

DIRECTIONS: A “YES” response indicates that the item has been implemented throughout the school system. A “NO” response indicates that the item has not been initiated or implemented. An “In Progress” response indicates that the item has been initiated, but not fully implemented systemwide.

PROTOCOLS	YES	NO	IP
I. MISSION/VISION			
1. The local school system has a written mission or vision statement that includes a stated commitment to:			
❖ Diversity			
❖ Education that is Multicultural			
❖ Accelerating and enhancing student achievement			
❖ Eliminating student achievement gaps			
2. The LSS’s mission statement is integral to the operation of the schools and is regularly communicated to all staff, students, parents, and the community.			
❖ The Bridge To Excellence Master Plan includes specific items related to Education That is Multicultural and minority achievement initiatives			
❖ The BTE Master Plan and procedures reflect applications of culturally sensitive planning			
II. CURRICULUM			
1. Curriculum in all content areas reflect varied cultural and socio-economic groups.			
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:			
❖ curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.			
❖ different cultural views of history are represented.			

PROTOCOLS	YES	NO	IP
<p>3. All schools provide curriculum that includes opportunities for students to demonstrate the following attitudes and actions:</p> <ul style="list-style-type: none"> ❖ valuing one’s own heritage. ❖ valuing the richness of cultural diversity and commonality. ❖ valuing the uniqueness of cultures other than one’s own. ❖ being aware of and sensitive to individual differences within cultural groups. ❖ addressing stereotypes related to ETMA Diversity Factors (race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities). 			
<p>4. The curriculum includes lessons that reflect a diversity of learning styles.</p>			
<p>5. Curricular infusion of Education that is Multicultural is visible in all subject areas.</p>			
<p>III. INSTRUCTION</p>			
<p>A. Climate</p>			
<p>1. All schools provide an instructional program that promotes:</p> <ul style="list-style-type: none"> ❖ a climate in which harassment is not tolerated and in which incidents of bullying, intolerance or hate/violence are addressed in an equitable and timely manner. ❖ a climate that promotes the development of interpersonal skills that prepare students for a diverse workplace and society. ❖ a climate that reflects the diversity of the community. ❖ a climate in which linguistic patterns are respected. ❖ an inclusive climate in which students, instructional staff, support staff, parents, and community members and central office staff are made to feel welcome and actively involved. ❖ a school climate that reflects relationships of mutual respect. 			
<p>B. Access and Grouping</p>			
<p>1. All schools promote grouping of students to reflect cultural diversity.</p>			
<p>2. A committed demonstration of high expectations for all students is visible.</p> <ul style="list-style-type: none"> ❖ Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background. ❖ All schools assure that all students with disabilities are afforded access to classes and programs in the “least restrictive” environment. ❖ Highly effective and certified teachers are assigned to low-achieving schools. 			

PROTOCOL	YES	NO	IP
3. All schools monitor and address disproportionate referrals and placements of students in special education programs.			
4. All schools use data disaggregated by race/ethnicity, gender, English language learners, and socio-economic status to assess inequities in course participation, student placement, and grouping, and to make adjustments to assure equity.			
5. All schools provide outreach to assure that there is equitable representation of diverse cultural and economic groups in:			
❖ advanced placement courses			
❖ gifted and talented programs			
❖ special initiatives such as grants and/or pilot programs			
❖ student organizations and extracurricular activities			
6. All schools ensure that all students have access to instructional technology.			
C. Instructional Activities			
1. All schools use instructional activities that recognize and appreciate students' cultural identities and learning styles.			
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.			
3. All schools use activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.			
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.			
5. All schools provide a range of appropriate assessment tools and strategies to modify instruction to accelerate student achievement and eliminate academic gaps.			
IV. STAFF DEVELOPMENT			
1. Staff development includes involvement of all staff (administrators, teachers, support staff, teacher aides, bus drivers, custodians, cafeteria workers, etc.).			
2. Staff development addresses the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education that is Multicultural and Accelerating Minority Achievement (ETMA).			

PROTOCOLS	YES	NO	IP
<p>3. All schools provide activities for staff:</p> <ul style="list-style-type: none"> ❖ that involve all staff in exploring attitudes and beliefs about their own cultural identity ❖ to identify instructional strategies, techniques, and materials appropriate for ETMA 			
<p>4. All schools provide training:</p> <ul style="list-style-type: none"> ❖ in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop ETMA instructional programs ❖ to recognize and address bullying, harassment, stereotyping, prejudice, discrimination, and bias ❖ which involves all staff in exploring attitudes and beliefs about other cultures to foster greater inter-group understanding ❖ to identify instructional strategies, techniques, and materials appropriate for ETMA ❖ to recognize and correct inequitable participation in school activities by students and staff from different backgrounds 			
<p>5. All schools support opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.</p>			
<p>6. All schools plan professional development workshops and courses to include an ETMA focus.</p>			
<p>7. All schools maintain current professional development references for teachers and administrators on education that is multicultural and achievement.</p>			
<p>V. INSTRUCTIONAL MATERIALS AND RESOURCES</p>			
<p>1. All schools use resource organizations and materials that promote cultural and ethnic understanding.</p>			
<p>2. All schools use instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.</p>			

PROTOCOLS	YES	NO	IP
3. All schools incorporate multicultural instructional materials in all subject areas .			
4. All schools involve parents and community members from diverse backgrounds as resources.			
5. All schools maintain a professional library that includes current professional development references for teachers and administrators on education that is multicultural and student achievement.			
6. All schools provide instructional resources that assist students in demonstrating an understanding of an appreciation for cultural groups.			
7. All schools have a process for selection of ETM resources that includes all of the following criteria:			
❖ materials that avoid stereotyping and bias.			
❖ materials that reflect the diverse experiences of cultural groups and individuals.			
❖ human resources to help students gain an understanding of cultural diversity.			
8. All school media centers include print and non-print materials that reflect diversity.			
VI. PHYSICAL ENVIRONMENT			
1. All schools are barrier free and accessible for people with disabilities.			
2. All school building environments physically reflect diversity in displays and materials.			
VII. POLICIES			
1. All schools have written policies and practices that prohibit discrimination against students and staff based on the diversity factors.			
2. Non-discrimination policies and statements are included in staff and student handbooks and publications throughout the school system.			
3. All schools have established procedures for students and staff to report discrimination complaints based on any of the diversity factors.			

PROTOCOLS	YES	NO	IP
4. All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title IX of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).			
5. School system policies assure that all school publications use bias free and gender fair language and visual images that reflect cultural diversity.			
VIII. COMMUNITY OUTREACH			
1. All schools actively involve the following that reflect diversity in developing policies and strategies to address ETMA issues:			
❖ parents from diverse backgrounds			
❖ community members from diverse backgrounds			
❖ resource organizations			
❖ materials from multiple perspectives			
2. Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.			
3. All school functions are held in facilities that are accessible to individuals with disabilities.			

COMMENTS

Please provide any additional comments related to this report
