

HOW CULTURALLY RESPONSIVE INSTRUCTION ALIGNS WITH SAS' POLICY, MISSION AND VISION

Below are excerpts from state/federal law, SAS Board Policy and Philosophy, The Compass, Learning Framework and Local, State and National Curricula all supporting diversity, equity and inclusion in education.

Updated Dec 13, 2022

Document	From the School Board
<p>SAS School Board Policy, 2110 Statement of Philosophy, School Mission and Vision, Guiding Principles, B <i>Drafted 2010, Updated in BoardDocs, May 2018</i></p>	<p>The Saline Area School District is committed to accomplishing its Mission Statement and making its Vision a reality through an adherence and a commitment to the following Guiding Principles, which describe our culture and values:</p> <p style="padding-left: 40px;">B. A responsiveness to the need for meaningful, positive change based on the needs of students, parents, community, business, and industry.</p>
<p>SAS School Board Policy, 2110 Statement of Philosophy, School Mission and Vision, Beliefs, E, F, G <i>Drafted 2010, Updated in BoardDocs, May 2018</i></p>	<p>The Saline Area School District is committed to accomplishing its Mission Statement and making its Vision a reality through an adherence and a commitment to the following Guiding Principles, which describe our culture and values:</p> <p style="padding-left: 40px;">E. The educational process can be enhanced by recognizing multiple intelligences and by providing alternative instructional models to address students' differences, varied learning styles, and talents.</p> <p style="padding-left: 40px;">F. An integral part of learning is adapting to change.</p> <p style="padding-left: 40px;">G. Students must be in a safe and secure environment in order to maximize learning</p>
<p>SAS School Board Policy, 1000 Administration Title, Nondiscrimination And Equal Employment Opportunity <i>Adopted May 22, 2018 Last Revised June 14, 2022</i></p>	<p>The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.</p>
<p>SAS School Board Policy, 2260 Nondiscrimination and Access to Equal Educational Opportunity (Excerpt) <i>Updated, May 2018</i></p>	<p><i>Education and Training (excerpt)</i></p> <p>In support of this policy (see above), the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.</p>

Document	From the SAS Frameworks
Strategic Frames <i>Updated Fall 2021</i>	<p><i>GOAL 3 – Enhance a positive school environment that promotes student and staff well-being, satisfaction, and positive morale.</i></p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1) Implement Diversity Awareness 2) Support initiatives that enhance a positive school environment. 3) Improve student/staff well-being 4) Continue to provide district-wide leadership development 5) Provide safe, secure, positive physical environments
Learner Framework <i>Drafted Spring 2020</i>	<p>Educators in Saline Area Schools are committed to supporting the academic, social, and emotional development of <u>all</u> students - valuing race, ethnicity, ability, gender, class, sexual orientation, religion, and other social identities - to ensure they acquire the essential skills to be continuous learners and productive citizens in an increasingly global society.</p>
Document	From the Compass
SAS Compass, Classroom Environment <i>Published Fall 2017</i>	<ul style="list-style-type: none"> ● Opportunities for students to gain new knowledge in a safe environment and to practice with meaningful feedback ● A setting that is supportive of students' overall mental and physical well-being.
SAS Compass, Creative Innovator <i>Published Fall 2017</i>	<ul style="list-style-type: none"> ● Ask questions and respectfully consider everyone's perspective.
SAS Compass, Positive Communicator <i>Published Fall 2017</i>	<ul style="list-style-type: none"> ● communicate their viewpoints respectfully and appreciate the viewpoints of others. ● resolve controversy and conflict through positive communication strategies. ● engage in actively listening in order to grow ideas.
SAS Compass, Globally Connected <i>Published Fall 2017</i>	<ul style="list-style-type: none"> ● understand multiple viewpoints based on current and past social issues. ● apply multiple viewpoints to explore the similarities and differences of many cultures. ● analyze how actions have impacted their community, country, and world. ● demonstrate respect, empathy, and appreciation when working with a global audience.

