
EXECUTIVE SUMMARY PRESENTATION TO THE PHILADELPHIA BOARD OF EDUCATION

Topic: Board of Education Policy 102
Multiracial-Multicultural-Gender
Education

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Summary:

On January 24, 1994, the Board of Education adopted Policy 102: Multiracial-Multicultural-Gender Education. The policy is a beginning—a framework for equity supporting an ongoing collaboration among students, teachers, administrators, parents, and community. It provides a fundamental structure for the development of student learning outcomes, instructional strategies, and authentic assessments at the school, regional, and systemwide levels.

The development of this policy has come about as the result of the ongoing work of a group of administrators, teachers, parents, and community partners that formally began in October 1992. This group, the Multicultural Education Discussion Group, conferred with the Superintendent and the Education Committee of the Board of Education on several occasions.

The initial goal of this discussion group was to share resources and come to a common understanding of what various school district offices were doing in regard to Multicultural Education. As the discussion group continued its deliberations, it felt that it was imperative that the District develop a policy regarding Multicultural Education so that the School District would have a focused agenda and common ground on which to define, plan, develop, and implement multiracial, multicultural, and gender education programs.

An initial policy statement was drafted and then sent to a broader audience for review and comment. The discussion group was expanded to include school based personnel, parents and community partners. The draft underwent a series of revisions based on input received. In April 1993, a revised draft form was sent to the Superintendent for review. The Superintendent then forwarded the draft to the Education Committee of the Board of Education.

On September 3, 1993, the Education Committee of the Board of Education met to review the policy with members of the discussion group. They asked that the discussion group develop an implementation plan to accompany the proposed policy. The discussion group continued to meet and went through a process of assessing what is currently in place within the District, and what then needs to be implemented in order to make the policy effective.

The discussion group found that a number of initiatives, which would fall under the rubric of the multiracial-multicultural-gender policy, are currently in operation on a systemwide, regional, or school level. It became clear that the scope of the proposed policy was such that no one committee or office could take on the task of implementation and assessment. The discussion group felt strongly that the Board needed to pass the policy first with the recognition that financial commitment and strong accountability measures were essential to ensuring that the policy could be implemented.

These findings were presented to the Education Committee of the Board on December 3, 1993 by members of the discussion group. The presenters shared examples of multiracial-multicultural-gender initiatives which are taking place at school sites, regionally and systemwide. These programs were being conducted without the framework of a policy, any implementation plan to ensure a common vision, and/or systemwide standards which include a definition, philosophy and accountability model for multiracial-multicultural-gender education.

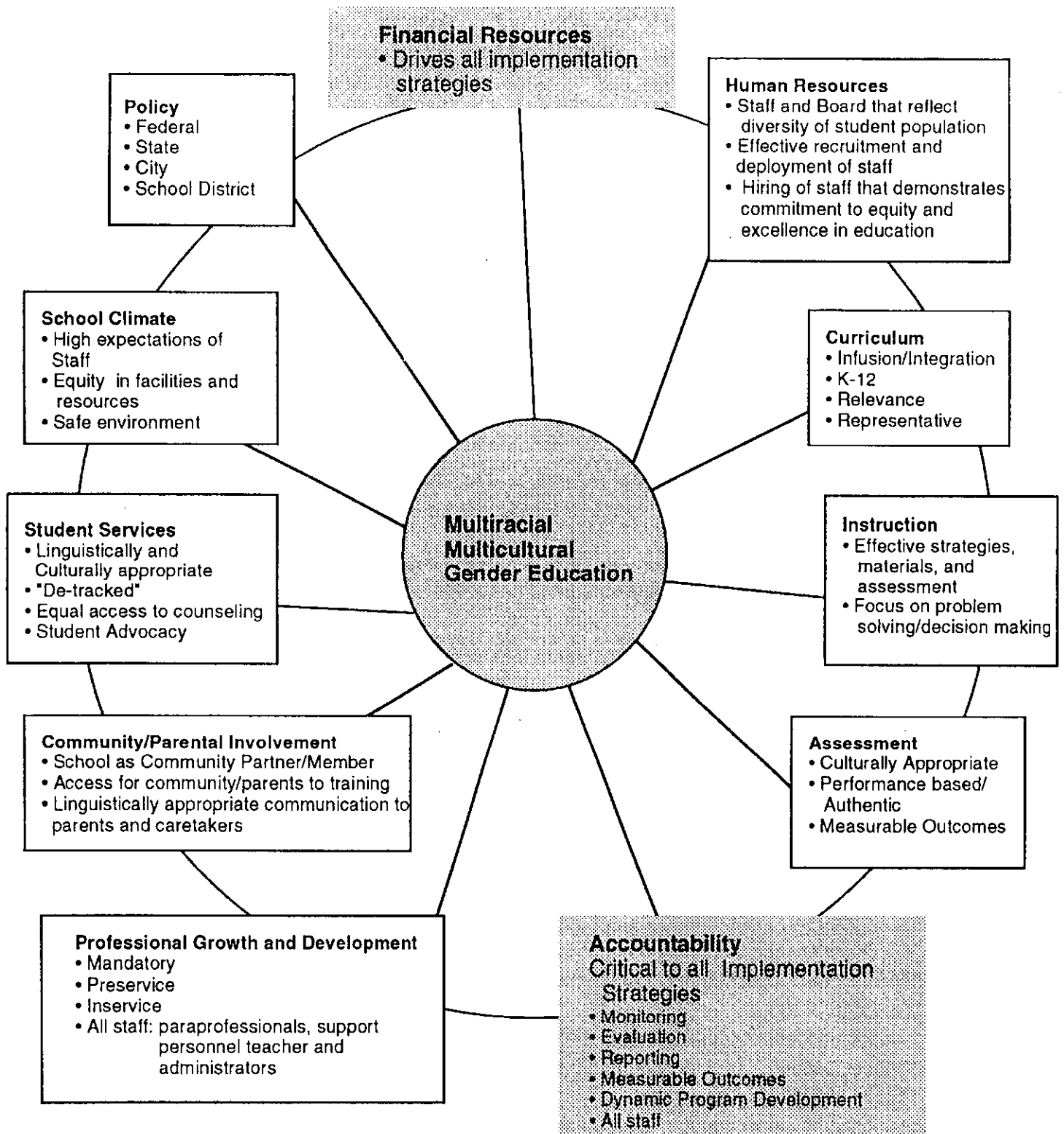
The Discussion Group also completed research on federal, state, city, and school district policy and legislation in support of Policy 102. This enabling legislation was shared with the Education Committee on December 3 and January 13. After January 13, final recommendations and revisions were incorporated into the policy statement.

