

Wabasha-Kellogg Public Schools Policy

604.1 INCLUSIVE EDUCATIONAL PROGRAM

I. PURPOSE

The purpose of this policy is to inform students, teachers and parents of the School District's commitment to provide equal educational opportunities to all students attending Wabasha-Kellogg School District #811 schools regardless of their cultural or socio-economic background, gender, or disability. Additionally, the School District affirms the importance of multicultural, gender-fair, disability-sensitive curriculum and instruction.

II. GENERAL STATEMENT OF POLICY

The Wabasha-Kellogg School Board is committed to providing equal educational opportunities for all students in the district, regardless of gender, disability, cultural or socio-economic background. Further, the School Board is committed to delivering an Inclusive Educational Program, which encourages understanding and non-discriminatory treatment of people of all cultures, socio-economic background, gender, and disabilities. The Superintendent or designee is directed to establish procedures for the implementation of this policy.

III. DEFINITIONS

For the purpose of the policy, the following terms have the meanings given 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, and 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 standard-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, questions, and assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.
- D. Core Instructional Materials: Resources used by teachers to provide a required common content for students to achieve intended learning.
- E. Supplementary Materials: Resources which supplement the core materials and provide for different student needs as required to meet the intended student learning.

Adopted: 3/16/16

Revised: 4/18/18

Reviewed:

IV. REGULATIONS

- A. The School District's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair, Curriculum Rule 3500.00550, adopted by the state in 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, prejudices, 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 School District's Inclusive Educational Program will occur as part of the School Board's curriculum review process.

Legal References: Minnesota Rules Part 3500.0550 Inclusive Education Program

Cross References: