

**MULTICULTURAL, GENDER FAIR  
EDUCATION PLAN  
For  
SOUTH HAMILTON COMMUNITY SCHOOLS  
  
OCTOBER 2014**

## INTRODUCTION

It is the policy of South Hamilton Community School District to provide equal education and employment opportunities and not to illegally discriminate on the basis of gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status in its educational programs, activities, or its employment and personnel policies. Affirmative steps will be taken to integrate students in attendance centers, programs, and classes on the basis of race, national origin, gender and disability.

This school district provides program activities, a curriculum, and instructional resources which reflect the racial and cultural diversity present in the world and the variety of careers, roles and lifestyles open to both men and women in our society. One of the objectives of the school's programs, curriculum, services, and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country, and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

It is the policy of this school to affirmatively recruit women and men, members of diverse racial/ethnic groups and person with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status. Harassment of a sexual nature or with demeaning intent related to race, national origin, gender, disability, age, marital status, or religion made from one employee to another, from an employee to a student or vice versa, and from one student to another is a violation of this policy.

Inquiries or grievances related to this plan or policy 100.2 – Equity and Non-Discrimination may be directed to the South Hamilton Community School Superintendent, 315 Division Street, Jewell, IA 50130 (515-827-5479), or to the HS/MS Principal as appropriate, the Director of the Iowa Civil Rights Commission in Des Moines, the Director of the Regional Office of the United States Equal Employment Opportunity Commission in Milwaukee, Wisconsin, or the Director of the Regional VII Office of the Civil Rights, United States Department of Education in Kansas City, Missouri. Inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319.

## **DISSEMINATION OF COMPREHENSIVE POLICY**

Federal and state regulations require that the nondiscrimination policy, the identity, address and phone number of the local educational equity coordinators and notification about the existence of the grievance procedure be disseminated annually, or on an on-going basis to students, parents, employees, applicants for employment and unions or professional organizations holding collective bargaining agreements with the school. This information must be included in major annual publications or formal communications, targeted at these groups such as: Parent Handbooks, Student Handbooks, Teacher and Employee Handbooks, Registration Handbooks.

## **A RATIONALE FOR MULTICULTURAL, GENDER FAIR EDUCATION**

In recognition of our culturally pluralistic society, its changing views of the role of men and women, and the constantly increasing interdependency of peoples and nations, the State Board of Education has stated that one of the primary aims of the entire school program in the schools of this state should be “to reduce and eliminate stereotyping and bias on the basis of gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status.” It is also stated that the educational program should “motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in a pluralistic, gender fair society.” If the respect and appreciation of the diversity in our country, and the awareness of the interdependency in our world is to emerge, this commitment in theory must be accompanied by an even greater commitment in practice.

It must be realized that multicultural, gender fair education does not benefit just one group of students at the expense of others. All students, regardless of their gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status need to see themselves reflected in the curriculum in a realistic and positive way if they are to develop strong, healthy self concepts. Besides providing a basis for a positive self-concept in minority students, it helps to prevent majority students from developing a false perspective, which may often lead to prejudice and discriminatory behavior in later life.

Given the degree of mobility in present society and the ever-increasing interdependency between people and nations, the lack of minority group representation in the community and/or school is not a valid reason for failing to implement a multicultural education program. The impact of our district’s educational program will be felt far beyond the boundaries of the district. If we do our job well, the educational program should assist staff and students to examine their prejudices, clarify their values and change their behavior where necessary. All students should graduate from our schools with a healthy respect and appreciation for diversity rather than with a fear of it.

## MULTIDISCIPLINARY GOALS

The goals outlined in this section form the basis for the multicultural, gender fair education plan. They are written to ensure that **pluralism** and **equality** are part of the structure, content, processes, and instructional strategies of each program, activity, and curriculum area. They are as follows:

1. To help students understand themselves and others as cultural beings acting within a cultural context.
2. To help students recognize, respect and value the diversity represented in the population of the United States and the world.
3. To help students understand how group membership affects one's values, attitudes and behaviors.
4. To help students understand the dynamics of discrimination, bias, prejudice and stereotyping.
5. To help students demonstrate the skills for effective social action and interaction between racial/ethnic groups, the sexes and persons of varying abilities and socio-economic backgrounds.
6. The curriculum review and development process will include procedures and activities which ensure adherence to the multicultural, gender fair philosophy.
7. Specifications for the selection of textbooks and other instructional materials will visibly include the necessity for them to meet multicultural, gender fair criteria.
8. Curriculum guides and student course of study guides will direct the multicultural, nonsexist content of the programs and courses.
9. Instruction will be delivered in such a manner that each student has an equal opportunity to learn and identify with the educational program being delivered.
10. Curriculum content will reflect the contributions, perspectives, and interests of diverse racial/ethnic groups, both sexes and persons with disabilities as an integral part of the curriculum.
11. Instructional strategies will foster equity and encourage contributions from males and females, diverse racial/ethnic groups and students of diverse ability and socio-economic backgrounds.
12. Scheduling and grouping practices will promote collaboration between males and females, diverse racial/ethnic groups and students of varying abilities and socio-economic status.

