

Chippewa Valley Montessori Charter School

Diversity Plan

2014 - 2016



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Mission Statement

To provide a high quality Montessori education that promotes lifelong educational success through academic discovery, multi-age classrooms, and hands-on learning.

Vision Statement

To develop independent, passionate learners who understand the responsibility each of us has as citizens of our world.

Stance

In support of its mission and vision to develop lifelong learners and responsible citizens, and to fulfill its obligations to prepare students to live and lead in an increasingly multicultural and global world, Chippewa Valley Montessori Charter School will actively foster and support meaningful diversity throughout the school. This means deepening our students' understanding of differences in race, color, religion, national origin, ancestry, marital status, physical disability, mental disability, gender, sexual orientation, age, academic ability and socioeconomic status, and preserving an environment that expresses empathy and respect for differences.

Diversity Policy

The Chippewa Valley Montessori Charter School values and welcome people of diverse color, ethnic origin, and religious beliefs. CVMCS does not discriminate against students on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or disability, in conformity with the Eau Claire Area School District Nondiscrimination Policy.

The school implements this policy by accepting children of families with diverse ethnic and religious backgrounds. Respect for all people regardless of race, color, religion, national origin, ancestry, marital status, physical or mental disability, gender, sexual orientation or age is an important part of the Montessori philosophy. Diversity is viewed as an opportunity to explore a wide range of experiences, ideas, and cultures; challenge preconceptions; and examine different ways of thinking which enhance the collective learning experiences at CVMCS. Differences are embraced and considered to promote genuine respect for each individual in the school's Montessori community. Diversity exposes each member of the community to the rich and wonderful variety of the human race.

By September 1 of each school year the Governance Board will put forth a plan of action for that school year to recruit families of diverse backgrounds for the following school year.

Diversity Strategic Goal

Enhancing Diversity and Cultural Competency

Diversity Plan to Enhance Diversity and Cultural Competency

Objective I: Make demonstratable, quantifiable annual improvements in the diversity represented within all school constituencies, including Governance Board, faculty/administration and students.

Schools are the perfect place to teach children the importance of diversity and how to be more accepting. Schools also offer the perfect time period when young minds can be developed to be accepting of diversity.

Rationale: Schools should be proactive and create a positive environment where students and teachers are respectful of different backgrounds.

Strategy 1.1: Low- to moderate- income students, as measured by free/reduced lunch enrollment percentages, shall close the gap by at least 1% compared to the Eau Claire Area School District average year-over-year, with first change comparing the 2014 and 2015 September third Friday free/reduced lunch enrollment counts.

Responsible Party: Enrollment and Diversity Committee

Strategy 1.2: Racial/ethnic diversity of school population percentages shall close the gap by at least 1% compared to the Eau Claire Area School District average year-over-year, with first change comparing the 2014 and 2015 September third Friday ethnicity counts.

Responsible Party: Enrollment and Diversity Committee

Strategy 1.3: Actively recruit minority students through community involvement, personal visits, direct mail and phone contacts by Governance Board, faculty and/or alumni. Plan of action implemented by May 31, 2015.

Responsible Party: Enrollment and Diversity Committee

Strategy 1.4: Engage in collaborative ventures and activities with existing diverse communities in order to build lasting relationships and increase enrollment applications of minority and low- to moderate- income students by May 31, 2015.

Responsible Party: Partnership Coordinator

Strategy 1.5: Develop and implement a plan, to include 4-year old bussing, in order to decrease the barriers of Childrens House 4-year old enrollment by September 1, 2015.

Responsible Party: Governance Board

Objective II: Ensure that the staff identifies specific ways to enhance our focus on cultural competency and diversity in our academic program

At all academic grade levels, multicultural practices will be explored and implemented. Implicit in such practices is a commitment to global learning.

Rationale: Multicultural teaching practices and experiences enhance student learning, stimulate critical thinking, and incline students toward lifelong learning and contributions to the greater good of society.

Strategy 2.1: Review instructional materials to ensure they reflect diversity. If needed, budget for additional and appropriate materials by May 31, 2016.

