

Section 7000 – Instructional Program

7052-R Multicultural, Gender-Fair, and Anti-Bias Education

7052-R

To ensure that education in the Grand Rapids Public Schools is multicultural in compliance with the purpose and intent of Board policy 7052, the Superintendent directs that the instructional program shall be gender-fair, and anti-bias. The administration and staff are to implement programs and appropriate activities to address this concern. The implementation of programs and activities should address, but not be limited to, the following focus areas:

1. Curriculum and Instruction

All curriculum in the Grand Rapids Public Schools will be developed from a multicultural, gender-fair, and anti-bias perspective. Therefore, the curriculum content and instructional materials utilized must reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles regardless of gender.

- a. The prime responsibility for ensuring that this dimension is present in the curriculum rests with the curriculum and instructional staff and the appropriate subject area supervisor.
- b. The responsibility for implementation and monitoring the curriculum rests with the building Principal in cooperation with school District and leadership.
- c. The responsibility for the delivery of instruction rests with the classroom teacher who should use a variety teaching styles and methods to meet the needs of culturally diverse learners.
- d. A biennial analysis will be conducted by the appropriate department (social studies, science, etc.) to include new information and/or research and address appropriate concerns.

2. Student Activities

Co-curricular and extra-curricular activities in the Grand Rapids Public schools will be developed from a multicultural, gender-fair, and anti-bias perspective. A principle goal of such activities is to provide optimal opportunities for cross-cultural interactions in order to foster respect and appreciation for the cultural diversity that exists among students.

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3. Staff/Student Interactions

Students will be taught to recognize differences and foster positive relationships and interaction with staff. Staff will become knowledgeable of differences that exist among the student population and acquire skills to effectively manage differences. Periodic opportunity to gain skills and knowledge in multicultural dimensions of student and staff relations will be provided through in-service and staff development training.

4. School/Community

Communication and promotion of multicultural, gender-fair, and anti-bias concerns in the Grand Rapids Public Schools will involve parents as well as other representatives from diverse communities. Parent and community input and involvement should be sought to address, but not be limited to: 1) the elimination of biases/stereotyping, 2) the promotion of cultural literacy, and 3) equal access to educational opportunities.

Employees at all levels will involve parents/guardians and citizens from diverse ethnic groups. The establishment of ad-hoc advisory committees consisting of staff, parents, and/or other community representatives may be initiated to advise the schools on ways to address the aforementioned multicultural issues and concerns when appropriate.

5. Leadership

The prime responsibility for ensuring that multicultural, gender-fair, and anti-bias education permeates the District rests with the Superintendent who will establish and maintain a culture of acceptance of diverse populations and the incorporation of multicultural, gender-fair, and anti-bias education throughout the District. The Superintendent will direct staff to initiate appropriate programs, policies, and procedures and other activities to address and improve multicultural, gender-fair, and anti-bias education.

The responsibility for ensuring that multicultural, genderfair, and anti-bias education is addressed in each school rests with the building Principal who will set the tone for acceptance of diverse populations and the incorporation of multicultural, gender-fair, and anti-bias curriculum. The Principal will monitor the

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presentations of teachers in their classroom setting as they relate to multicultural, gender-fair, and anti-bias issues. The Principal will also serve as a contact for providing resource persons and materials to staff. Teachers, as the prime facilitators of instruction and implementors of curriculum, are responsible for ensuring that multicultural, gender-fair, and anti-bias activities are part of their curriculum. Classroom activities and the display and utilization of instructional materials should represent cultural groups that exist in the classroom as well as groups not represented within the classroom.

6. Staffing

The Grand Rapids Public Schools will make every effort to assure the employment of qualified persons to address and implement multicultural, gender-fair, and anti-bias perspective. Furthermore, the District will make every good faith effort to hire and maintain a workforce that more reflects the diversity of the student population of the District.

7. Financial/Other Resources

The Grand Rapids Public Schools will provide resources to ensure that multicultural, gender-fair, and anti-bias activities occur and needs are met.

8. Staff Development Training

In an effort to guarantee the implementation of the multicultural, gender-fair, and anti-bias philosophy, the Grand Rapids Public Schools will provide on-going opportunities for staff development and training programs for all District employees.

9. Rule Revision/Review

These rules will be reviewed periodically to maintain compliance with the District's multicultural, gender-fair, and anti-bias policy (#7052).

10. Evaluation

A periodic review and evaluation of the degree and nature of multicultural, gender-fair, and anti-bias activities in the District will be presented to the Board by appropriate staff.

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One of the primary intents of education that is multicultural, gender-fair, and anti-bias is the achievement of equity and excellence for all students. Therefore, the evaluation of all data pertinent to student success and achievement is essential.

Staff is therefore directed to continually evaluate grades and the grading process, teaching and the teaching process, testing and test data, attendance procedures and data, dropout/suspension procedures and data, the overall achievement of all students, and other appropriate data to ensure equity.

Goals, programs, and/or appropriate activities will be established based on needs identified in the periodic evaluations to ensure equity and excellence for all students.

Rules Accepted: June 29, 2009