SIOUX CENTER CHRISTIAN SCHOOL

... serving God and others as we work and play

Multi-Cultural, Gender-Fair Education Policy

Updated August 2017

INTRODUCTION

It is the policy of Sioux Center Christian School to provide equal educational and employment opportunities and not to illegally discriminate on the basis of gender, race, national origin, age, marital status, or disability in its educational programs, activities, or its employment and personnel policies. Affirmative steps will be taken to integrate students in programs and classes. SCCS reserves the right to institute hiring and enrollment practices based on the school's mission statement and philosophies.

Sioux Center Christian School shall provide program activities, a curriculum, and instructional resources that will reflect the racial and cultural diversity present in the United States and the variety of careers and roles open to both men and women in our society. One objective of the school's programs, curriculum, services, and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, race, ethnicity, religion, age, marital status, and disability. The curriculum, programs, and services shall foster awareness of the right, duties, and responsibilities of each individual as a member of a pluralistic society.

A fair and supportive environment will be provided for all students and employees regardless of their gender, race, national origin, creed, age, marital status, or disability. 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.

Inquires or grievances related to this policy may be directed to Head of School, Sioux Center Christian School, Ph. (712) 722-0777, to the Director of the Iowa Civil Rights Commission in Des Moines, the Director of the Region VII Office of the United States Equal Employment Opportunity Commission or the Director of the Regional VII Office of Civil Rights, United States Department of Education in Kansas City, Missouri. Inquiries also may be directed to the Director, Iowa Department of Education, Grimes State Office Building, Des Moines, IA, 50319.

CHRISTIAN PERSPECTIVE

The educational curriculum of the Sioux Center Christian School is rooted in the Word of God. The school follows its mission statement and philosophy. These are our guidelines for the daily operations of our school. As the SCCS society, we will not compromise the standards that our God has given us and defined in our mission statement and philosophy.

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:

student handbooks
teacher handbooks
parent handbooks

A RATIONALE FOR MULTICULTURAL, NONSEXIST 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 a primary aim of the entire school program in the schools of this state should be "to reduce and eliminate stereotyping and bias on the basis of race, national origin, gender, disability, religion, and age." It is also stated that the educational program should "motivate students and staff to examine their own duties, responsibilities, rights, and nonsexist society." If the respect and appreciation for 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 a multicultural, nonsexist education does not benefit just one group of students at the expense of others. All students regardless of their race, national origin, gender, disability, or religion 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, girls, and students with disabilities, it helps to prevent majority and male students from developing a false sense of superiority that 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 peoples 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 school's educational program will be felt far beyond the boundaries of the school. If we do our job well, the educational program would assist staff and students to examine their prejudices, clarify their values, and change their behavior where necessary. All students should graduate from our school with a healthy respect and appreciation for diversity rather than with a fear of it.

Our Christian status as a member of God's family transcends all other distinctions among believers. In Christ, we are one family with no walls of racial, economic, or political differences separating us. (Philemon 16, Ephesians 2:14-22)

MULTIDISCIPLINARY GOALS

The goals outlined in this section form the basis for the multicultural, nonsexist 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. These goals do not supersede any biblical mandate that is stated in our mission statement or philosophy. 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 socioeconomic backgrounds.
6. The curriculum review and development process will include procedures and activities that ensure adherence to the multicultural, nonsexist criteria.
7. Specifications for the selection of textbooks and other instructional materials will visibly include the necessity for them to meet multicultural, nonsexist criteria.
8. Curriculum guides and 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 abilities and socioeconomic backgrounds.
12. Scheduling and grouping practices will promote collaboration between males and females, diverse racial/ethnic groups, and students of varying abilities and socioeconomic 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)**

Biblical truths concerning the arts curriculum:

Music is a gift from God to man, an orderly arrangement of sounds, or tones, in time and space, given by Him at the dawn of creation. Art is also a gift from God to man, an arrangement of colors, shapes, lines, textures, and more. Both music and art should be used by man to reflect praise, joy, and fellowship with his Creator. Young children should learn to produce, listen to, enjoy, and create music and art as they learn to respond in love to their Creator.

