

Inclusive Education Plan

#2396 ATWATER-COSMOS-GROVE CITY PUBLIC SCHOOL

October 31, 2012

I. Introduction:

Rationale: The School Board of Independent District #2396 believes that public education in general, and this school in particular must be committed to the characteristics of inclusive education which is also concerned with the unique needs and contributions of disabled people, racial diversity and both genders. To this end the district will develop curriculum that:

- Eliminates stereotypes and biases.
- Uses materials that reflect racial and cultural diversities and persons with special needs.
- Is taught from the perspectives and values of a diverse culture which is gender-fair and which gives consideration to the needs of person with disabilities.
- Fosters respect and appreciation for cultural diversity.
- Validates every individual regardless of race, gender, and/or disability.
- Is integrated into all subject areas.

II. Components of the Plan:

A. Role of the SAR:

The District will review, revise and approve the Inclusive Education Plan. To accomplish this task, this committee will be composed of men- and women, persons of color, and persons with disabilities from within the District. The committee as a whole will review the plan after it has been reviewed by the School Board and will recommend any revisions as it sees fit. If the committee feels it needs expanded representation by person of color or with disabilities in order to consider the Plan fairly, the District will utilize resource people from the Regional SWSC, the State resource bank or the West Central Integration Collaborative.

B. Process:

1. Incorporation of the multicultural and gender-fair concepts in the District's curriculum.

The Inclusive Education concepts will be integrated into the SAR Curriculum Review Cycle for each program area. During the cycle, each area must write goals, learner outcomes, and evaluation

processes to comply with the Minnesota Statute (Rule Part 3500.0550)

2. Goals, Objectives, and Timelines:

a. Curriculum Process:

Goal: To provide a curriculum process which will ensure fairness in its treatment of diverse cultures, different genders, and the disabled so that our students will develop an appreciation for the contributions to society by these individuals.

Objective: Provide ongoing staff development opportunities to develop staff awareness of multicultural, gender-equitable, and disability concepts for integration within the written curriculum and instructional program area as Curriculum Departments develop their curriculum.

Timeline: On-going in accordance with the Curriculum Review Cycle within the SAR.

b. Curriculum Content:

Goal: To Provide curriculum content that reflects the history, culture, and perspective of our society with special emphasis on American Indians, Alaska Natives, Asian Americans, Pacific Islanders, Black Americans, Hispanic Americans, Somali, Women, and persons with disabilities.

Objective 1: Curriculum Departments will be given time to integrate into appropriate curriculum courses the historical and contemporary contributions of Americans from different cultures, women and persons with a disability.

Timeline 1: On-going in accordance with the Curriculum Review Cycle.

Objective 2: Any career content integrated into the curriculum areas will present appropriate role models of women, persons with disabilities, and Americans from diverse cultural backgrounds.

Timeline 2: This process will be ongoing

Objective 3: Curriculum Departments will be provided with staff development opportunities to familiarize themselves with resources that can be used to achieve the desired content.

Timeline 3: On-going in accordance with the Curriculum Review Cycle.

c. Curriculum Materials:

Goal: To recommend curriculum materials that reflect inclusivity concepts or which will be used in a manner that helps students gain insights into the existence of biases concerning race, cultures, genders, and disabilities in print, non-print and electronic materials.

Objective 1: The textbook/ebook adoption committees will reviewing all new textbook adoptions and will be considering the treatment of different cultures, genders, and disabilities within those texts and resources.

Timeline 1: To be accomplished each time a curricular area reaches time to purchase materials.

Objective 2: All Curriculum Departments will be reviewing their present course materials and any new purchases to consider the treatment of different cultures, genders, and disabilities within those materials.

Timeline 2: On-going in accordance with the Curriculum Review Cycle.

C. Staff Development:

Goal: To provide an in-service to all staff regarding information related to the inclusive education plan.

Objective 1: In-service all staff relating to the State Rule for multicultural and gender-fair and the District's adopted Plan for implementation.

Timeline 1: Fall, 2012

Objective 2: In-service staff as specific needs arise following the Curriculum Review Cycle.

Timeline 2: Specific in-service will be conducted each year for the Curriculum Department that is in the process of writing goals and outcomes for their departments which are currently standardized for each area by the MDE.

D. Procedures for Monitoring, Evaluation, Reviewing, and Revising the Plan:

1. The SAR will review and, if necessary, revise the Inclusive Education Plan every six years.
2. The Inclusive Education Plan will be included in the Curriculum Review Cycle as a regular area for monitoring, evaluating, and reviewing.
3. The SAR will conduct a survey with selected staff, students, parents, and community persons to establish whether the objectives of this plan are being met from their perspective. The survey will be conducted according to the identified timelines within the Curriculum Review Cycle.

2012 Committee members:

Sherri Broderius ~ Superintendent

Kodi Goracke ~ Elementary Principal

Michele Buszkohl ~ Parent

Ryan Roush ~ Student

Sandy Walsh ~ Parent

Bill Houselog ~ Retired Educator