TRIO Wolf Creek Distance Learning Charter School #4095

604.2 CHARTER SCHOOL INCLUSIVE EDUCATION PLAN

SUBPART I ESTABLISHMENT OF A PLAN

Wolf Creek Charter 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 contribution to society by persons with disabilities. The program must reflect the wide range of contributions by and roles open to Americans with disabilities.

Wolf Creek Charter 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. Wolf Creek students will live and learn in a global society and need to be able to interact on that level by showing respect and dignity to all persons and cultural differences.

SUBPART 2 SPECIFICATIONS FOR THE PLAN

The plan must 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 Wolf Creek Charter School.

A. Visual depictions of people throughout the building will accurately represent diverse racial and ability groups.

B. A Diversity/Anti-Bias Variety Resources will be created for staff use.

C. Everyday heroes and heroines including local people of color, women and men, and the 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.

D. Our students will also be exposed to famous women and men, including people of Hispanic, Asian/Pacific Island, American Indian, and African descent and people with disabilities in all areas of our curriculum.

E. Our school community will be thoughtful about the celebration and discussion of holidays.

SUBPART 3 STAFF TRAINING PROCEDURES

It is acknowledged that staff will need training on cultural diversity and the need to bring diverse voices into all curriculum options at Wolf Creek.

The charter school director will conduct periodic assessment surveys to determine the level of need for training options for staff members. Based on needs expressed by staff and observations by the charter school director on site trainings for the entire staff or individual trainings may be offered or required of staff members.

Books and articles that may cause staff members to reflect on topics discussed in this policy will be distributed on a periodic basis to all staff members for the purpose of a greater awareness of issues outlined in this policy.

ENDING STATEMENT

It is acknowledged in this policy that staff members may not intentionally use biased materials in their classroom or interactions with students, parents, and other staff members but it is also acknowledged that if these issues are not reflected upon and made a priority by the charter school that neglect can occur in these areas of instruction for all students.

One day our descendants will think
it incredible that we paid so much attention to things
like the amount of melanin in our skin
or the shape of our eyes or our gender
instead of the unique identities of each of us
as complex human beings.
-Franklin Thomas