

Appendix 9A

Great Expectations School Inclusive Education Plan 2004 Adopted 5/12/04

Subpart 1

Establishment of a Plan

MN R. 3500.0550, subp. 1

Great Expectations School has adopted this written plan to assure that the curriculum developed for use in the school establishes and maintains an inclusive educational program. This is the beginning, and is meant to be a template in which future plans are added. An inclusive educational program is one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:

- A. The cultural diversity of the United States. Special emphasis must be placed on American Indians/Alaskan Natives, Asian Americans/Pacific Islanders, Black Americans, and Hispanic Americans. The program must reflect the wide range of contributions by and roles open to Americans of all races and cultures.
- B. The historical and contemporary contributions of women and men to society. Special emphasis must be placed on the contributions of women. The program must reflect the wide range of contributions by and roles open to American women and men.
- C. The historical and contemporary contributions to society by persons with disabilities. The program must reflect the wide range of contributions by and roles open to Americans with disabilities.

Great Expectations School values diversity as a mosaic of values, beliefs and backgrounds that translate into assets which enhance our school community. Diversity is **not** about learning the characteristics of various cultures, which can lead to reinforcing stereotypes and attitudes that undermine diversity. The school community will challenge students and staff to build upon their own strengths rather than the vulnerabilities of others. Those who are accepting of diversity in its many forms – ideas, race, gender, beliefs, life condition, culture, language, etc. are committed to harmony, respect, and justice for all.

Subpart 2

Specifications for the Plan

MN R. 3500.0550, subp. 2

The plan must:

- A. address the manner in which the multicultural and gender fair concepts of subpart 1, items A, B, and C are to be incorporated into the curriculum goals, learner outcomes, and evaluation processes established at Great Expectations School;
1. A Native Culture Committee will be formed to integrate the local Native culture into the school curriculum. This committee will work with GES teachers, the local American Indian community and the LIEC (Local Indian Education Council) to develop a curriculum based on “American Indian History, Culture and Language” published by the Mn Department of Education, and will explore ways to use that learning as a context to learn about other cultures. This committee will propose that our students continue to receive Ojibwe culture and language lessons at least one hour per week. This committee will be available as consultants to our educators regarding appropriate activities, and will be responsible for evaluating the appropriateness of materials in GES Diversity/Anti-Bias resource file.
 2. Visual depictions of people throughout the building will accurately represent diverse racial and ability groups.
 3. A Diversity/Anti-Bias Resource File has been started which includes lesson plans, resource books, and other materials pertinent to diversity issues. We will continue to expand our resources.
 4. As we develop our library, special consideration will be made to purchase books recommended by the various organizations and books we have included in our resource file (such as American Library Association, Teaching Tolerance, Anti-Bias Curriculum, American Indian History, Culture and Language etc.). Special consideration will also be made to purchase books in Ojibwe language and in the home language of students at Great Expectations.
 5. Our website will include links to sites which have information on diversity, civil rights and anti-bias curriculum.
 6. Social justice will be modeled by our staff as it pertains to the school’s discipline policy and code of conduct.
 7. Character development and social emotional goals are part of each child’s Personal Learning Plan.
 8. The Progress Report will reflect appreciation for differences, and will include an “open heartedness toward others” section which will highlight the student’s progress in learning about diversity, reflecting the values of the school.
 9. Everyday heroes and heroines including local people of color, women and men, and people with disabilities will be honored as contributing members of our volunteer community, and will be invited to speak with our students formally and informally.
 10. Our students will also be exposed to famous women and men, including people of Hispanic, Asian/Pacific Island, American Indian, and African decent, and people with disabilities in all areas of our

curriculum. For example: Jim Abbott who was born without a right hand, and who pitched in the major leagues; Barbara Jordan who had multiple sclerosis and was a congresswoman who championed minorities and people of color; Marlee Matlin who is deaf, and who won the 1986 Academy Award for best actress, Hispanic Americans, Black Americans and Asian Americans.

11. Our school community will be thoughtful about the celebration and discussion of holidays. Each family fills out an “intake” form which asks questions regarding the cultural practices of the family. The holidays which our students celebrate will be included in our celebrations with input from families. There will **not** be a “tourist” approach to teaching culture, where a certain ethnic or cultural group is studied for a brief period each year, usually related to a particular holiday. We feel this focuses on exotic differences rather than commonalities among peoples.

