MULTICULTURAL / **MULTIETHNIC** **EDUCATION**	In an effort to provide all students with a quality education that enables them to achieve to their potential, and fosters an appreciation of and respect for the values of a pluralistic society, the Superintendent of Schools shall develop and maintain a culture of schooling characterized by multicultural, multiethnic, and multilingual features that shall include:

1. The incorporation of cultural pluralism as part of the underlying foundation or basic framework for the District, including subject-matter content, teaching and learning strategies, goals and objectives, classroom climates, and assessment of the performances of students and teachers.

2. The equal-status treatment of the life experiences, cultures, and perspectives of culturally diverse groups.

3. The integration of principles of cultural pluralism into all decisions about curriculum and instruction.

4. The development of alternative structures that reflect cultural, racial, social, gender, and ethnic pluralism.

5. A program of learning opportunities that gives balanced attention to practices to celebrate cultural pluralism.

6. District governance representation in state level textbook or other curriculum forums.

CURRICULUM / **INSTRUCTIONAL** **MATERIALS**	The District's curriculum shall provide a knowledge base that reflects the achievement of all cultural and ethnic groups, and provide a more accurate base of information through the inclusion of diverse historical figures and perspectives. Materials developed shall address each instructional area—reading, language arts, mathematics, social studies, science/health, physical education, fine arts—in terms of program philosophy, goals, student activities, modes of learning, grouping for instruction, and assessment practices.

Criteria for selection of instructional materials other than textbooks are set for the District in each discipline. They are provided to each campus annually.

CULTURAL HERITAGE **OBSERVANCES**	Numerous opportunities shall be provided that extend and enrich student, staff, and community awareness of the cultures represented in the District's student population.

District cultural heritage observances and celebrations—local campus, central, and community-sponsored events shall be inclusive of the diversity of the District and city diversity.

INTERDEPARTMENTAL PARTICIPATION	All District departments shall participate in supporting the multicultural, multiethnic educational plan in the integral roles they perform in providing support to the teaching/learning process.
EXTENDED-DAY PROGRAM	The Board supports a general program of instructional excellence. To supplement the general program, additional services shall be offered as extensions that will serve to broaden the scope of educational opportunity for students.
	Extended-day programs shall be designed with an instructional emphasis that is aligned to the daily academic focus in a particular subject matter.
ADVANCED STUDY AVAILABILITY	To promote advanced study in the arts and sciences or in other academic fields, classes may be organized in middle schools and high schools upon the recommendation of the principal and with the approval of the Learning Community Executive Director for students desiring an opportunity for advanced study and learning beyond the organized courses of conventional curriculum.
	The principal shall recommend to the Director of Fine Arts the need for advanced private instruction for band, choir, and orchestra students. The Superintendent of Schools or designee shall approve policies and procedures for scheduling of lessons, collecting building use fees and supervision and payment of private music lesson teachers.
	For class instruction in sciences and mathematics, or any other areas that may qualify as advanced learning, the principal shall report the number of students involved in each instance and shall recommend a teacher.