

Supporting Information

Cleveland Magazine Article

See November 2004 issue

Cleveland Jewish News Essay (January 10, 2007)

See - TEEN REPORTER SERIES: "At Westlake, I wish I could melt away"

Westlake Parent Connection Forums (2004)

WESTLAKE PARENT CONNECTION
DIVERSITY MEETING
MINUTES OF THE MEETING
TUESDAY APRIL 6, 2004 7:00 P.M.

PRESENT AT MEETING:

1. Freddie Ahmad	897-5044	ustazfreddie2004@yahoo.com
2. Suad Ahmad	892-8634	
3. Scott Fortkamp	250-1-32	fortkamp@westlake.k12.oh.us
4. Nancy Najjar	250-0387	
5. Annie Salem	779-9007	asalem6@aol.com
6. Nadia Yassen	892-7974	nyassen@aol.com
7. Nabeel Zayu	892-7800	nzenterprises@aol.com
8. Joe Salem	777-3094	JSalem1008@yahoo.com
9. Ferial Doleh	779-8135	affeabr@hotmail.com
10. Bahija Faraj	871-7759	
11. Amal Assad	892-0688	

FACILITATOR AND MINUTES:

Darlene Ormston	899-7357	ddso@adelphia.net
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PURPOSE OF MEETING:

To provide a forum for individuals to discuss their concerns with issues of diversity in the Westlake Community and to develop a plan of action to address these issue to create a community where all feel welcome.

CONCERNS:

1. Curriculum in school
Teachers and other students have made insensitive remarks.
Curriculum does not appear to fairly and accurately portray the conflict in the Middle East. Classroom discussion may be fueled by media reports, which are often not accurate.
2. Discipline in schools has been unjust on some occasions.
Arab-American students have been disciplined, when others who have incited incident were not.
Some incidents in school were made out to be bigger than they were.
(Example: Relating a student incident to an event that may have occurred in the Middle East, suicide bombing, threat, etc.).

3. Diversity of Teachers
Some teachers may lack general knowledge about the Arab-American Community. (EX: Arab-American students generally to not attend overnight events because the males and females can not be housed together for sleeping arrangements and events of special Holidays and fasting, etc.).
4. Community misunderstanding of culture
Many families were fearful after 9-11. Officer Fortkamp indicated that there were some incidents of vandalism to Arab-American homes. Families often heard disparaging remarks while out in the community.

Many of the families present expressed that they have lived in the Westlake community for over ten years. Families did express that they enjoy living in Westlake and would like to work to prevent any further incidents to make the community stronger.
They stated that they have normally felt accepted in the community and supported by the Westlake Police Department.
5. Is the group of male Arab-American students looked upon as a gang? Officer Fortkamp responded that the young men did not act like a gang, nor were they being dealt with as a gang. Perception from others did not appear that this group had a gang mentality or was being perceived that way. Participants discussed that they may have banded together because of similar interests and background and a sense of acceptance and belonging.
6. Are we doing enough as a community and a school to adequately address the issue so that it does not grow into a larger problem as some neighboring communities have experienced?
Participants felt that there were some good programs developed. However, felt that the community and the school system were not coordinated in the effort. Participants felt the need for a community wide effort so that there was an ongoing progressive program to continually address the issue of diversity on the community.

PROGRAMS CURRENTLY IN PLACE TO ADDRESS SOME OF THE ISSUES

1. Karen Petrus and Scott Fortkamp: Provided programming for one week on Violence Prevention
Students could attend program during their study hall.
Topics: Anger, Dealing with Bullies, Peace, Racial Diversity
2. Amy Klenz: Advisor for V.O.I.C.E (Variety of individuals, cultures and ethnicities).

Citizens Advisory Committee on Diversity Report to the Board of Education

Have done cultural food fair, clothing drives, and diversity forums. Have not actively addressed the issues within the school.

3. Dave Newman-LBMS Principal
Created group within school to help students feel emotionally and physically secure.
Topics: Name calling, emotional bullying, sarcasm and groups who have perception of power and control.

