The Fosston School District acknowledges that all students must learn to live and work in a multicultural, gender fair environment. Furthermore, it recognizes the need for an educational program designed to help students acquire a realistic basis for understanding the culture and life styles of people of different racial and ethnic, and socioeconomic backgrounds. Our goal is to provide an atmosphere for learning that is void of sexist, racist, and ethnic prejudices, discrimination and separatism. No student shall be denied enrollment in a class on the basis of gender, race, religion, color, national origin, marital status, age, sexual orientation, or disability.

This district has adopted this written plan to assure that curriculum developed for use with students establishes and maintains an inclusive educational program. An inclusive educational program is one that assures that curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of career roles and life styles open to all regardless of gender, race, religion, color, national origin, marital status, age, sexual orientation, or disability.

Students and staff will gain an understanding and appreciation for:

- The cultural diversity of the United States with special emphasis placed on the wide range of contributions by, and the roles open to American Indians/Alaskan Natives, Asian Americans/Pacific Islanders, Black Americans, and Hispanic Americans.
- The historical and contemporary contributions to society by, and the roles open to women and men with special emphasis placed on the contributions of women.
- The historical and contemporary contributions to society by, and the roles open to persons with disabilities.

The manner in which the multicultural and gender fair concepts above are to be incorporated into the curriculum goals, learner outcomes, and evaluation processes is as follows:

1. Visual depictions of people throughout the building will accurately represent diverse racial and ability groups.
2. A Diversity/Anti-Bias Resource File will be maintained which includes lesson plans, resource books, and other materials pertinent to diversity issues. We will continue to expand our resources.
3. As our library is developed, special consideration will be made to purchase books recommended by various anti-bias groups and organizations.
4. Our website will include links to sites which have information on diversity, civil rights, and anti-bias curriculum.
5. Social justice will be modeled by our staff as it pertains to the school’s discipline policy and code of conduct.
6. Everyday heroes and heroines including local people of color, women and men, and people with disabilities will be recognized as contributing members of our volunteer community, and will be invited and encouraged to interact with our students.
7. Our students will be exposed to famous men and women of American Indian, Asian/Pacific Island, Hispanic, and African decent in addition to people with disabilities.
8. Our school and community will be thoughtful about celebration and discussion of holidays. There will not be a “tourist” approach to teaching culture, where certain ethnic or cultural groups are studied for a brief period each year, usually related to a particular holiday. We believe this focuses on differences rather than commonalities among people.
9. Our teachers will be aware of cultural insensitivity in planning projects and activities.

10. 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 a part of certain groups.

11. Awareness of diversity will be embedded in all subject areas and will use available resources to integrate diversity education in the curriculum design.

12. Teachers will recommend books for silent reading which challenge students on the issue of tolerance and diversity. Activities will be developed to challenge students to increase sensitivity to prejudice, discrimination, and stereotyping, and the detrimental effects of each.

The District Curriculum Advisory Committee is involved in and responsible for the implementation of this plan. In addition, the Advisory Committee will recommend appropriate training in education that is multi-cultural and gender fair. Such training should be both pre-service and in-service and should focus on education that is multicultural to academic achievement as well as social development. The District Curriculum Advisory Committee is representative of the diverse population that makes up our community. The committee seeks input from a variety of resources including the Parent Community Network, American Indian Parent Committee, staff, board members and community representatives.

Curriculum content and material will include specifics that demonstrate comprehension of:

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 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;
   - being inclusive and not drawing boundaries between “us” and “them”;
   - accepting diversity as a positive and desirable characteristic for the nation.

C. demonstrating positive multicultural, gender-fair, disability accommodating behavior by:
   - listening to other’s opinions and beliefs and responding appropriately;
   - being flexible and prepared to modify personal preferences in support of the group;
   - getting the accurate information that discourages stereotyping or prejudice;
   - acting in a fair and just manner by supporting the inclusion of disabled students.

D. demonstrating personal resilience in the face of discrimination by:
   - being patient but assertive;
   - employing self-advocacy as a tool to insist upon nondiscriminatory 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;
   - developing positive, accurate images of other cultural and racial groups;
   - developing positive, accurate images of women and people with disabilities;
   - understanding, respecting, and embracing differences among peoples.
F. demonstrating personal responsibility and avoiding prejudice, bias and discrimination by:
   - promoting positive attitudes about human diversity and taking a stand;
   - encouraging action on one’s multicultural values to combat prejudice and bias;
   - employing a productive problem-solving strategy;
   - negotiating difference of opinion while being prepared to accommodate and adapt;
   - resolving conflicts peacefully;
   - being responsible for one’s own actions.

G. valuing facts and concepts related to Americans with disabilities by:
   - understanding the history of exclusion for people with disabilities;
   - studying the independent living movement began in the 1970’s;
   - understanding of the Rehabilitation Act of 1973 prohibiting discrimination;
   - raising awareness of the issue of physical barriers and the effect on disabled citizens;
   - raising awareness of the right to free public education in a least restrictive environment;
   - raising awareness of assistive technological devices;
   - understanding the impact of the ADA act passed in 1990

H. accurate and realistic views of women as a minority by:
   - raising awareness of invisible barriers or “glass ceilings”;
   - developing positive attitudes toward others who are different from themselves;
   - experience interactions with people who are successful despite challenges;

**Teachers** will set a positive tone for interactions by encouraging tolerance and facilitating its development by:
   - promoting positive attitudes about human diversity;
   - foster classroom communities sensitive to the full range of diversity within groups;
   - providing group learning experiences that accommodate varied learning styles and abilities;
   - manifest unconditional positive regard/acceptance of the student as a person;
   - helping students convert positive commitments into actions;
   - modeling comfortable and effective interactions with individuals from other cultures;
   - helping students learn to think critically and reflectively regarding cultural or other groups.

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

**Students** will:
   - learn how to stand up to biased language and bullying;
   - understand that school administration and teachers cannot stop bullying alone;
   - learn that they must accept personal responsibility to speak up and act to curb bullying;
   - learn the importance of standing up and knowing what they say is important;
   - be aware of the school’s discrimination, civil rights, harassment, bullying and hazing policies;
   - read (or be read to) and recognize literature as an expression of the human experience;
   - listen to or read and respond to literature from a variety of cultures;
   - experience through literature the commonalities and differences of cultures

The District Curriculum Advisory Committee will be responsible for gathering input from a representative sampling of the diverse populations which make up our community to systematically monitor and evaluate the plan. Based upon this on-going evaluation, appropriate training and staff development will be provided. The goal of staff development efforts will be to provide a minimum of 1 hour of training per year on diversity education which may include:
   - learning to accurately evaluate curriculum materials with sensitivity to diversity issues
   - appropriate strategies for implementing diversity education by curriculum integration
   - awareness exercises in appropriate literature and curriculum materials
   - sensitization to many stereotypes that abound in our society
   - reflection of one’s own values and beliefs
Teachers will be asked for concrete examples of how the plan is being incorporated into their curriculum planning. This plan will be used as a resource for educators when they develop curriculum. This plan will be shared with constituents via the school district website and the plan will be reviewed and reaffirmed/updated annually by the school board. This plan reflects many goals and objectives already in place. We do believe that learning about diversity is a life-long process which our school will be evaluating on a continual basis.