. The definition acknowledges the complex social identities of student and teacher communities that intersect with various characteristics including social class, gender, immigration status, and transnational standing.

multicultural curricular and instructional environments in the RCSD, students will develop a positive sense of identity, strong academic skills and critical analytical competencies so as to address problems found in their community and an expanding global society.

4350.20 CHARGE TO THE SUPERINTENDENT

1. Develop a process to include a multicultural perspective that reflects multiple racial, ethnic, linguistic, and cultural perspectives into standard curriculum development for all subjects across all Rochester City School District PreK to 12 classrooms. This includes a mandate to implement content regarding African American Studies, African American literature, Latino Studies, and Latino Literature in schools. Also, schools will offer courses in the areas of African American Studies, African American literature, Latino Studies, and Latino Literature.
2. Develop procedures and guidelines for textbook selection that include multicultural evaluation criteria to ensure that multiple racial, ethnic, linguistic, and cultural perspectives are both included and accurate;
3. When possible, develop supplementary and/or text material when commercially available material fails to meet district guidelines for comprehensive and accurate instructional material;
4. Provide training and in-service to expand the knowledge and background of administrative and teaching staff in the use of materials which contain multiple racial, ethnic, linguistic, and cultural perspectives;
5. Determine the impact of curricular materials with a multicultural perspective on student knowledge, appreciation, and respect for their own and others' culture.

4350.30 ADMINISTRATIVE REGULATIONS & GUIDELINES

- a. Direct the development of a multicultural perspective that reflects a range of racial, ethnic, linguistic, and cultural viewpoints in the district’s instructional programs;
- b. Ensure that African American Studies, African American literature, Latino Studies, and Latino Literature are implemented in schools.
- c. Monitor and assess the implementation and impact of curricular materials and courses regarding African American Studies, African American literature, Latino Studies, and Latino Literature on students’ engagement, academic growth, and cultural awareness. This includes the development of evaluation tools with implementation indicators and outcome measures to inform formative assessment and impact analysis;
- d. Assess the impact of in-service training on staff development and instructional delivery.

Policy Appendix

1. New York State Amistad Commission
<http://www.dos.ny.gov/amistad/>
2. New York State ELA K-5 Standards
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/culturediversityforsurvey.pdf
3. New York State P-12 Common Core Learning Standards for English Language Arts and Literacy
<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>
4. New York State K-12 Social Studies
<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>
5. Next Generation Science Standards
<http://www.nextgenscience.org/sites/default/files/Appendix%20D%20Diversity%20and%20Equity%206-14-13.pdf>

<http://www.nextgenscience.org/sites/default/files/%282%29%20Case%20Study%20Race%20and%20Ethnicity%206-14-13.pdf>

Cross Ref: Service Learning 4314.3; New York Arts and Cultural Affairs Law Article 57B (57.51-57.54) ; New York State ELA K-5 Standards; New York State P-12 Common Core Learning Standards for English Language Arts and Literacy; New York State Social Studies Standards; New York State Next Generation Science Standards.

Ref: Education Law §§ 801; 801-a; 2554 (11)-(12); and 2566.

Note: Prior policy, Policy Manual, Multicultural Perspective in Curriculum Development (December 17, 1987), revised
Revised & Readopted Res. 1998-1999: 136 (Aug. 20, 1998)
Revised & Readopted Res. 2007-2008:154 (Aug. 16, 2007)
Revised & Readopted Res. 201-16: 855 (June 16, 2016)