

Commitment	Activities	Description	Completion
Creation of School Diversity Team	<p>Recruit members</p> <p>Begin meeting and discussing initiatives and team work</p>	The school diversity team’s charge is to guide the implementation of initiatives outlined in the School Commitment to Diversity, Equity and Inclusion document	Initial team created Sept., 2015. Step one was to recruit staff. Next steps are to define and solicit parent/student participation.
Continuous staff development around issues of diversity, equity and inclusion	<p>1. Book study of: <u>Excellence Through Equity</u> by Blankstein and Noguera; Article studies</p> <p>2. Professional development through guest presenters</p>	<p>Through the reading and discussion of books and articles, participants are made aware of current practices, research, and trends, as well as able to examine their own preferences, biases and professional practices</p> <p>Invitation to Ben Ibole, WEA diversity trainer, to conduct a staff workshop on Culturally Responsive Instructional Strategies.</p> <p>Caprice Hollins, Psy.D. with an emphasis in Multicultural and Community Psychology from California School of Professional Psychology, will conduct workshops for staff on:</p> <ol style="list-style-type: none"> 1) Implicit Bias 2) Privilege 	<p>Continuous</p> <p>Spring 2016 Fall 2016 Winter/Spring 2017-2018</p> <p>January, 2017 April, 2017 May, 2017</p>

Collection of pertinent diversity-related data	<p>1. Collect and examine demographic information to examine trends as they related to diversity and equity</p> <p>2. Survey IP student population to determine the depth of their understanding regarding diversity issues</p>	<p>Use survey data from yearly Educational Effectiveness Survey (EES) and district/state/national information as a springboard for discussion and possible action steps</p> <p>Classroom teachers survey their students through interviews and written prompts to elicit current understanding around issues of diversity</p>	<p>Continuous</p> <p>Winter/2016</p>

Diversity Initiatives for Island Park Elementary School

		Artist-in-residence: Haida Native American Art, dance, music, poetry (grades K-5)	Spring, 2018
Gender Equity and Inclusiveness	Team will study current literature on gender equity and access issues in public schools to better understand trends and implications.	Committee will read articles on gender equity and neutrality as it relates to public schools. Articles from <u>Principal</u> , <u>Educational Leadership</u> and <u>Teaching Tolerance</u> periodicals. Begin to formulate a belief statement regarding gender inclusiveness.	2016-17 school year
Special Education	Work with the University of Washington-Seattle	Consultation and collaboration with the University of Washington to facilitate meaningful inclusion of targeted students in their general education classrooms	2017-2018 School Year

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Classroom Activities	<ul style="list-style-type: none"> • Artwork reflecting diverse cultures • Potlatch celebrations • Name/Identity Poems • Explorer reports • Women in History Reports • Black History Month Reports • Family Time-lines and Traditions 	Throughout the school year, students will learn about and reflect upon cultures, traditions, their own uniqueness and other aspects of diversity through artwork, writing, technology, personal presentations and other classroom projects.	Continuous
Curriculum that addresses diversity issues	<ul style="list-style-type: none"> • K-5 Mondo Literacy • Social Studies • 2nd Step • Music • Groundspark • Being a Writer 	Our new Reading curriculum contains stories and units of study that embrace diversity (e.g. 4 th grade unit on Traditions). The Being a Writer curriculum encompasses building community structures like author's chair (presenting published work to an audience), collaborative writing, and writing for social action. Social studies units include Native American Studies, The African American experience (Revolutionary War period, Westward expansion), Japanese American experience (Washington studies). 2 nd Step teaches skills for social and academic success including lessons on empathy, anti-bullying, understanding different perspectives, listening, and respecting similarities and differences. In music, students learn songs and musical genres of various languages and traditions (e.g. Spanish, gospel) and	Continuous

		play instruments that are indigenous to other world locales (e.g. African drums, steel drums and ukuleles).	
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Commitment	Activities	Description	Completion
Curriculum that addresses diversity issues (continued)	<ul style="list-style-type: none"> • P.E. • Library • Classroom book collections 	<p>We are piloting a new P.E. Curriculum, <i>Exemplary Physical Education Curriculum</i> (EPEC). Included in the curriculum is a module on personal and social skills where children are taught and practice social behaviors that show respect for self and others during physical activity settings. During the <i>Compassion for Others</i> lessons, students practice encouraging students who might be challenged in a physical activity.</p> <p>Our library and classrooms continues to grow their book collections through the purposeful acquisition of picture books and novels that reflect, through illustrations and text, our society's and student body's demographics while addressing age appropriate issues of diversity, equity and social justice.</p>	Continuous

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