

MULTICULTURAL / GLOBAL EDUCATION

The District maintains and operates a multicultural representation throughout the entire school environment, including administrators, teachers, staff and students. A multicultural education is defined as one that provides multiple learning environments matching the academic, social, and linguistic needs of students. The District provides equal opportunities to all persons without regard to their socioeconomic status, race, religion, disability, gender, or sexual orientation. A multicultural education shall provide that all students' needs are met without separating them and acknowledging and understanding diversity in society and the classroom. The District shall organize its curriculum, teaching, and resources in such a manner that promotes equity for all students. Further, the District shall promote diversity, promote social relationships and establish a sense of community within the schools and classrooms. To ensure compliance with the Dignity for All Students Act, instruction on "tolerance," "respect for others," and "dignity" shall include awareness and sensitivity to discrimination or harassment and civility in the relations of people of different races, national origin, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, weight, genders, and sexual orientation.

Goals for a multicultural education include:

1. Promotion of learning environments with a focus on students' needs, experiences, and strengths.
2. Development of positive attitudes towards oneself, one's culture and the culture of others.
3. Understanding and acceptance of individual differences.
4. Appreciation for the interdependence among various societal groups, communities and individuals.

Multicultural Curriculum

The District's multicultural curriculum teaches about all types of students (students with disabilities, students of color, and students who speak different languages) and is directed at all students. This form of education helps all students to understand and appreciate activities and events from various cultural perspectives; to understand and appreciate activities and events in the student's own culture; to promote racial and ethnic equality and to enable the students to make decisions and to take actions that contribute to a changing society and culture. Textbooks and other such learning materials are fully integrated into the curriculum and reflect cultural, ethnic, linguistic and gender diversity. Teaching strategies are, to the greatest extent possible, based upon the cultural perspectives and backgrounds of each of the individual students in the classroom.

Reference: Salend, J. Spencer. *Creating Inclusive Classrooms: Effective and Reflective Practices*. 4th Ed, pp. 113-114; 290-293, (2001).

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