

THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: PROGRAMS

TITLE: Multiracial, Multicultural, and
Gender Education

ADOPTED: August 18, 2004

REVISED:

102 MULTIRACIAL, MULTICULTURAL, AND GENDER EDUCATION

Purpose

The district shall foster knowledge about and respect for those of all races, ethnic groups, social classes, genders, religions, disabilities, sexual orientations (perceived or known) and gender identities (perceived or known).

Authority

The SRC directs that the district shall take disciplinary or remedial action as appropriate in order to assure that further harassment does not occur. School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, Pennsylvania law, and federal law and School District policies. The district will monitor the grievance process internally and assess compliance with this policy.

Guidelines

Multiracial-Multicultural-Gender Education

Its purpose is to ensure equity and justice for all members of the school community, and society as a whole, and to give those members the skills and knowledge they need to understand and overcome individual biases and institutional barriers to full equality.

Federal and state laws prohibit harassment and/or discrimination and as a result, the School District is obligated to investigate and take appropriate action when this policy is violated.

Philosophy

The School District of Philadelphia envisions a society that will ensure respect for all cultures, dignity for all communities and justice for all people.

The School District of Philadelphia expresses its commitment to achieving this goal by recognizing that Multiracial-Multicultural-Gender Education is indispensable in attaining this objective.

To move us toward this goal, the School District is committed to:

1. Pursue academic excellence for all children.
2. Assist students to develop the necessary social and linguistic skills needed to communicate effectively in a multilingual, global society.
3. Teach students to respect their own cultural heritages and to appreciate other peoples from their neighborhood, city, state, nation and the world.
4. Enable students to develop a deep multicultural understanding that reflects sensitivity toward all.
5. Foster opportunities for students, staff, parents, and other community members to engage in cooperative decision-making and problem solving and to develop a deep multicultural understanding that reflects sensitivity to the diversity present in a multicultural society.
6. Empower students to recognize and work to overcome injustices caused by bias and historical exclusion and to become active citizens and leaders in the quest for a just society.

In seeking to ensure educational equity and justice for all, Multiracial-Multicultural-Gender Education will be infused throughout all aspects of the educational process and will:

1. Integrate multiple perspectives in all curricular areas.
2. Utilize the variety of skills and knowledge that students and adults from diverse backgrounds bring to teaching and learning.
3. Incorporate learning activities to foster knowledge of, acceptance of, and respect for the diverse cultures and histories that make up the fabric of our school communities.
4. Foster among children the development of interpersonal and intergroup skills that will prepare them to live harmoniously in a multiethnic/multicultural/multilingual society.
5. Facilitate the practices necessary to assist all children to become effective and successful learners regardless of race, ethnicity, social class, gender, religion, disability, sexual orientation (perceived or known) and gender identity or identities (perceived or known).

6. Ensure that staff throughout the District receive appropriate, ongoing opportunities for training and staff development in multicultural understanding.
7. Ensure that the commitment to Multiracial-Multicultural-Gender Education is reflected in the diversity of all levels of staffing in the School District of Philadelphia.
8. Respect and value parental and community input and participation in the educational process.
9. Extend training in Multiracial-Multicultural-Gender Education to parents and community members that reflects multiracial-multicultural-gender equity.
10. Implicit in this statement is the requirement that each staff member accept responsibility for the accomplishment of these goals.

In furtherance of these goals, the School District of Philadelphia has created a grievance process for a student who believes he/she has been harassed or discriminated against or been denied the rights guaranteed by this policy.

The grievances will be monitored by a School District Title IX Coordinator who will assure that complaints are investigated and resolved. The grievance form can be found in the Code of Student Conduct.

Implementation

Academic excellence and equity represent, in part, an institutional commitment to enable the school community, including faculty, staff, and students, to reach its fullest human and intellectual potential and the achievement of these goals and objectives requires the School District to:

1. Make an institutional commitment to teach to all children in every school, a curriculum informed by the principles of gender-equity, multiracial and multicultural knowledge and perspectives, including but not limited to the history and experiences of women, racial and ethnic minorities, and various religious denominations as well as individuals who are lesbian, gay, bisexual or transgender and disabled people.
2. Seek equitable allotments for this activity from the District's resources for the ongoing development of appropriate curriculum, instruction, and assessment, as well as the ongoing evaluation of administrative policies, procedures, and performance standards.
3. Enhance and develop all school-based educational activities/programs/experiences including but not limited to curricula, instructional materials, after-school programs, community partnerships, professional staff development, support services, discipline/school climate, library acquisitions, as well as assessment, testing and evaluation instruments to reflect the School District of Philadelphia's commitment to a school environment that reflects multiracial-multicultural-gender equity.

4. These activities are subject to staff evaluation, assessment, and reporting on an annual basis to the School Reform Commission.

Delegation of Responsibility

When a grievance is reported to any School District employee, that person shall turn it over to the Principal or Site Supervisor unless he/she is the subject of the complaint, in which case it shall be referred to the Regional Superintendent. The Principal shall be responsible for investigating the grievance and recommending action, unless he/she is the subject of the complaint, in which case the Regional Superintendent shall be responsible. The investigation shall be completed within ten (10) calendar days, and the investigator shall determine if a violation of this policy has occurred and report that decision along with the evidence supporting it, to the School District Title IX Coordinator and Chief Executive Officer, or if the complaint involves the CEO, directly to the School Reform Commission for appropriate action.

Legal References:

1. School District of Philadelphia Policy 101, Philosophy, Mission and Goals, Section 4.2, December 1990
2. Commonwealth of Pennsylvania Statement of Principles Regarding Educational Equity 1993
3. Improving America's Schools Act of 1993
4. Regulations of the State Board of Education, Chapter 5: Curriculum 1993
5. Commonwealth of Pennsylvania Annex A, Title 22, Education Part XIV, Chapter 235, Code of Professional Practice and Conduct for Educators 1992
6. Title IX of the Education Amendments of 1972