PLAN OF ACTION

1. Educate teachers about minority groups within the Westlake community. Provide training on cultural sensitivity at the beginning of the next school year.
2. Have a Cultural Fair. Showcase diversity.
Explore possibility of Westlake Recreation Center or Westlake Library to host event.
3. Train group of leaders in community to continue to address issues and create a community where all feel welcome. (National Conference for Community and Justice, Conflict Mediation Center, Anti-Defamation League, Arab American Institute, Council on American Islamic Relations, etc.).
4. Explore fund raising options to provide programs.
Fee for NCCJ \$3,500.00
Discuss need with community faith groups, city council, school board, police department, etc., to develop collaborative effort to adequately address issues.

Minutes submitted by Darlene M. Ormston.

**MINUTES OF MEETING
TUESDAY AUGUST 17, 2004**

PRESENT AT MEETING:

1. Dr. James Costanza Superintendent
2. George Scheckelhoff Principal WHS
3. Paul Kish Asst. Principal WHS
3. Bob Klinar Asst. Principal WHS
4. Dave Newman Principal LBMS
5. Mark Bregar Principal Parkside
6. Mimi Verdone Asst. Principal Parkside
7. Tim Rickard Principal Bassett Elem.
8. Pam Griebel Principal Holly Lane Elementary
9. Mary Flanagan Principal Hilliard Elem.
10. Dani Marinucci President Westlake Parent Connection (WPC)
11. Annie Salem Member of WPC
12. Darlene Ormston Member of WPC

TOPICS DISCUSSED

1. Reviewed purpose of meeting
To discuss concerns regarding the issues of diversity within the Westlake City Schools and to identify steps that can be taken to further promote a positive learning environment for all.
2. Reviewed Mission Statement of WPC.
3. Discussed how WPC got involved with diversity issue.
Parent brought concern to group.
4. Discussed what WPC has done.
Met with Tameka Taylor from the National Conference for Community and Justice (NCCJ). Explored resources provided by NCCJ that may benefit the Westlake community.

Facilitated Diversity meeting with concerned parents on April 6, 2004.
5. Reviewed minutes of meeting with group. (Minutes available on WPC website).
6. Administrators discussed the programs that were being provided within their school to address issue of diversity.

Citizens Advisory Committee on Diversity Report to the Board of Education

Elementary Schools: Guidance Department has developed curriculum to teach individuality. How am I different? Look inward and then outward. Develop positive identity and self confidence. Holiday celebrations do not have religious focus. Have Ambassadors to welcome new students. Student Council has Acts of Kindness and High Fives. Theme of the day. Utilize quotes that are cross cultural. Discussed need to continue to work on transitioning skills learned in groups or classroom to the playground.

Parkside Intermediate School: Focus on Four virtues. Parkside Peacemakers. Panther Paws/Panther Pride. Guidance goes into classrooms. Social Studies curriculum more diverse.

Lee Burneson Middle School: Has team approach. Students split up with diverse focus in mind. Cultural diversity Club.

Westlake High School: VOICE (Diversity Club), Violence Prevention Program, Leadership Forum, Baccalaureate Focus on Non-Denominational Service.

7. Explored ideas to address issues.
 - A. Review data from Climate Survey taken last year. Develop goals based on results.
 - B. Involve community in diversity concerns. Speak with Chamber of Commerce. Possible funding source for programs.
 - C. Explore why minority youth in Westlake are not actively involved in extra curricular activities. "Fall out of the fabric of school." Become isolated from the other peer groups.
 - Strong emphasis on education and not extracurricular activities in the family.
 - Many male youth are expected to get a job.
 - Some families try to maintain traditional roles and do not want their children assimilated to the American culture.
 - D. Create spirit of openness so that parents and students feel comfortable to bring their concerns to the administrators.
 - E. Involve seventh graders in diversity conferences. Strengthen their abilities so that when they enter the High School they have a better understanding of diversity issues and display more tolerance and acceptance for differences among their peers.
8. Dr. Costanza invited WPC to arrange a follow up meeting with him after some of the ideas discussed have been implemented.