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 nonverbal communication among individuals and between peoples.

2. **Physical Education**

Biblical truths concerning the physical education curriculum:

Students are made in the image of God, and their bodies are the temples of the Holy Spirit.

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 that effectively accommodate their needs, interests, and abilities regardless of their gender, race, national origin, or disability.

3. **Language Arts**

Biblical truths concerning the language arts curriculum:

Language is a gift from God to be enjoyed, valued, and shared. The ability to communicate enables us to learn more about God and His creation. As stewards of the gift of communication, we must learn to use those skills responsibly with discernment and discrimination, as God's agents of reconciliation.

a. Students will demonstrate the ability to communicate both orally and in writing, in ways that are inclusive of both men and women and which show respect for diverse racial/cultural groups and the disabled.
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.

4. **Social Studies**

Biblical truths concerning the social studies curriculum:

Our world belongs to God, who governs and controls all things. We are to love God above all and our neighbor as ourselves. As stewards of God's creation, we must learn to use the skills of social studies responsibly, with discernment and discrimination, as God's agents of reconciliation.

a. Students will identify the origins, causes, and effects of bias, prejudice, and stereotyping.
b. Students will demonstrate an awareness of the contributions that both women and men, diverse racial/cultural groups, and persons with disabilities have made to the historical and contemporary heritage of Iowa, the U.S., and the world.
c. Students will demonstrate group problem solving and conflict resolution skills in heterogeneous groups.

5. **Mathematics**

Biblical truths concerning the math curriculum:

All of creation is a structured unity held together by God's unchangeable laws. Math is a gift from God that allows us to better understand creation and glorify God. As stewards of the gift of math, we must learn to use math skills responsibly, with discernment and discrimination, as God's agents of reconciliation.

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 that require basic mathematical skills regardless of their sex, racial/cultural origin, and disability.

6. **Science**

Biblical truths concerning the science curriculum:

God alone is the creator of all that is, was, and will be. All of creation is a structured unity held together by God's unchangeable laws. Science is a gift from God that allows us to better understand creation and glorify God. Students will understand that God has created them as the crown of His creation and that their bodies exist as the temple of the Holy Spirit. As stewards of the gift of science, we must learn to use science responsibly, with discernment and discrimination, as God's agents of reconciliation.

a. Students will demonstrate an awareness of the common characteristics of men and women and diverse racial groups as well as the scientific basis of physical differences among the same 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 race, gender, national origin, disability, or socio-economic background.

7. **Media Center**

Biblical truths concerning the library/media services:

The media center is an integral part of SCCS. It serves the school by providing a wide variety of materials to support, enrich, and supplement the curriculum, as well as providing recreational materials. The media center also strives to teach students effective skills, to enable them to become proficient in their use of the materials available in all libraries and thereby to become life-long

users of information. In these ways, the media center contributes to the students' growth in knowledge of God and His world and assists in preparing them for service in His Kingdom.

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 of multicultural, nonsexist approaches to instruction.

8. **Guidance and Counseling**

Biblical truths concerning the guidance and counseling curriculum:

Students' God-given gifts should be used for the good of others. Students must realize that our goal in life is to discover God's calling in our lives. In all areas of life, students develop discipline to attain goals of pleasing God.

a. Counseling services, activities, and materials will support the qualities of nurturance, compassion, assertiveness, independence, and cooperation for both sexes.
b. Career counseling services, activities, and materials will use occupational titles that 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. Bulletin boards and counselor-made displays in all areas of the school will reflect the cultural/racial diversity of the United States and the roles open to both women and men.
d. The counseling program will facilitate communication, empathy, and respect between students of diverse racial/cultural groups, males and females, and between students with and students without disabilities.