Document	From the SAS' Definition of Culturally Responsive Instruction
<p>SAS Definition of Culturally Responsive Instruction <i>Published Spring 2022</i></p>	<p>Saline Area Schools Defines Culturally Responsive Instruction as Teaching That:</p> <ul style="list-style-type: none"> ● equitably recognizes, values and affirms the cultural identities of all students ● acknowledges the historical marginalization of minority identities and seeks to be actively inclusive ● sets high expectations for academic achievement while building relationships that promote social and emotional wellness ● is the intentional, thoughtful, student centered, cross curricular integration of multiple perspectives into daily learning ● engages students in age appropriate learning experiences that provide opportunities to understand their identities and strengthen their understanding of the identities of others ● empowers students with voice and choice in their learning environments ● seeks to empathetically hear, see and know students as learners, individuals and as members of a larger community
Document	From the School Handbooks
<p>SAS Handbooks, Assurance of Non-Discrimination</p>	<p>The District does not discriminate on the basis of race, color, national origin, sex (including sexual orientations or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.</p>
<p>SAS Handbooks, DEI Statement <i>June 2019</i></p>	<p>Saline Area Schools supports students in becoming ethical and responsible citizens. Students demonstrate this attribute when they see beyond themselves to the needs of others, contribute to their community, promote social justice, take responsibility for the environment, and demonstrate respect, empathy and compassion. SAS embraces diversity and inclusion as it strives to provide a variety of perspectives for students to consider. All students in SAS should be able to see themselves in the curriculum we offer. Further, all students should be able to reflect and consider alternative viewpoints that exist within our society. In order to provide this, the District encourages the use of resources from different backgrounds and topics. If a student (or family) is sensitive to any particular topic that might arise throughout the school year, they are encouraged to discuss this matter with the teacher. An alternate activity will be provided.</p>
<p>SAS Handbooks, Curriculum and Instruction</p>	<p>Saline Area Schools continually review and adapt their curriculum to meet the ever-changing needs of our students and society. We are proud of our curriculum and instructional process and welcome your questions, comments and interest. Curriculum and Instruction information are also available on the school website.</p>

<p>SAS School Handbooks, Hate Speech <i>Updated May 2020</i></p>	<p>Saline Area Schools will not tolerate or accept hate speech (acts) on the basis of race, ethnicity, gender, gender identity, sexual orientation, religion, age, ability/disability, nation or origin, or any other similar ground.</p> <p>Students who engage in hate speech (acts) will face a series of consequences that shall include the following:</p> <ul style="list-style-type: none"> ● Discipline - student(s) will receive disciplinary consequences that could include suspension from school (in/out_ for a period of time up to ten (10) days. It could also include schedule changes and other considerations to provide a safe teaching/learning environment for the victim(s). ● Education - student(s) and families will participate in education regarding socio-cultural awareness and the impact of hate speech (acts) on other students as well as the school environment and community. ● Restorative Practices - Student(s) will be provided an opportunity to participate in restorative practices to assist in the development of a plan to repair harm with the victims. <p>The District reserves the right to invoke more severe discipline including the involvement of law enforcement and/or an administrative recommendation for expulsion.</p> <p>Hate Speech (acts) is defined as speech that demeans an individual on the basis of race, ethnicity, gender, gender identity, sexual orientation, religion, age, ability/disability, nation or origin, or any other similar ground.</p>
<p>SAS Handbooks, Parent Conferences</p>	<p>All families are encouraged to attend the November conferences. Teachers will reach out to families they feel they need to meet with in the spring. Parents are also encouraged to contact the teacher any time during the school year to arrange for additional conferences either in person or by phone.</p>
<p>SAS Handbooks, Protection of Pupil Rights Amendment</p>	<p>The Protection of Pupil Rights Amendment (PPRA) requires Saline Area Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas:</p> <ul style="list-style-type: none"> ● Political affiliations or beliefs of the student or student’s parents; ● Mental or psychological problems of the student or student’s family; ● Sex behavior or attitudes; ● Illegal, anti-social, self-incriminating, or demeaning behavior; ● Critical appraisals of others with whom respondents have close family relationships; ● Legally recognized privileged relationships, such as with lawyers, doctors or ministers; ● Religious practices, affiliations, or beliefs of the student or parents; or ● Income, other than as required by law to determine program eligibility.