Minutes Submitted by Darlene M. Ormston

NCCJ Honest Conversations Program (2004)



nccj The National Conference
for Community and Justice

HONEST CONVERSATIONS-BUILDING AN INCLUSIVE COMMUNITY

Overview of Honest Conversations Program:

This proposal is to further the development a community using a dialogue program which promotes the value of racial and cultural diversity, called Honest Conversations. In order for our nation to utilize the strength of its diversity it is critical that understanding between and within our many diverse groups be enhanced. President Bill Clinton, during his town hall style meeting in Akron on December 3, 1997, highlighted the importance of such open “honest conversation”. Honest Conversations, however, have been shown to make a difference in a participant’s perceptions and attitudes through increased communication. The importance of breaking through some of the covert attitudes and perceptions will only increase as we move forward. The leaders of tomorrow need to have the skills to communicate in an environment of ever increasing ethnic, racial and cultural diversity.

Honest Conversations minimizes the risks and creates an environment for dialogue that is guided by a trained facilitator with a defined, although flexible, structure to focus the discussion. The program is grounded in the principle that through safe and meaningful conversation the seeds of systemic change are planted. Through a three-session process, the facilitator meets with between 15 and 20 members for two to three hours with a specific discussion goal in mind.

This process invites citizens to become engaged in meaningful dialogue on an issue that President Clinton proclaimed, “one of the most troubling issues facing our nation yesterday and today”. Honest Conversations seeks to be part of the process for systemic change in the effort to moderate the dialogue on racism, for tomorrow and beyond.

Focus of Sessions:

Session One: Participants examine their own perceptions surrounding diversity

Session Two: Participants examine their community in terms of diversity

Session Three: Participants create an action plan based on the first two sessions

Format of Sessions for Westlake Community:

- Two tracks of Honest Conversations would take place at the same time (one for adult community members and one for high school students)
- Sessions would be scheduled within a week or two of each other before the program begins
- NCCJ would provide two trained facilitators for each of the two groups along with any needed supplies for the program

Westlake's Responsibilities:

- To market the program and register participants
- To provide two private rooms with moveable chairs for each of the sessions
- To provide any audiovisuals (if needed)
- To provide any food or refreshments (if needed)

**WESTLAKE PARENT CONNECTION
DIVERSITY AWARENESS MEETINGS WITH NCCJ
MINUTES**

STUDENT SESSIONS:

Tuesday April 12, 2005 12:00 p.m. to 2:30 p.m.
Friday April 22, 2005 12:00 p.m. to 2:30 p.m.
Wednesday May 4, 2005 12:00 p.m. to 2:30 p.m.

STUDENTS WHO ATTENDED ONE OR ALL OF MEETINGS:

Stephanie Ormston	Devika Ojha	Jenna Glasscock
Mark Rottinger	Alladin Faraj	Sophia Sandalakis
Maria Nikolakis	Dave Schade	
Jerrod Primm	Amy Dibiasio	
Mike Bernardi	Alexa Norris	
Erin Considine	Kumbi Maposa	
Asad Ahmad	Zachary Delmonte	
Rachel Hemphill	Chukri Chukri	
Su Gao	Neilay Shah	

ADULT SESSIONS:

Tuesday April 12, 2005 7:00 p.m. to 9:00 p.m.
Thursday April 21, 2005 7:00 p.m. to 9:00 p.m.
Wednesday May 4, 2005 7:00 p.m. to 9:00 p.m.

ADULTS WHO ATTENDED ONE OR ALL OF MEETINGS:

Bonnie Dibiasio	Theresa Mahmerid
Annie Salem	Joseph Salem
Martha Vivona	Scott Fortkamp
Judy Friedman	Rachel O'Malley
Doug Ormston	Darlene Ormston
Carol Winter	Joseph O'Malley
Bob Smith	

FOCUS OF SESSIONS:

Session One: Participants examine their own perception surrounding diversity.
Session Two: Participants examine their community in terms of diversity.
Session Three: Participants create an action plan based on the first sessions.

PARENT WORKSHOP FEEDBACK

What are the groups that make up the Westlake Community?

City Council, City Services, working class, senior citizens, Clubs (Garden, Kiwanis, Historical Society), Churches, and Schools.

How would you define community?

Togetherness, tolerant people, many people living and working together as one, supportive and accepting environment, friends, friendly, respecting each other and caring, people looking out for each other.

