



Book: BYLAWS AND POLICIES
Section: 2000 PROGRAM
Title: MULTICULTURAL EDUCATION
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The Board believes:

- A. The educational process should prepare all learners to serve as social change agents in a Democratic society;
- B. Academic performance is enhanced when the curriculum is inclusive of the cultures of all learners;
- C. The value of the individual achievement is determined by one's ability to contribute to the well-being of humanity;
- D. Equity in education is essential so that every child will not only learn but learn everything;
- E. The educational process must be demonstrably relevant to the learners' experiences in the macro (larger) society;
- F. The educational process must be student-centered so that knowledge, process of learning, and the learner should be connected if optimal learning is to occur; and
- G. The educational experiences should lead to the empowerment of all learners by guiding all learners to the highest level of mastery and performance.

To that end, the Board adopts a policy of education that is multicultural and commits itself and resources to providing an education to achieve the following objectives:

- A. To promote and foster intergroup understanding, awareness and appreciation by students and staff of the diverse ethnic, racial, cultural, and linguistic groups represented in the Edison School of the Arts, the United States and the world.
- B. To help students develop more positive attitudes toward cultural diversity especially in early grades by dispelling misconceptions, stereotypes and negative beliefs about themselves and others.

- C. To identify the impact of racism and other barriers to acceptance of differences.
- D. To improve academic achievement by transforming the total school environment to make it more consistent with the variety of cultures, behaviors and learning styles.
- E. To empower students and help them develop confidence in their ability to succeed academically and influence social, political and economic institutions.
- F. To empower students by providing opportunities to experience success, by recognizing and giving visibility to other cultures and by teaching decision-making and social action skills.
- G. To enhance Edison School of the Arts students' self-worth and self-respect by centering them in their own culture.
- H. To incorporate a variety of teaching strategies to address differences in learning styles.

- J. To develop the life skills needed in interpersonal and intergroup relations as well as conflict resolution, with a special emphasis on conflict arising from bias and discrimination based on race, color religion, national origin, gender, age, disability, and/or sexual orientation.
- K. To challenge and transform the existing curriculum to recognize the struggles, accomplishments and contributions of cultural and gender groups.
- L. To use textbooks and instructional materials that are free from stereotypical views of any group whether expressed or implied, by statement, visual image or by omission; and shall develop supplementary material when existing materials fail to meet guidelines for comprehensive and culturally accurate instruction.
- M. To include in all academic achievement plans tools and strategies that help students develop skills and knowledge required to live and work in a culturally diverse society.
- N. To help students develop the knowledge, attitudes and skills needed to function within their own microcultures, the U.S. macroculture, other microcultures and within the global community itself.
- O. To develop an appreciation and understanding of the heritage of students' and staff's own ethnic, racial, cultural and linguistic groups.

Multicultural education affirms that schools should be oriented toward the cultural centering of all children and youth through curriculum programs that acknowledge, preserve and celebrate diversity as a fact of life in American society. All Edison School of the Arts educators have an ethical, moral, and professional obligation and responsibility to prepare students to live in a culturally diverse society by providing an authentic education with a foundation resting on truth and a belief in the ability of all students to achieve.

Because the largest numerical percentage of students who comprise Edison School of the Arts are African-Americans and because the most academically sound curriculum is one based on the culture of its learners, it is imperative that Edison identify information and implement practices which are essential to the academic success of all Edison School of the Arts students.