For example:

- For many Native Americans, Thanksgiving is a day of mourning for the exterminations of peoples, the wholesale theft of lands, the loss of cultures and languages, and the long spiral of grief and despair. Therefore, we feel it is inappropriate to perpetuate the myth of Pilgrims and Indians having a wonderful feast in peaceful harmony. No one would dream of dressing up children as black for Martin Luther King Day, and having children dress up in what is deemed as Indian attire is looked at as a mockery of Native peoples. Our educators may choose to celebrate Thanksgiving with a feast, but not in costume. Our educators will focus on the concept of feeling thankful for what we have and the coming together of families to celebrate unity.
- Columbus Day is another holiday that grossly distorts history. Though possibly too graphic for younger students, our middle and high school educators will present a complete picture of Columbus to their students. Educators will not read untruthful stories about Columbus, and instead may focus on integrating materials about Native peoples of today into their classrooms, the history of European exploration and other concepts as appropriate for the developmental level of the students.
- The school community will observe Martin Luther King Day by participating in Civil Rights awareness activities.

12. Educators will be aware of cultural insensitivity in planning projects and activities, such as:

- Omission of Hispanics, African Americans, Native peoples and other people of color, women, and people with disabilities from the curriculum

- Inaccurate curriculum

- Stereotyping

Educators should note that many classroom activity books describe so-called “cultural” projects which involve sacred objects. Making projects such as feathers and headdresses, peace pipes, totem poles, dream catchers, sand paintings (when characterized as native American), brown bag vests, and kachinas are not considered appropriate by many elders.

- The Native Culture Committee will be available as consultants to our educators when questions arise.

13. Educators will continue to use Multiple Intelligence Theory as a backbone to all teaching they do. Intrinsic in this approach is respect for different abilities and strengths that all students have to offer our school community.
14. Our educators have been trained in Responsive Classroom Curriculum, and will continue to use that approach, which is based on respect, justice and peacemaking.
15. Students will be exposed to self-awareness activities. They will have practice in learning how they identify themselves in various groups, and how it feels to be part of certain groups.
16. Our school will be barrier free, and each trip we go on will be accessible to all of our students. Barriers to accessibility will be discussed as it comes up naturally, as well as in more formal ways.
17. Students have the opportunity to move to classes which are most appropriate for their developmental level in the context of our multi-age philosophy.
18. Middle school and high school students will have access to life skills education.
19. The School Board will continue to find ways to communicate this plan to parents.
20. Awareness of diversity will be embedded in all subject areas. Using the Environment as an Integrating Context, our educators will design curriculum around a central theme such as “Origins and Beginnings” and will use available resources to integrate diversity education in the curriculum they design.
21. Literature circle books will be selected which challenge students on the issue of tolerance and diversity, and activities around the books will be developed which challenge students to develop sensitivity to prejudice, discrimination, stereotypes and the detrimental effects which these have on society.

22. The school community will maintain a relationship with the Local Indian Education Committee by attending meetings on a regular basis, and continuing to develop relationships with the LIEC Board members.

B. Determine the extent to which the district curriculum advisory committee established by Minnesota Statutes, section 120B.11, subdivision 3, will be involved in implementing this part;

1. The School Board acts as the curriculum advisory committee, and will implement this plan.

C. Include evidence of substantive involvement by women, persons of color, and persons with disabilities in the development of the plan.

1. The following people were represented in the development of this plan: Nora Livesay, Dave Ingebrigtsen, Patty Nordahl, Kathryn Nelson-Pederson, and Suzy Schweig. Input was received from all other educators at Great Expectations School. Persons with disabilities or who have children with disabilities were asked to give comments which were incorporated into this plan.

D. Include specific goals, objectives, and implementation timelines for the curriculum processes, content, and materials needed for each of the areas in subpart 1; (thanks to Project CLASS for the following process steps)

Students will be expected to practice open-heartedness towards others as a value or guideline governing interactions with individuals and groups with characteristics different from their own.

1. The curriculum will foster a demonstration of the following:

a. pluralism in society so that students will:

- be ready to understand others;
- respect the dignity of each individual;
- develop feelings of empathy for others;
- build on personal strengths rather than the vulnerabilities of others;
- explore the similarities among all people.

b. open mindedness and fairness toward others by:

- responding to individual achievements rather than using stereotypes;
- consulting members of different cultures; learning about diversity as a positive and desirable characteristic in a nation built on the concept of cultural pluralism;
- being inclusive; not drawing boundaries between “us” and “them” or “insider” vs. “outsider”.

c. demonstrating positive multicultural, gender-fair, and disability

accommodating behavior by:

- listening attentively to others' opinions and/or beliefs and responding cordially even when in disagreement;
- being flexible and prepared to modify personal preferences in support of the group;
- getting the facts and accurate information that discourages stereotypes or prejudice;
- acting in a fair and just manner by supporting the inclusion of other students with disabilities.

d. demonstrating personal resilience in the face of discrimination by:

- being patient but assertive;
- employing self-advocacy as a tool to insist upon non-discriminatory treatment;
- using positive "self talk" to help rebound from adversity.