Policy 102: Multiracial-Multicultural-Gender Education was adopted by the Board of Education at its public meeting on January 24, 1994.

| POLICY GUIDE | 102. Multiracial-Multicultural-Gender Education | SOURCE |
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| 3. Philosophy | <p>2.6 Empower students to recognize and work to overcome injustices caused by bias and historical exclusion and to become active citizens and leaders in the quest for a just society.</p> <p>3. The School District of Philadelphia affirms its commitment to Multiracial-Multicultural-Gender Education. In seeking to ensure educational equity and justice for all, Multiracial-Multicultural-Gender Education will be infused throughout all aspects of the educational process. This process will:</p> <p>3.1 Integrate multiple perspectives in all curricular areas.</p> <p>3.2 Utilize the variety of skills and knowledge that students and adults from diverse backgrounds bring to teaching and learning.</p> <p>3.3 Incorporate learning activities to foster knowledge of, acceptance of, and respect for the diverse cultures and histories that make up the fabric of our school communities.</p> <p>3.4 Foster among children the development of interpersonal and intergroup skills that will prepare them to live harmoniously in a multiethnic/multicultural/multilingual society.</p> <p>3.5 Facilitate the practices necessary to assist all children to become effective and successful learners regardless of race, ethnicity, social class, gender, religion, disability, or sexual orientation.</p> <p>3.6 Ensure that staff throughout the District receive appropriate, ongoing opportunities for training and staff development in multicultural understanding.</p> <p>3.7 Ensure that the commitment to Multiracial-Multicultural-Gender Education is reflected in the diversity of all levels of staffing in the School District of Philadelphia.</p> <p>3.8 Respect and value parental and community input and participation in the educational process.</p> | <p>Commonwealth of Pennsylvania Statement of Principals Regarding Educational Equity 1993</p> <p>Improving America's Schools Act of 1993</p> |

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| 4. Implementation | <p>3.9 Extend training in Multiracial-Multicultural-Gender Education to parents and community members that reflects multiracial-multicultural-gender equity.</p> <p>3.10 Implicit in this statement is the requirement that each staff member accept responsibility for the accomplishment of these goals.</p> <p>4. Academic excellence and equity represent, in part, an institutional commitment to enable the school community, including faculty, staff, and students, to reach its fullest human and intellectual potential. The achievement of these goals and objectives requires the School District to:</p> <p>4.1 Make an institutional commitment to teach to all children in every school, a curriculum informed by the principles of gender-equity, multiracial and multicultural knowledge and perspectives, including but not limited to the history and experiences of women, racial, ethnic, and religious minorities, as well as lesbian and gay people and disabled people.</p> <p>4.2 Seek equitable allotments for this activity from the District's resources for the ongoing development of appropriate curriculum, instruction, and assessment, as well as the ongoing evaluation of administrative policies, procedures, and performance standards.</p> <p>4.3 Enhance and develop all school-based educational activities/programs/experiences including but not limited to curricula, instructional materials, after-school programs, community partnerships, professional staff development, support services, library acquisitions, as well as assessment, testing and evaluation instruments to reflect the School District of Philadelphia's commitment to a school environment that reflects multiracial-multicultural-gender equity.</p> <p>4.4 These activities are subject to staff evaluation, assessment, and reporting on an annual basis to the Board of Education.</p> | <p>Regulations of the State Board of Education Chapter 5: Curriculum 1993</p> <p>Commonwealth of Pennsylvania Annex A Title 22, Education Part XIV, Chapter 235 Code of Professional Practice and Conduct for Educators 1992</p> <p>Commonwealth of Pennsylvania Statement of Principals Regarding Educational Equity 1993</p> |

Critical Implementation Issues: Multiracial - Multicultural - Gender Education Policy



In this figure, the critical implementation issues for the Multiracial - Multicultural - Gender Education Policy is conceptualized as a system which consists of a number of major identifiable factors, such as accountability and financial resources. In the ideal, cultural pluralism in each of these factors is reflected in systemwide implementation. While any of these factors may be the focus of initial school reform, changes must take place in each of them to create and sustain an effective environment for multiracial, multicultural, gender education.