

SAN DIEGO UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURES

CLASSIFICATION	INSTRUCTION, SPECIAL PROGRAMS	EFFECTIVE	8-2-76
SUBJECT	MULTICULTURAL EDUCATION PROGRAM	REVISED	7-2-85

A. PURPOSE AND SCOPE:

1. To outline the district's multicultural education program, procedures for making appropriate changes, and responsibilities for leadership.

2. Related procedures:

Instructional programs, general	No. 4000
Race/human relations program	No. 4105

Revised
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B. LEGAL AND POLICY BASIS:

Reference: Board policy; Education Code Sections 44560, 51050, 51213, 51227; Civil Rights Act of 1964; Educational Amendments of 1972; Rehabilitation Act of 1974, Section 504.

2. Instructional Requirements and Constraints. Some laws and policies affecting the district's multicultural education program include:

a. District. San Diego Unified School District encourages state legislation which supports inclusion of instruction in the roles and contributions of various ethnic minorities in all appropriate curricular offerings. A goal of the district is that all students be provided an opportunity to acquire knowledge of the pluralistic culture in which they live.

b. State. California Education Code, Title 2, Sections 51213 and 51227, include provisions for teaching all students the roles and contributions of various ethnic minorities and women to the economic, political and social development of California and the United States. Section 44560 provides for teachers and other school service personnel to receive inservice preparation to understand and relate to the history, culture and current problems with diverse backgrounds where these students comprise more than 25% of the student body. California State Department of Education, Office of Intergroup Relations published, Guide for Multicultural Education, 1977.

c. Federal. Civil Rights Act of 1964, Educational Amendments of 1972, and Rehabilitation-Act of 1974, Section 504, contain restrictions prohibiting discrimination on the basis of religion, race, ethnic origin, sex, or handicap under any educational program or activity receiving federal financial assistance. (See Procedure No. 4000.)

C. GENERAL:

1. Originating Office. Suggestions or questions concerning this procedure should be directed to Community Relations and Integration Services Division.

c. 2. Definitions

a. Multicultural education: An interdisciplinary process based on the strength of diversity, social justice and the right to alternative life choices for all people. It incorporates cultural pluralism which emphasizes the uniqueness and value of every culture while recognizing essential interrelationships between individuals and groups.

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b. Multicultural education program: The formal name for this program is the "Race/Human Relations Program," which operates under the guidelines of the District Multi-Year Race/Human Relations Plan as adopted by the Board of Education in June, 1982. (See Procedure No. 4105.)

3. Objectives. Multicultural education objectives are to assist students to:

- a. Clarify their ethnic identities and function effectively within their own ethnic groups and communities.
- b. Develop acceptance and understanding of other ethnic cultures and function effectively within them.
- c. Analyze social issues and participate democratically in resolving social problems.
- d. Increase self-awareness and achieve understanding, appreciation and acceptance of similarities and differences inherent in individuals and groups.
- e. Achieve their maximum potential as American citizens.

4. Approval of Instructional Programs. Instructional programs, courses course guides, and basic materials are recommended by the superintendent to Board of Education for approval prior to implementation (Education Code 51050). Relative roles and responsibilities for program development and implementation are covered in C.4. through C.7. below.5. Multicultural Education Unit of Community Relations and Integration Services Department works cooperatively with community groups, district teachers, resource personnel, school site principals, operating divisions, and appropriate county and state personnel in the process of goal setting and needs assessment, program development, program implementation, and program evaluation. Functions and responsibilities include:

- a. Provision of administrative leadership, in cooperation with Educational Services Division, in identification and design of multicultural program needs including on-site and districtwide workshops, courses for academic credit, curriculum development, innovative programs, resources and materials.

- C. 5. b. Expeditious implementation of board-approved goals by formulating appropriate program and course objectives in terms of current staff and student needs and with appropriate consideration of recent effective curricular trends.
- c. Maintenance of close liaison with the community and interpretation of multicultural programs in effect.
- d. Provision of direction, assistance, and supportive services in cooperation with Educational Services Division to:
- (1) District, community, county and state groups in development of effective programs relating to multicultural education;
- (2) District personnel preparing categorical aid programs with multicultural components; and
- (3) Schools integrating multicultural content into various disciplines.
- e. Provision of on-site and districtwide inservice training in multicultural education for teachers, counselors, librarians management employees, and district resource personnel. Inservice training programs may be conducted during regular school year as well as during summer.
- f. Provision of resources and cooperation with Planning, Research, and Evaluation Division in development and implementation of an evaluation process for the education program.
- g. Attendance as a regular member of Educational Services Division council and committee meetings involving subject field specialists.
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6. School site principals interpret and implement district&mandated multicultural education programs, strategies, and processes in light of individual school needs; request services of Multicultural Education Unit personnel for assistance in planning, development, and implementation of on-site multicultural education program.
7. Staff Programs
- Added
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- a. All district employees are required to complete designated training objectives as outlined in the District Multi-Year Race/Human Relations Plan.
- b. Staff Development/Training Department works cooperatively with Multicultural Education Unit to plan, develop, implement, and evaluate professional growth programs in multicultural education for district personnel.

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- c. 7. c. Multicultural Education Unit (Race/Human Relations Program) staff act as resources for program design and generally conduct training for objectives.

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- d. Site administrator is responsible for implementation of objectives.

8. Student Programs

- a. Classroom teachers, school counselors, and school librarians are responsible for:

- (1) Implementation of multicultural education programs by providing student learning experiences through use of approved materials and process for multicultural education.
- (2) Evaluation of multicultural education programs, materials, and strategies in their learning environments through use of various assessment techniques that measure student progress and achievement..

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- b. Program requirements

- (1) All students are required to receive twelve years (K-12) instruction in multicultural education through the Race/Human Relations Program. Instruction will take place at regular intervals in the social studies curriculum.
- (2) Students will receive additional exposure to multicultural concepts through math, science, English, and fine arts **course-work**.
- (3) Extra-curricular activities and programs (i.e., ASB, student recognition, school clubs, and special events) shall be designed to foster achievement of multicultural objectives.

D. IMPLEMENTATION: (See Section C.)

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E. FORMS AND AUXILIARY REFERENCES:

1. Course of Study, K-12, Stock No. 41-C-7150.
2. Kindergarten Through Grade 12 Curriculum Frameworks, Stock No. 41-c-7500.
3. Schools applying for state- and federally-funded projects with multicultural education components use appropriate guidelines and applications available from External Funding Department.

F. REPORTS AND RECORDS:

G. APPROVED BY:

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