## SPECIFIC OBJECTIVES FOR PROGRAM AREAS

The following objectives are included as part of the overall program objectives in the following areas:

### 1. **The Arts** (Music and Visual Arts)

- a. Students will demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups and both men and women have made to the artistic heritage of Iowa, the United States and the world.
- b. Students will explore a broad range of arts related careers, regardless of their gender, race, national origin or disability.
- c. Students will recognize the arts as a unique form of sensory communication among individuals and between peoples.

### 2. **Physical Education**

- a. Students will show respect and sensitivity toward one another while taking part in physical activities with diverse racial/cultural groups, members of the other sex or with students with disabilities.
- b. Students will demonstrate an awareness of how prejudice, stereotyping and discrimination have been historically exhibited in the fields of recreation, athletics and health.
- c. Students will participate in activities which effectively accommodate their needs, interests, and abilities regardless of their gender, race, national origin or disability.

### 3. **Language Arts**

- a. Students will demonstrate the ability to communicate both orally and in writing, in ways which are inclusive of both men and women and which show respect for diverse racial/cultural groups and persons with disabilities.
- b. Students will describe the ways in which stereotyping and bias are reflected in communications and various forms of media.
- c. Students will read and explore literature by and about both women and men, diverse racial/cultural groups, and persons with disabilities.
- d. Students shall be able to demonstrate that cultural differences do not imply cultural deficiency or superiority.

### 4. **Social Studies**

- a. Students will identify the origins, causes and effects of bias, prejudice and stereotyping regarding gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status.
- b. Students will demonstrate an awareness of the contributions that both women and men, diverse racial/cultural groups and persons with disabilities
- c. Students shall be able to demonstrate that cultural differences do not imply cultural deficiency or superiority.
- d. Students will demonstrate group problem-solving and conflict resolution skills in heterogeneous groups.

## **5. Mathematics**

- a. The students will demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups, both men and women, and persons with disabilities have made to the field of mathematics in Iowa, the United States and the world.
- b. Students will explore a broad range of career roles in fields, which require basic mathematical skills regardless of their sex, racial/cultural origin and disability.
- c. Students will be motivated to become actively involved in applying mathematical and scientific concepts to the resolution of contemporary and future societal problems.

## **6. Science**

- a. Students will demonstrate an awareness of the common characteristics of men and women and diverse racial groups as well as the scientific basis for physical differences among these groups.
- b. Students will demonstrate the ability to anticipate the impact of scientific decisions on both men and women as well as diverse racial/cultural groups.
- c. Students will appreciate how the involvement and perspectives of diverse racial/cultural groups and both men and women within science related professions enriches science and helps ensure that these professionals provide the necessary services to all individuals or groups regardless of gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic background.

## **7. Foreign Language**

- a. Students shall be able to demonstrate that cultural differences do not imply cultural deficiency or superiority.
- b. Students will recognize how different cultural experiences can influence groups to review events, trends, and innovations from different perspectives.
- c. Students will be able to identify sexism, ethnocentrism and racism in the language they are studying.

## **8. Family and Consumer Science**

- a. Students will demonstrate understanding of the enriching impact of cultural pluralism on various areas of our lives such as clothing, foods, housing and family traditions.
- b. Students, regardless of their sex, will explore issues related to contemporary family living and the rights, responsibilities and joys of parenthood.
- c. Students will demonstrate an awareness of how sexism and sex role stereotyping have historically impacted on the study of Family and Consumer Sciences and occupations within the field of home economics.

## **9. Industrial Technology**

- a. Students will recognize that societal factors have contributed and continue to contribute to the involvement or exclusion of minority groups and women in particular life roles related to industrial technology.
- b. Students will comprehend the value of basic technological skills (related to basic care and home maintenance) for all persons regardless of their gender, race, ability or disability.
- c. Students will comfortably participate in group activities and problem solving which build trust and cooperation among diverse groups and both sexes.

## **10. Business Education**

- a. Students will understand how business decisions and practices can be affected by one's cultural experience or one's gender.
- b. Students will understand the importance of cross-cultural expertise in a multicultural and global economy.
- c. Students will be able to describe the ways in which societal sexism and racism have been historically reflected in the world of business.
- d. Students will be sensitive to the ways in which sex role stereotyping and cultural bias may be reflected in advertising and business communications.