<p>SAS Handbooks, Religious Observance in School</p>	<p>The Saline Area Schools recognize the diversity of our community by providing families the opportunity to observe important religious holidays, which may conflict with the school calendar. Students who miss school or a special school activity to observe a religious holiday shall be excused without penalty. In accordance with the existing attendance policy, the student will have the number of days equal to the length of the absence to make up missed schoolwork.</p> <p>Religious holidays that may conflict with the school calendar include the Festival of Sacrifice, Rosh Hashanah, Yom Kippur, Christmas, The First Days of Passover (Pesach), Ash Wednesday, Maundy Thursday, Good Friday, Greek Orthodox Easter and the Festival of Breaking of the Fast. If other religious holidays require the absence of a student from school or a school sponsored event, the excused absence procedure shall be used when the parent makes a request to the school.</p> <p>The following events shall not be scheduled on or during the major religious holidays listed above: major exams or reviews for major exams; standardized tests; tryouts; and other major events (parent’s nights, student picture days, school carnivals, open houses, etc.). Organized exchanges of holiday gifts among students are discouraged.</p> <p>Schools may not sponsor religious ceremonies, worship services, or programs of religious indoctrination. When school is in session, the instructional program may include academic recognition and discussion of religions of the world. Teachers will strive to recognize the religious differences of students and offer alternative methods or programs that will, when possible, not exclude a student from the regular classroom work because of his/her religious orientation.</p>
<p>Document</p>	<p>From the Common Core</p>
<p>Common Core State Standards Initiative CCSS.ELA-Literacy.C CRA.R.10 <i>Adapted by the State of Michigan 2021-2013</i></p>	<p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p>

Document	From the State of Michigan
<p>Michigan Code of Educational Ethics <i>(As printed and linked to the Michigan Professional Education Certificate)</i> <i>April 2019</i></p>	<p>Professional Teachers in Michigan Demonstrate Responsibility to the Profession, Professional Competence, Students and the School Community by (excerpts):</p> <ul style="list-style-type: none"> ● Advocating for adequate resources and facilities to ensure equitable opportunities for all students ● Advocating for equitable educational opportunities for all students; ● Increasing students’ access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience; ● Protecting students from any practice that harms or has the potential to harm students ● Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context; ● Communicating with students in a clear, respectful, and culturally sensitive manner; ● Seeking to understand students’ educational, academic, personal, and social needs as well as students’ values, beliefs, and cultural background(s); ● Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; ● Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students. ● Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community; ● Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families; ● Advocating for equal access to technology for all students, especially those historically underserved;
<p>Elliott-Larsen Civil Rights Act Act 453 of 1976</p>	<p>The opportunity to obtain employment, housing and other real estate, and the full and equal utilization of public accommodations, public service, and educational facilities without discrimination because of religion, race, color, national origin, age, sex, height, weight, familial status, or marital status as prohibited by this act, is recognized and declared to be a civil right.</p>

Document	From Federal Law
<p>Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq. ("Title VI")</p>	<p>Title VI prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives Federal funds or other Federal financial assistance. Programs that receive Federal funds cannot distinguish among individuals on the basis of race, color or national origin, either directly or indirectly, in the types, quantity, quality or timeliness of program services, aids or benefits that they provide or the manner in which they provide them. This prohibition applies to intentional discrimination as well as to procedures, criteria or methods of administration that appear neutral but have a discriminatory effect on individuals because of their race, color, or national origin. Policies and practices that have such an effect must be eliminated unless a recipient can show that they were necessary to achieve a legitimate nondiscriminatory objective. Even if there is such a reason the practice cannot continue if there are alternatives that would achieve the same objectives but that would exclude fewer minorities. Persons with limited English proficiency must be afforded a meaningful opportunity to participate in programs that receive Federal funds. Policies and practices may not deny or have the effect of denying persons with limited English proficiency equal access to Federally-funded programs for which such persons qualify.</p>
<p>Title VI</p>	<p>No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.</p>