BRIDGE TO EXCELLENCE
CROSS-CUTTING THEME
EDUCATION THAT IS MULTICULTURAL (ETM)

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT

- The completion of the Maryland Local School System (LSS) *Compliance Status Report* for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.

- The *Compliance Status Report* form is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.

- The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201 These materials may be submitted as hard copies or digitalized and submitted on a disk.

    - A copy of the Local School System's (LSS) ETM vision and mission statement
    - A sample curriculum document that infuses Education That Is Multicultural
    - A list of ETM mandatory and/or ETM voluntary courses offered
    - A list of Professional Development ETMA workshops or seminars provided during the school year
    - A sample checklist used to evaluate and approve LSS instructional resources

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

After completion of the Maryland *Local School System Compliance Status Report: Education That Is Multicultural (ETMA)* form, provide the following summary information.

1. List your Local School System's major ETMA strengths identified

2. List your Local School System's major ETMA areas identified that need improvement

3. List your three major Local School System ETMA goals for the next school year

4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: _____

ETMA Contact Person: _____

Title/Position: _____

Address: _____

Phone: _____ Fax: _____

E-Mail: _____

Date completed: _____

I. Mission/Vision/Leadership	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS 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.					
3. A culturally diverse group (including the LSS ETM liaison) actively engages in the development of the Bridge to Excellence (BTE) or other management plan.					
4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives.					

II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.					
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:					
a. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.					
b. Multiple cultural perspectives of history are represented.					
3. As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:					
a. valuing one's own heritage.					
b. valuing the richness of cultural diversity and commonality.					
c. valuing the uniqueness of cultures other than one's own.					
d. being aware of and sensitive to individual differences within cultural groups.					

II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
e. addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities.					
4. Curricular infusion of Education that is Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.					

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written policy and procedure addressing bullying and harassment.					
2. The LSS addresses how all schools promote the following aspects of an inclusive climate:					
a. in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.					

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
b. that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.					
c. that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc...					
d. in which diverse linguistic patterns are respected.					
e. in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel welcomed and actively involved in the entire instructional program.					
f. that reflects relationships of mutual respect.					
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					
h. that includes multicultural assemblies, programs, and speakers.					

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
A. Access and Grouping 1. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.					
2. A committed demonstration of high expectations for all students is visible.					
a. Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.					
b. All schools assure that all students with disabilities are afforded access to classes and programs in the "least restrictive" environment.					
c. Highly qualified/effective and certified teachers are assigned to low-achieving schools.					
d. Teachers already working in low-achieving schools are certificated and highly qualified/effective.					
3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.					

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:					
a. advanced placement courses					
b. gifted and talented programs					
c. special initiatives such as grants and/or pilot programs such as STEM					
d. student organizations and extracurricular activities					
e. student recognition programs and performances					
5. All schools ensure that all students have access to instructional technology.					
B. Instructional Activities 1. All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences 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 implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.					
C. Achievement Disparities 1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement.					
2. All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.					
3. All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data.					
4. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.					

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. ETMA staff development includes involvement of all staff: (check all that apply) ➢ Administrators ___ ➢ central office staff ___ ➢ teachers ___ ➢ support staff ___ ➢ instructional assistants/para-educators___ ➢ substitutes ___ ➢ bus drivers ___ ➢ custodians ___ ➢ cafeteria workers ___ ➢ volunteers ___					
2. Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.					
3. The LSS coordinates and facilitates ETMA programs and activities:					
❖ Voluntary ETM courses are offered (attach a list of courses)					
❖ Mandatory ETM courses are offered (attach a list of courses)					
❖ ETMA workshops or seminars are provided during the year (attach a list of programs)					

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
4. The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:					
a. explores attitudes and beliefs about their own cultural identity.					
b. identifies equity strategies, techniques, and materials appropriate for their work assignment.					
5. All schools provide training:					
a. in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.					
b. to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement.					
c. to explore attitudes and beliefs about other cultures to foster greater inter-group understanding.					
d. to identify and implement instructional strategies, techniques, and materials appropriate for ETMA.					

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence.					
6. All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.					
7. All schools provide professional development workshops and courses that include an ETMA focus.					
8. All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.					
VI. Instructional Resources & Materials	**Beginning**			**Embedding**	**Sustaining**
	No action has been taken	**Efforts are being initiated**	**Initial Results are being gained**	**Efforts and results are being enhanced and supported**	**Practices are evident, policies are in place, and results are increasing**
1. LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.					

VI. Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
2. The LSS uses resource organizations that promote cultural and ethnic understanding.					
3. The LSS uses 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.					
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.					
5. All schools incorporate multicultural instructional materials in all subject areas.					
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.					
7. All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.					

VI. Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
8. All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).					
9. All schools have a process for selection of instructional resources that includes the following criteria:					
a. materials that avoid stereotyping and bias.					
b. materials that reflect the diverse experiences of cultural groups and individuals.					
c. individuals from diverse backgrounds were involved in the review and selection of materials.					
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.					

VII. Physical Environment	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools are barrier free and accessible for people with disabilities.					
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials.					

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.					
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.					
3. The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.					
4. School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.					

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
5. 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 VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).					

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.					
2. The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.					

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
3. All schools use a multiplicity of opportunities and formats for students to show what they know.					
4. The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.					
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades.					
6. The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.					
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.					
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.					

X. Community Outreach	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:					
a. families from diverse backgrounds.					
b. community members from diverse backgrounds.					
c. resource organizations that reflect diversity.					
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.					

Individuals contributing to the completion of the Compliance Report

Signature	Print Name	Job Title