## **11. Computer Technology**

- a. Students will recognize that societal factors have contributed and continue to contribute to the involvement, or exclusion of minority groups and women in particular life roles related to computer technology.
- b. Students will comprehend the value of basic technological skills for all persons regardless of their gender, race, ability or disability.
- c. Students will be sensitive to the ways in which sex role stereotyping and cultural bias may be reflected.

## **12. Agricultural Education**

- a. Students will demonstrate an awareness of the valuable and unique contributions at diverse racial/cultural groups, men and women and the disabled have made to agricultural economy in Iowa, the United States and the world.
- b. Students will demonstrate an understanding of the strong relationship between Iowa's agricultural economy and the conditions of international relations and global events.
- c. Students will recognize stereotyping and bias on the basis of sex, race, national origin, culture or disability when they confront it in agricultural courses, occupations, and environments.
- d. Students will be motivated to become actively involved in applying agricultural production, processing, and marketing concepts to resolve contemporary and future social problems including world hunger.

### **13. Special Education**

- a. Students will demonstrate the ability to work collaboratively with both males and females, persons from diverse racial/ethnic backgrounds and persons of diverse ability levels and socio-economic status in daily classroom work and problem solving activities.
- b. Students will develop a positive attitude about the individual ability to learn unimpeded by stereotypes based upon race, national origin, gender and ability.

### **14. Gifted and Talented Programs**

- a. Multiple criteria will be used to identify both gifted and talented students for inclusion in programs.
- b. Services to gifted and talented students will be primarily individualized and supplemental.
- c. Students will demonstrate the ability to work collaboratively with both males and females, persons of diverse racial/ethnic backgrounds as well as persons from diverse ability levels and socio-economic status.

### **15. Library/Media Services**

- a. Students, regardless of race, gender, national origin, and disability will see themselves and others fairly reflected in the displays, the collection, and the activities offered in the library media center.
- b. A professional collection of resources will be maintained including resources for staff on multicultural, nonsexist approaches to instruction.
- c. Raise student awareness of how stereotyping and bias may be reflected in a variety of media forms.

### **16. Guidance and Counseling**

- a. Counseling services, activities, and materials will support the qualities of nurturance, compassion, assertiveness, independence and cooperation for both sexes and for different cultures.
- b. Career counseling services, activities and materials will use occupational titles which are gender free and have content that transcends traditional bias and stereotyping on the basis of race/national origin, gender, disability and socio-economic background in encouraging career and life choices.
- c. Provide student access to all academic programs and extra-curricular activities regardless of their gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status.

### **17. Faculty, Staff and Administration**

- a. Create an educational environment which gives students a feeling of inclusion regardless of their gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic.
- b. Sensitivity and respect for diverse racial groups, men and women as well as persons with disabilities will be expected of all staff and students and will be monitored through discipline policies and staff evaluation procedures.

- c. Student grouping practices and staff assignments will facilitate integration on the basis of gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status and be a vehicle for eliminating traditional stereotypes and personal bias.
- d. Provide student access to all academic programs and extracurricular activities regardless of their gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status.

**18. Extracurricular Activities**

- a. All co-curricular and extracurricular activities will be managed and scheduled to ensure equal access by all students regardless of gender, gender identification, sexual orientation, race, color, creed, national origin, religion, age, marital status, disability or socio-economic status.
- b. Mascots, logos, symbols and materials used by school clubs and teams shall be reviewed to insure that they are culturally sensitive, gender inclusive and non-stereotypic.
- c. Where segregation on the basis of gender, race, national origin or disability occurs in co-curricular and extracurricular activities, program policies and practices will be reviewed to insure that they are not contributing to the segregation and affirmative efforts will be made to target recruitment efforts at groups of students that have historically not been involved.

## **PROVISIONS FOR INFUSION INTO CURRICULUM**

A copy of the legislation, the local board policy statement and the district's multicultural, gender fair education plan will be given to each curriculum or program committee. Each active committee chairperson will be asked to document where multicultural, nonsexist education concepts are infused into their philosophies, goals and objectives, students outcome statements, suggested materials and contents and student assessment procedures.

Each active curriculum area committee chairperson will meet with the MCGF/Title IX coordinator and multicultural, nonsexist education committee on a biennial basis to review their progress in implementing the goals and objectives of the multicultural, nonsexist education plan within their program area.

## **A DESCRIPTION OF IN-SERVICE ACTIVITIES RELATED TO MULTICULTURAL, GENDER FAIR EDUCATION**

Each staff person employed by the South Hamilton Community School district will be expected to respect human diversity and understand how this diversity and understand how this diversity contributes to our strength as a people. In addition each staff person will need to recognize and discourage sexism, racism, prejudice and discrimination in the educational setting and the educational program. At the same time, staff members will encourage and promote an understanding of the values, lifestyles and contributions of various racial/ethnic groups, including both men and women and the disabled.

