

MAIN OFFICE

Yes No NA

- Is the school motto displayed prominently somewhere near the main office?
- Does the school motto promote a positive learning environment for all students regardless of race, gender, or national origin?
- Is there a display area or case somewhere near the main office used to celebrate diversity by displaying art and/or artifacts from various cultures?
- Does the main office have material on display depicting various ethnic groups in the following places?

Bulletin Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MAIN OFFICE

- Does the cafeteria serve food from a variety of ethnic food?
- If there is a display of the four food groups, are food items included other than those of the dominant white culture?
- Do the pictures, posters, and art work displayed in the cafeteria depict individuals from different ethnic groups?

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STAFF

Yes No NA

- Is the racial make-up of the staff proportional to that of the student body population?
- Is the gender make-up of the staff proportional to that of the student body population?
- Do teachers analyze instructional material for race and sex bias?

STAFF

- Do members of the following student activities/organizations reflect the diversity found in the student population?

Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School clubs (list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Do students in honors classes reflect the diversity found in the student population (e.g. math, science)?

The Center is constantly adding to its library resources. Educators may search the library's bibliography for information multicultural topics at the MDAC web site—<http://mdac.educ.ksu.edu>

School Classroom Environment

Multicultural education encompasses every aspect of the educational environment. Are ethnic diversity and cultural pluralism evident in the physical environment or your school? Do students, parents, teachers, and staff feel comfortable in the school building? Enclosed is a sort questionnaire designed to assess Multicultural/Nonsexist aspects of your physical school environment.

Midwest Equity Assistance Center
 Room 401 Bluemont Hall
 Kansas State University
 Manhattan, KS 66506
 1-800-232-0133 ext 6408

Midwest Equity Assistance Center

CLASSROOM

Yes No NA

- Is diversity celebrated within the classrooms by the visual display of various racial/ethnic groups, age groups, economic groups, or men and women in non-traditional roles in the following places?

Bulletin Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Do classrooms have a multicultural learning center specifically designed or the display of various culture's material and/or artifacts?
- Do the classrooms display the artwork of different cultures, whether done by the students or from other sources?
- Are there books and/or magazines about various cultures/ethnic groups available in the classroom for students to read?
- Does the physical arrangement of the classroom seating reflect the differing learning styles that exist in the student population?
- Do the calendars used in the classroom/school include information about ethnic holidays and/or outstanding individuals from different ethnic cultures?

MATERIAL

Yes No NA

- Check for bias in any book, magazine, poster, film, video or handout using the following list:
- Do illustrations, posters, or pictures, depict ethnic groups in leadership and decision-making roles?
 - Are family relationships depicted accurately (e.g., not all African American families have a dominant mother figure, not all Hispanic families have lots of children, not all families have a mother and a father)?
 - Does the material portray various dimensions of an ethnic group's lifestyle (e.g., family, work, entertainment . . .)?
 - Do illustrators of the material avoid stereotypical pictures (e.g., a woman secretary, Hispanic migrant worker, poor African American . . .)?
 - Are both sexes involved in active and passive activities?
 - Are both men and women illustrated in household, nurturing, and career roles?
 - Are older people of various ethnic groups included in publications?
 - Are everyday people illustrated along with heroes, reflecting ethnic and cultural pluralism?

Yes No NA

- Are universal gender terms used when appropriate (e.g., mail carrier vs. mailman or police officer vs. policeman)?
 - Does the material display differences within groups (e.g. variety in roles, sizes, emotions, abilities, likes and dislikes) as well as between groups?
 - Are various ethnic groups depicted in a variety of living situations rather than exclusively in ghettos, barrios, or migrant camps?
 - Are the number of individuals illustrated in each ethnic group underrepresented relative to the total number of illustrations found in a book or a magazine?
- ## LIBRARY/SCHOOL
- Does the library include current publications about different ethnic groups?
 - Does the library carry books about different ethnic groups for all grade levels?
 - Does the school library subscribe to ethnic magazines?
 - Does the school have or have access to films, videos, records and other resources on ethnicity and cultural pluralism?
 - Do school symbols, mascots or songs reflect positively on cultural pluralism?
 - Do school assemblies and plays reflect the diversity in the U.S.?