9. **Administration**

Biblical truths concerning administration:

Administrators are to lead and govern diligently (Romans 12:8) as servants of God, entrusted with God's work (Titus 1).

a. They are to create an educational environment that gives students a feeling of inclusion regardless of their gender, race/national origin, disability, or socioeconomic status.
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 fostered through discipline policies and staff evaluation procedures.
c. Student grouping practices and staff assignments will facilitate integration on the basis of race, national origin, gender, and disability and be a vehicle for elimination of traditional stereotypes.
d. They will provide student access to all academic programs and extracurricular activities regardless of their gender, race/national origin, culture, disability, or socioeconomic status.

10. **Extracurricular Activities**

Biblical truths concerning extracurricular activities:

As image bearers of God, students must exhibit a Christ-like behavior in all activities, bringing glory to God in all that they do.

a. All co-curricular and extracurricular activities will be managed and scheduled to ensure equal access by all students regardless of race, national origin, gender, disability, or socioeconomic status.
b. Mascots, logos, symbols, and materials used by school clubs and teams shall be reviewed to ensure that they are culturally sensitive, gender inclusive, and nonstereotypic on the basis of disability.
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 ensure 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 school's multicultural, nonsexist education plan will be given to the school board. The committee chairperson will be asked to document where multicultural, nonsexist education concepts are infused into their program, philosophies, goals and objectives, suggested materials, and content. Infusion will be incorporated into the curriculum review matrix. The equity coordinator (head of school) and the advisory committee (executive committee) will meet once a year to review their progress in implementing the goals and objectives of the multicultural, nonsexist education plan within their program area.

A DESCRIPTION OF INSERVICE ACTIVITIES RELATED TO MULTICULTURAL, NONSEXIST EDUCATION

Each faculty and staff person employed by Sioux Center Christian School will be expected to respect human diversity and understand how this diversity contributes to our strength as a people. In addition, each faculty and 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, faculty and staff members will encourage and promote an understanding of the values, customs, and contributions of various racial/cultural groups, including both men and women and the disabled.

In order to meet these expectations, inservice activities focusing on helping staff members attain and maintain the knowledge, skills, and sensitivities necessary to implement multicultural, nonsexist approaches in their area of responsibility will be conducted at the local level.

Inservice activities will be planned each year by the equity coordinator after receiving input from the advisory committee. After the inservice sessions have been completed, they will be evaluated by faculty, staff, and the school board. The results of the evaluation will be included in the minutes of the advisory committee as a record for planning further inservice activities.

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 faculty, staff, and administration with the assistance of the advisory committee. A progress report detailing the result of the evaluation will be reported to the school board.

The content of each section of the plan will be reviewed. Goals and objectives will be reviewed, revised, and upgraded if necessary. Inservice activities will be reviewed and evaluated for effectiveness; the activities of the 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 inservice activities been implemented and have they been effective? 3) Did the advisory committee meet as recommended, and are agendas and minutes from meetings on file? 4) Was the plan evaluated and amended as needed?

To ensure that on-going evaluation and monitoring occurs, the following steps should be taken:

a. Annual progress reports will be made to the school board by the equity coordinator.
b. The head of school will meet periodically with faculty and staff representatives to determine their progress in implementing the goals and objectives of the plan in their program area.
c. Equity criteria will be visibly infused into the staff evaluation process and instruments to ensure that faculty and staff members implementing the objective of the multicultural, nonsexist education plan receive reinforcement and to identify deficiencies where the plan is not being implemented.

SIOUX CENTER CHRISTIAN SCHOOL

INSERVICE EVALUATION FORM FOR THE MULTICULTURAL / GENDER FAIR PLAN

Date: _____

Topic :_____

Speaker(s): _____

_____

Did this activity help you attain the knowledge and sensitivity necessary to implement the school's MCNS program?

If yes, how? If no, what was lacking?

Name, Title _____