In order to meet these expectations, In-service activities focusing on helping staff members attain and maintain the knowledge, skills and sensitivities necessary to implement multicultural, gender fair approaches in the area of responsibility will be periodically concluded at the local level.

In-service activities will be planned as needed by the MCGF/Title IX coordinator after receiving input from the district's multicultural, gender fair education advisory committee. After the In-service sessions have been completed staff and the advisory committees will evaluate them. The results of this evaluation will be included in the minutes of the multicultural, gender fair advisory committee as a record for planning further In-service activities.

## **IN-SERVICE DOCUMENTATION**

We expect to have a staff awareness in-service program during annual in-services. We expect to have in-service activities and workshops in the following areas as needed:

1. Reviewing of textbooks.
2. Harassment (sexual and otherwise)
3. Student with disabilities
4. How teachers can help in eliminating discrimination, bias and prejudice

## **EVIDENCE OF SYSTEMIC INPUT BY WOMEN AND MEN, MINORITY GROUPS AND PERSONS WITH DISABILITIES IN DEVELOPING AND IMPLEMENTING THE PLAN**

It is important that an educational program reflect the needs of the community it serves. It is, therefore, necessary that the multicultural, gender fair approach to the educational program receive input and direction from a representative committee which includes community, staff and students.

The South Hamilton Community School District Multicultural, Nonsexist Education Advisory Committee will include persons representing minority groups in the community, senior citizens, persons with disabilities, teachers, administrators and students. The committee will be chaired by a member of the committee and facilitated by the district's educational MCNS/Title IX coordinator. Terms of service will be staggered so that one-third of the committee is new each year.

The committee will meet at least one time each year. Meeting dates and locations will be determined by the committee. The equity coordinator will be responsible for seeing that committee members receive agendas for meetings and minutes of meetings in a timely fashion. All agendas and minutes will be posted on school bulletin boards and kept on file in the central district office. An annual progress report will be made to the school board by the equity coordinator and the chairperson of the multicultural, gender fair educational committee.

The duties of the committee will be advisory in nature. The committee will communicate community, staff and student concerns, as well as praise related to equal educational opportunity and multicultural, gender fair education, provide assistance in evaluating the multicultural, gender fair education plan, and make recommendations for the continued improvement of an educational program that helps students to respect and appreciate diversity rather than fear it.

## **A DESCRIPTION OF THE PERIODIC ONGOING SYSTEM FOR MONITORING AND EVALUATING THE PLAN**

The contents of this plan and the degree to which it is being successfully implemented will be evaluated each school year by the staff and administration with the assistance of the multicultural, gender fair education advisory committee. A progress report detailing the results of the evaluation will be reported to the Board of Education on an annual basis.

The content of each section of the plan will be reviewed. Goals and objectives will be reviewed, revised and upgraded if necessary. In-service activities will be reviewed and evaluated for effectiveness; and the activities of the district advisory committee will be reviewed for effectiveness.

The degree to which the plan is being successfully implemented will also be evaluated. The results of this evaluation should yield answers to the following questions: 1) Are the goals and objectives being accomplished? 2) Have In-service activities been implemented and have they been effective? 3) Did the advisory committee meet as recommended and are agendas and minutes for the meetings on file? 4) Was the plan evaluated and amended as needed?

To insure that ongoing evaluation and monitoring occurs the following steps will be taken:

- Annual progress reports will be made to the Board of Education by the MCNS/Title IX Coordinator and the Chairperson of the multicultural, gender fair education advisory committee.
- The multicultural, gender fair education advisory committee will meet periodically with staff representatives to determine their progress in implementing the goals and objectives of the plan in their program area.
- Equity criteria will be visibly infused into the staff evaluation process to insure that staff members implementing the objectives of the multicultural, gender fair education plan receive reinforcement and to identify deficiencies where the plan is not being implemented.
- Equity criteria will be visibly infused into the board adopted policy for the selection of textbooks and instructional materials. The policy will be disseminated to all committees or individuals assigned to review an adopt materials.
- Checkpoints will be infused into the curriculum development process to ensure that multicultural, gender fair concepts have been included and the written curriculum for each area reflects the goals and objectives of that area found in the district's multicultural, nonsexist education plan.
- All strategic staff and student data will be desegregated by gender, race, national origin and disability and reviewed for inequities on an annual basis.
- Where student-based objectives appear in the multicultural, gender fair education plan, the student evaluation system will include items to measure their attainment.