Since you have been living in Westlake, what changes have you seen occur?

Positive: Different ethnic cultures, (government and school), becoming more diverse, The WPC Diversity Program, slowly finding the ability to discuss the issue of diversity, Recreation Center, Performing Arts Center, new housing, school reorganization.

Negatives: Ethnic prejudice since 9/11, disappearing green space, senseless teenage deaths, less school leadership.

What do you like about the Westlake Community?

Safety, surroundings, the neighborhoods, family friendly, community services, parks, schools, resources, people with common goals.

What would you change about the Westlake Community?

Diversity training from K-12. Cultural Festivals, more diversity, more WPC Diversity programs, collaboration between groups, city government more supportive of kids and schools.

STUDENT FEEDBACK REGARDING QUESTION OF BIGGEST DIVERSITY ISSUE IN SCHOOL

The biggest diversity issue is physical appearance because people think about what they look like too much. Also, people are very judging and make people feel as if they aren't good enough.

Culture, because it defines ways of life and can lead to confrontations.

There seem to be several very distinguishable boundaries between cliques of one type and cliques of another. No desire to branch out, or make new friends. Also, a general arrogance towards anyone even slightly different, that results in displays of disrespect.

Citizens Advisory Committee on Diversity Report to the Board of Education

In my opinion, the biggest diversity issue in our school is being accepted. The reason some kids hang out with people with their own culture or other reasons is because they know they will be accepted and they fear rejection.

Judging people

Cliques

Race is the biggest diversity issue because there are many different races in our school and you hear jokes involving race.

Honors and regular classes

Racism, people get in trouble because of their race.

I think it is blatant racism. People don't segregate themselves, but they certainly make comments without even thinking twice about if it's offensive to someone's race or religion. These comments are made on a regular basis.

The biggest diversity issue in WHS is it's refusal to admit that there are diversity issues.

I think the biggest diversity issue in Westlake is LABELING everyone by who they hang out with or how they think.

Racism, because a lot of people use race to make fun of each other or religion.

"Cool kids" vs. "Weird kids"

Disunity within the classrooms.

Statistical factors (grades, sports)

I think that a lack of understanding of other groups and motivation to learn to understand others is one of the biggest problems because this leads to self-enforced segregation.

Violence against others because of race, financial situation or religion.

Age-Some people don't care about people who are younger or think their ideas are stupid. Some kids don't like younger people and stay with your own age. You don't know what the older people are talking about sometimes.

The biggest diversity issue in my school would be how different groups are treated by how they act or appear.

Arabs vs. White because the war, 9/11 and many other things.

Citizens Advisory Committee on Diversity Report to the Board of Education

The conflict between the white and Arabic students is the largest. It seems this way because there is always some sort of hostility between the two groups. I think the unity is a mutual dislike for trivial reasons.

Race-people judge other people by what they heard, or encounters they have had with other people of the same race (Stereotype).

FOLLOW UP PLAN

1. Attend board meeting when results of school climate survey are reviewed and request copy to assist in program planning for diversity issues.
2. Send out date of board meeting to other WPC members so that others will attend board meeting.
3. Prepare minutes from sessions and forward copy of minutes to those involved, including city and school administrators.
4. Gather in the summer to begin preparation for programming plans for 2005-2006 school year.
5. Request meeting with School Board in August to discuss concerns of diversity.
6. Citizens Advisory Committee has a vacancy. Suggest interested member apply for vacant seat.

US Population Projections by Race

Year	Total	Non-Hispanic White	Black	Amer Indian Eskimo/Aleut	Asian/Pacific Islander	Hispanic
2000	275,306,000	196,670 71.7%	33,490 12.2%	2,048 0.74%	10,620 3.9%	32,479 11.8%
2010	299,862,000	201,956 67.3%	37,483 12.5%	2,300 0.77%	14,436 4.8%	43,688 14.6%
2020	324,927,000	207,145 63.8%	41,549 12.8%	2,550 0.78%	18,527 5.7%	55,156 17%
2030	351,070,000	210,984 60.1%	45,567 13%	2,787 0.8%	23,564 6.7%	68,168 19.4%
2040	377,350,000	212,475 56.3%	49,618 13.1%	3,023 0.8%	29,543 7.8%	82,692 21.9%
2050	403,687,000	212,991 52.8%	53,466 13.2%	3,241 0.8%	35,760 8.9%	98,229 24.3%
2100	570,954,000	230,236 40.3%	74,361 13%	4,237 0.74%	71,789 12.6%	190,331 33.3%

Numbers in Thousands and Percentages of Total¹

*Because of rounding, totals do not precisely equal 100 percent.