Responsible Party: Principal

Strategy 2.2: Identify the diversity impact when institutionalizing major new programs and evaluating current programs. Although not every new program will have diversity as its focus, assessing the impact on diversity will enable the school to support its mission more consistently and to benefit all students. Ongoing strategy beginning on September 1, 2014.

Responsible Party: Principal

Strategy 2.3: Teachers should identify and circulate ideas and strategies to other teachers. Ongoing strategy beginning on September 1, 2014.

Responsible Party: Principal

Strategy 2.4: Conduct research of the practices of other compatible and comparable schools to build a clearer understanding of the “best practices” for making effective progress on issues related to diversity and cultural competency by May 31, 2016.

Responsible Party: Principal

Objective III: Provide an environment that aids in the development of a positive self - image for all students

Self-image is how someone perceives themselves. It is a number of self-impressions that have built up over time: What are your hopes and dreams? What do you think and feel? What have you done throughout your life and what did you want to do? These self-images can be very positive, giving a person confidence in their thoughts and actions, or negative, making a person doubtful of their capabilities.

Rationale: Schools should assist students in developing their self-image and just as improving any other skill, this takes time and practice. Developing good self-esteem involves encouraging a positive (but realistic) attitude toward yourself and the world around you and appreciating your worth, while at the same time behaving responsibly towards others. Self-esteem is not self-absorption; it is self-respect.

Strategy 3.1: Celebrate diverse accomplishments and events throughout the year beginning September 1, 2015

Responsible Party: Partnership Coordinator

Strategy 3.2: Create an academic grade-level, school-wide and/or community-based list of diversity resources and programs by May 31, 2016.

Responsible Party: Instructional Coach

Strategy 3.3: Evaluate the need for school climate surveys by May 31, 2015. If need is determined complete survey for grades two through five by May 31, 2016.

Responsible Party: Enrollment & Diversity Committee

Objective IV: Encourage community involvement in creating an inclusive school environment

The school will create specific strategies to elevate the school's commitment to diversity and multicultural awareness. Strategies will target internal and external constituencies, calling for careful coordination with those responsible for diversity-related programming.

Rationale: Informing current and potential constituents about the school's commitment to and accomplishments with diversity will generate support for diversity-related programs among current students and families, while enhancing the school's reputation among potential students, teachers, and administrators. Therefore, effective communication about diversity will be an essential foundation for increasing our constituents' learning about diversity, strengthening our school culture and building a more diverse population of students, teachers and administrators.

Strategy 4.1: Forge connections with community organizations that demonstrate a commitment to diversity and cultural competency and then invite at least one community organization to speak to student body and/or staff at least every other year. First invitation should be issued by November 1, 2015.

Responsible Party: Partnership Coordinator

Objective V: Engage in ongoing diversity and cultural competency training and education with Governance Board, faculty/administration, families and students.

In basic terms, diversity means a difference or variety. When it comes to school this term can have a polarizing effect. Some may interpret the word to simply mean more racial minorities; however, this is far from the truth. A diverse group has a multitude of individuals who vary in age, race, creed, nationality, religion, and sexual orientation. You may be part of a team that has individuals of the same race; however, looking further into their backgrounds may display diverse origins or beliefs.

Rationale: Today's world is a melting pot of cultures, nationalities and backgrounds. In the United States, the group that was once the majority is slowly becoming the minority as more people from different areas of the world migrate to this country. It is important to understand and adapt to the changes in today's society. To do so, diversity training has become vital.

Strategy 5.1: Offer professional development experiences for the entire faculty that review and reinforce the meaning of multicultural education and provide models for delivering it at least every other year beginning 2013 – 2014 school year.

Responsible Party: Principal

Strategy 5.2: At least annually, multicultural Governance Board development training will be delivered beginning 2014 – 2015 school year.

Responsible Party: Chair of Board Development Committee

Strategy 5.3: Establish parent forums for open discussions with various topics of concern by May 31, 2014, and occur at least annually thereafter. Parent involvement is highly recommended.

Responsible Party: Chair of Communications Committee

Strategy 5.4: At least every other year, multicultural activities/programs (fieldtrips, presentations, assemblies, etc.) should be provided to each academic level of the student body. Complete first round for each academic level by May 31, 2016.

Responsible Party: Partnership Coordinator