e. valuing and affirming others by:

- looking for the good in others;
- showing respect for individuals and cultures;
- not expecting people to be perfect;
- responding to individuals or groups with dignity without stereotyping;
- helping all individuals feel positive about themselves;
- understanding, respecting and embracing differences among peoples;
- developing positive, accurate images of Native Americans, people with disabilities and other cultural and racial groups.

f. demonstrating personal responsibility; avoiding prejudice, bias and discrimination by:

- promoting positive attitudes about human diversity; taking a stand; acting on one's multicultural values to combat prejudice, bias or discrimination;
- employing a productive problem-solving strategy;
- negotiating differences of opinion; being prepared to accommodate and adapt;
- resolving conflicts peacefully;
- being responsible for one's own actions.

2. Educator's Role:

Although the individual student is responsible for his or her own behavior, educators can do much to set a positive tone for interactions by encouraging tolerance and facilitating its development. Educators will:

- a. promote positive attitudes about human diversity;
- b. foster classroom communities sensitive to the full range of diversity within their group(s);
- c. provide intra- and inter- group learning experiences and environments that accommodate different learning styles and levels of ability and are characterized by a success-oriented mindset;
- d. manifest unconditional positive regard/acceptance of the student as a person;
- e. help students convert positive commitments into actions;
- f. model comfortable and effective interactions with individuals from a variety of cultures or other life situations encountered in the greater community, including the workplace;
- g. promote respect for individual differences through positive interpersonal relations; friendships and through the development of social networks representing diversity among students, and
- h. help students learn to think critically and reflect upon the viewpoints of a variety of cultural, religious or other groups.

3. Americans with disabilities: Great Expectations School's curriculum will address facts and concepts such as the following:

- a. History of exclusion: Misguided beliefs and prejudice often stood in the way of people with disabilities being able to take part in public life. The struggle to overcome prejudice and physical barriers led to a rights movement that continues today.
 - In this country's early history, people with disabilities were shut away in institutions and asylums. Many were thrown into almshouses for the poor. There they often suffered abuse and neglect.
 - Beginning in the 1800's, people with disabilities got better responses to their needs. This led to greater educational opportunities, residential programs for people with mental retardation, federal assistance and new rehabilitation programs and increased influence of parent groups and other advocates.
 - The independent living movement began in the early 1970's in Berkeley, California, and spread across the nation. Independent living centers have given people with disabilities access to needed services, greater opportunity to live on their own and take jobs in the community, and freedom from dependence on family or institutions.
 - The Rehabilitation Act of 1973 prohibits federal agencies and any organization getting federal funds

from discriminating against people with disabilities, and promotes the hiring and advancement of people with disabilities.

- A 1975 federal law established the right of children with disabilities to a free public education. It stated that children are entitled to learn in the least restrictive environment.
 - By raising awareness on the issue of physical barriers which have made it hard for people with disabilities to take part fully in society, rights advocates have helped bring about sidewalk curb-outs, designated parking, wheelchair lifts for public buses, wheelchair ramps and accessible public bathrooms.
 - People with disabilities have been able to become more independent through the help of assistive devices including computers that work with voice commands or that can reproduce voice, telecommunications devices for people with deafness (TDD), wheelchairs controlled by puffing into a tube, and specially adapted vehicles.
 - As people with disabilities claimed important rights, they also began to challenge the portrayal of people with disabilities in certain movies and telethons. They did not want to be seen as objects of pity, “heroic” or “inspiring” or incapable.
 - The Americans with Disabilities Act (ADA) passed in 1990. It is the most sweeping civil rights legislation for people with disabilities ever. It provides equal access to: Public places, telephone service, employment and transportation. With these basic rights, everyone is better able to be active and productive in society.
- b. The experience of Americans with disabilities is an important part of this country’s culture and history.
- c. About 1 in 5 people, about 49 million Americans have disabilities.
- d. There are many types of disabilities.
- e. The chance of developing a disability increases with age.
- f. The lives of Americans with disabilities have improved greatly over the years. But, improvement is still needed in job opportunities, support services and attitudes. All people must work together to correct faulty ideas about the abilities of people with disabilities, and to stamp out prejudice, discrimination and over-sympathetic attitudes.
- g. People with disabilities are a part of America’s diversity and growth. Everyone deserves the opportunity to reach his or her full potential. Students will be provided opportunities to:

- learn more realistic and accurate views about individuals with disabilities;
- develop positive attitudes toward others who are different from themselves;
- learn altruistic behaviors and when and how to use such behaviors;
- experience interactions with individuals who have successfully achieved despite challenges.