**Projected U.S. General Population by Race/Ethnicity Numbers and Percentages
U.S. Census Bureau**

Resource cited in Sixteen Trends:

U.S. Census Bureau. (2002). Projections of the resident population by age, sex, race, and Hispanic origin. (Rev. Ed.). Retrieved August 2, 2002, from <http://www.census.gov/population/www/projections/natsum-T3.html>

¹ Marx, Gary (2006) Sixteen Trends, Their Profound Impact on Our Future: Implications for Students, Education, Communities, Countries, and the Whole of Society; Educational Research Service

K-12 Social Studies Curriculum Grade-Level Indicators

K-12 Social Studies Grade-Level Indicators

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Kindergarten

Cultures

1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.

Diffusion

2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.

Grade One

Cultures

1. Describe similarities and differences in the ways different cultures meet common human needs including:
 - a. Food;
 - b. Clothing;
 - c. Shelter;
 - d. Language;
 - e. Artistic expressions.

Diffusion

2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.
3. Describe family and local community customs and

traditions.

4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.

Grade Two

Cultures

1. Describe the cultural practices and products of people on different continents.

Diffusion

2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
3. Explain how contributions of different cultures within the United States have influenced our common national heritage.
4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

Grade Three

Cultures

1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 - a. Artistic expression;
 - b. Religion;
 - c. Language;
 - d. Food.
2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.

Interaction

3. Describe settlement patterns of various cultural groups within the local community.

Grade Four

Cultures

1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
 - a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians

(Fort Ancient);

- b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);
- c. European immigrants;
- d. Amish and Appalachian populations;
- e. African-Americans;
- f. Recent immigrants from Africa, Asia and Latin America.

Interaction

- 2. Describe the impact of the expansion of European settlements on American Indians in Ohio.
- 3. Explain the reasons people came to Ohio including:
 - a. Opportunities in agriculture, mining and manufacturing;
 - b. Family ties;
 - c. Freedom from political and religious oppression.

Grade Five

Cultures

- 1. Compare the cultural practices and products of diverse groups in North America including:
 - a. Artistic expressions;
 - b. Religion;
 - c. Language;
 - d. Food;
 - e. Clothing;
 - f. Shelter.

Interaction

- 2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
- 3. Describe the experiences of African-Americans under the institution of slavery.
- 4. Describe the waves of immigration to North America and the areas from which people came in each wave.
- 5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

Grade Six

Cultures

1. Compare the cultural practices and products of the societies studied including:
 - a. Class structure;
 - b. Gender roles;
 - c. Beliefs;
 - d. Customs and traditions.
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:
 - a. Buddhism;
 - b. Christianity;
 - c. Judaism;
 - d. Hinduism;
 - e. Islam.

Interaction

3. Explain factors that foster conflict or cooperation among countries:
 - a. Language;
 - b. Religion;
 - c. Types of government;
 - d. Historic relationships;
 - e. Economic interests.

Grade Seven

Cultures

1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.
2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.

Diffusion

3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.
4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

Grade Eight

Interaction

1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.
2. Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice;
 - b. Racism and discrimination;
 - c. Institutionalized racism and institutionalized discrimination.
3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.
4. Analyze the economic, geographic, religious and political factors that contributed to:
 - a. The enslavement of Africans in North America;
 - b. Resistance to slavery.
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

Diffusion

6. Explain how the diverse peoples of the United States developed a common national identity.

Grade Nine

Cultures

1. Analyze examples of how people in different cultures view events from different perspectives including:
 - a. Creation of the state of Israel;
 - b. Partition of India and Pakistan;
 - c. Reunification of Germany;
 - d. End of apartheid in South Africa.

