

661 Inclusive Education Program

**I. PURPOSE**

The purpose of this policy is to inform students, teachers and parents of the district's commitment to provide equal educational opportunities to all students attending ISD 318's schools regardless of their cultural or socioeconomic background, gender, or disability. Additionally, ISD 318 affirms the importance of multicultural, gender fair, disability sensitive curriculum and instruction.

**Legal Reference:** Minnesota Rules Part 3500.0550 Inclusive Education Program

**Cross Reference:** Policy 603 Curriculum Development

## Policy 606 Instructional Material

**Approved 2012**

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### **II. GENERAL STATEMENT OF POLICY**

The School Board of ISD 318 is committed to providing equal educational opportunities for all students in the District, regardless of gender, disability, cultural or socio-economic background. Further, the Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people of all cultures, socioeconomic background, gender and disabilities. The Superintendent is directed to establish procedures for the implementation of this policy.

### **III. DEFINITIONS**

For the purpose of the policy, the following terms have the meaning given them in this section:

- A. Inclusive educational program: one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of the cultural diversity of the United States, the historical and contemporary contributions of women and men to society, the historical and contemporary contributions to society by people with disabilities.
- B. Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.
- C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.
- D. Core Instructional Materials: resources recommended through a District process, approved by the School Board, and used by teachers to provide a required common content for students to achieve intended learning.
- E. Supplementary Materials: resources determined by teachers and principals, as monitored by the Superintendent or designee, which supplement the core

materials, and provide for different student needs as required to meet the intended student learning.

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#### **IV. REGULATIONS**

- A. The District's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the State in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

#### **V. EDUCATION PROCESS**

- A. In an attempt to reduce and/or eliminate stereotyping, prejudice, and discrimination, the curriculum developed shall promote experiences in multicultural gender-fair activities which prepare students to live productively in a multicultural pluralistic society.
- B. Development of the District's Inclusive Educational Program will occur as part of the District curriculum review process.