4. Women's Issues: Great Expectations School's curriculum will address issues such as:

- In 1988 the median income of women was 70% less than that of men. For every dollar a man earned, a woman earned 70 cents in the same job.
- In 1988 a woman with four years of college education had a median income slightly less than a man with a high school diploma.
- In 1990 a U.S. Labor Department survey of 94 large companies found that 37.2% of employees were women and 15.5% were people of color.
- Of the top management positions in those companies, women held only 6.6% of them, while people of color held just 2.6%.
- In the same year over 33% of all Master's Degrees in Business Administration were earned by women.
- Studies show that women and minorities are stopped from advancing to top management position by invisible barriers often called "glass ceilings".
- Throughout the curriculum, varied depictions of women and men in diverse roles will be explored including inaccurate and demeaning depictions in the media.

5. Students will explore their own experiences with social boundaries, as well as dividing lines that exist in society at large, and that these boundaries can have detrimental effects on people.

- Students will learn how to stand up to biased language and bullying:
 - Students will understand that school administration and educators cannot stop bullying alone.
 - Students will learn that they must act and accept personal responsibility to speak up when they witness bullying behavior.
 - Students will learn the importance of standing up and knowing what they say is important.

- Students will be aware of the school’s Civil Rights, Harassment and Hazing Policies.

6. Students will read (or be read to) and recognize literature as an expression of the human experience.

- a. Students listen to or read and respond to literature from a variety of cultures.
- b. Students listen to or read and respond to literature with heroes and heroines in traditional and non-traditional roles and of differing abilities.
- c. Students experience through literature the commonalities and differences of people.

7. There will be no alternate planning for students whose families choose not to have them participate in cultural field trips. An excused absence will be given to those who send a note in advance stating the reason the student will not attend.

8. This plan reflects many goals and objectives which are already in place, and shall be implemented as soon as it is passed by the school board. We believe that learning about diversity is a life-long process which our school will be evaluating on a continual basis.

- The Native Culture Committee will be formed in May of 2004, and will begin implementing curriculum in July 2004.
- The Progress Report will be revised by September 2004 to reflect our school’s commitment to diversity by including an “open heartedness toward others” section.
- The school’s website is being revamped, and links to sites dealing with diversity will be put on by January 2005.
- The goal is that educators will have 5 hours of diversity training before May 2005, and each year thereafter.
- A Diversity Resource file will be developed and will be located in the office file cabinet by June of 2004. The Cultural Committee will be responsible to look over its contents for accuracy and appropriateness. All staff will be expected to familiarize themselves with the contents by September 2004.
- The first week in December is “National Inclusive School’s Week”. We propose to celebrate this in some way beginning in 2004. www.inclusiveschools.org
- Martin Luther King Day will be celebrated beginning in 2005 as a day to reflect upon Civil Rights of all Americans.

E. Include procedures for systematic monitoring and evaluation of the plan:

1. The initial plan will be reviewed at a parent meeting on May 10, 2004.
2. This plan will be reviewed each year by a committee representing women, men, persons of color and persons or families of persons with disabilities in February.
3. Educators will be asked to provide input before the February meeting, including concrete examples of how the plan is being incorporated into their program planning, student performance and ideas for improving the plan.
4. This plan will be reviewed by the school board each year in May.
5. This plan will be used as a resource for educators when they develop curriculum.
6. This plan may be revised at any time after review by the above committee and approved by the school board.

F. Include a description of the program planned to provide in-service training for all staff in the areas related to subpart 1, items A, B, and C, and subpart 2, items D and E.

1. Thoughtful educators never stop learning and improving. Our main goal is to empower educators to make appropriate choices of curriculum materials and teaching strategies.
2. The goal is that staff will have at least 5 hours of training per year in diversity education, which may include:
 - Learning to accurately evaluate curriculum materials with sensitivity to diversity issues.
 - Appropriate strategies for implementing diversity education by integrating it throughout the year in all units of study.
 - Becoming aware of appropriate literature and curriculum materials.
 - Becoming sensitized to the many stereotypes that abound in our society.
 - Reflection of one's own values and beliefs; promoting self-assessment/knowledge about one's own reference group
 - Social Justice
 - Fostering an appreciation for shared human conditions
 - Empowering contact with those different than oneself
 - The study of American Indian language, history, government and culture
 - Understanding the contributions and lifestyles of the various racial, cultural, and economic groups in our society

Resources used in the development of this plan include:

Lessons from Turtle Island; Native Curriculum in Early Childhood Classrooms
By Guy W. Jones and Sally Moomaw

Project CLASS: Mn Department of Education Website

Teaching Tolerance website: teachingtolerance.org

mixitup.org/teachers

Americans with Disabilities: Gaining rights and Respect
Channing L. Bete Co. Inc. 2000 edition

Including Children with Special Needs in Early Childhood Programs
Mark Wolery and Jan S. Wilbers, Editors