Interaction

2. Analyze the results of political, economic, and social oppression and the violation of human rights including:
 - a. The exploitation of indigenous peoples;
 - b. The Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda,

Bosnia and Iraq.

Diffusion

3. Explain how advances in communication and transportation have impacted:
 - a. Globalization;
 - b. Cooperation and conflict;
 - c. The environment;
 - d. Collective security;
 - e. Popular culture;
 - f. Political systems;
 - g. Religion.

Grade Ten

Cultures

1. Describe how the perspectives of cultural groups helped to create political action groups such as:
 - a. The National Association for the Advancement of Colored People (NAACP);
 - b. National Organization for Women (NOW);
 - c. American Indian Movement (AIM);
 - d. United Farm Workers.
2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.

Interaction

3. Explain how Jim Crow laws legalized discrimination based on race.
4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.

Diffusion

5. Explain the effects of immigration on society in the United States:
 - a. Housing patterns;
 - b. Political affiliation;
 - c. Education system;
 - d. Language;

- e. Labor practices;
- f. Religion.

Grade Eleven

Cultures

1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:
 - a. Indian policies;
 - b. Immigration laws;
 - c. Segregation policies;
 - d. Selective service laws.

Interaction

2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.
3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including:
 - a. Naturalization;
 - b. Voting rights;
 - c. Racial integration;
 - d. Affirmative action.

Diffusion

4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).

Grade Twelve

Cultures

1. Identify the perspectives of diverse cultural groups when analyzing current issues.
2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.

Interaction

3. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).

4. Evaluate the effectiveness of international governmental organizations (e.g., United Nations, European Union, World Court and Organization of American States), multinational corporations, and nongovernmental organizations (e.g., Amnesty International, Red Cross and World Council of Churches) in the global arena.

Diffusion

5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

Pertinent Westlake School Policies

File: IGAC

TEACHING ABOUT RELIGION

The Board believes it is the responsibility of the public schools to foster mutual understanding and respect for all individuals and all beliefs. However, schools must be neutral in matters of religion. The District must show no preference for one religion over another and must refrain from the promotion of any religion.

Teaching about religious holidays or religion should be aligned with the Board approved curriculum. Teaching should be objective, avoid any doctrinal impact and should avoid any implication that religious doctrines have the support of school authority.

The school system recognizes that holidays are observed differently by different religious groups. We respect the fact that some individuals' beliefs do not include religious observances.

The following guidelines will govern the observance of, and teaching about, religious holidays in the curriculum:

1. No religious celebrations may be conducted as a part of our curriculum.
2. The display of religious objects or symbols is prohibited except those that are integral parts of a short-term study in the curriculum, such as art, history, etc.
3. There shall be no presentation of religious music except to the extent that such music is presented for its musical rather than its religious content.
4. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.

Adoption Date: May 23, 2002

File: IGAB

HUMAN RELATIONS EDUCATION

This Board fosters good human relations dealing with race, color, national origin, citizenship status, religion, sex, economic status, age or disability through its instructional programs, its student activities and the classroom environment.

The Board encourages and supports the following approaches to human relations education.

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
2. Methods and techniques of classroom teaching emphasize the similarities and likenesses of people of various backgrounds and cultures.
3. The staff annually refreshes its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading and strengthening human relations through in-service training.
4. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.
5. The schools strive to develop a positive self-image in each student's thinking. They:
 - a. recognize the dignity and worth of the individual;
 - b. provide students with the opportunity to acquire as broad an education as each student's capacity permits and
 - c. stimulate the development of respect for the laws of this country.

Adoption Date: May 23, 2002

File: IND/INDA

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The building principal should encourage a discreet observance of these holidays that have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly while in other instances they are a part of the classroom work.

Teaching about religious holidays or religion should be aligned with the Board-approved curriculum. Teaching should be objective, avoid any doctrinal impact and should avoid any implication that religious doctrines have the support of school authority.

The school system recognizes that holidays are observed differently by different religious groups. We respect the fact that some individuals' beliefs do not include religious observances.

The Board directs the administration to develop specific activities within each building to convey the meaning and significance of Veterans Day. The observance must be at least one hour long, except in buildings that schedule class periods of less than an hour. In those buildings, the observance must be at least one standard class period in length.

Religious Holidays and Observances

The following guidelines govern the observance of, and teaching about, religious holidays in the schools.

The public schools must be neutral in matters of religion. The school must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

"Religious celebration" is defined as:

- a. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;

Citizens Advisory Committee on Diversity Report to the Board of Education

- b. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or
 - c. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs that have significance for a particular religion should not be sung or performed in the school during the period that coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.
2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
 3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Pledge of Allegiance

The Board believes that appreciation of country is promoted by the ceremonies and observances held in the schools and that the United States flag is a symbol of our democratic heritage, ideals and freedom.

The Board requires the daily recitation of the Pledge of Allegiance at each school at the beginning of the school day. The Board also recognizes that the beliefs of some prohibit participation in the Pledge of Allegiance or other opening exercises; such persons may be excused from these exercises.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

School Prayer

The Board certifies that it does not have, nor will it adopt, any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually to the Ohio Department of Education by October 1.

Adoption Date: May 23, 2002

Revision Date: July 3, 2003

Seattle Schools Programming

Bryant Elementary School

3311 NE 60th Street
Seattle, WA 98115-7318
(206) 252-5200



Home | Bryant Info | Academics | Activities | PTSA | BLT | Partner's Council



Principal's Corner

[Ask the Principal Archive](#)

10/23/2003

Courageous Conversations

Linda Robinson, Principal

Courageous Conversations. What is it? Why courageous? Whose conversation? What about? Why?

"Courageous Conversations" is the name Seattle Public Schools has given to its work to decrease disproportionality in academic achievement and discipline among students. And just what is disproportionality? It is the gap in achievement between students of color, particularly Latino, African American, and Native American students and majority students, usually Caucasian and Asian. The gap is persistent and stubborn. It suggests that the historic, subtle and also overt racism that defines our country's experience is not left at the schoolhouse door.

Why has the school district made Courageous Conversations a priority for all staff members, teachers, and principals in every school at every level? The answer is simple. It is clearly impossible to realize the dream of "academic achievement for all students" without addressing issues of disproportionality. How is this being done? A number of ways.

Glenn Singleton, a dynamic consultant from Southern

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California, is in his second year of intensive work with self selected Seattle schools. For two years in a row, all schools began in August with a live video broadcast led by Glenn and key district leadership focused on issues of race. In addition, last year every teacher and administrator in the district, and many other individuals as well, read Gary Howard's book, *You Can't Teach What You Don't Know: White Teachers in Multiracial Schools*. This year schools are being asked to focus on James Banks' work on multicultural education and to think about how we create "culturally responsive classrooms".

At Bryant, we continue to seek ways to keep this issue on our front burner. During our Professional Development Day on October 10, the staff watched the movie "Antwone Fisher" and shared a powerful and moving conversation afterwards. I created a study guide with reflective questions for the staff. If you would be interested in duplicating the experience, I would be happy to share it. In addition, some of us are reading Beverly Tatum's book *Why are All the Black Kids Sitting Together in the Cafeteria?* It provides an insightful look at the issues of racial identity.

On an Early Release Day in October, Janine Tillotson brought us Native American perspectives on schooling, curriculum, and holidays in the context of "culturally responsive classrooms." We have new information on relevant curriculum and resources.

On November 6 we are celebrating "Japan Night" a community celebration of our own cultural diversity. Parent Yukie Quick has taken the lead in organizing what promises to be a wonderful evening. We want to support and celebrate both culture and community. Please make sure the date is on your family calendar and plan to be there.

Parent Paula Clements has convened a Courageous Conversations Parent Group for sharing and discernment around issues of race. The group meets regularly and welcomes new members. The commitment to each other and to the conversation is strong and deep.

On February 25 Partner's Council will welcome author Gary Howard to Bryant. He will share his perspectives and help lead us in our own self reflection about race and identity.

Before then, we will look for ways to both prepare for and build on this experience.

The norms for Courageous Conversations are: Experience NonClosure, Stay Engaged, Experience Discomfort, and Speak Your Truth. As I think about the “why” of Courageous Conversations and what it might mean at Bryant, these questions come to mind. Where in the world is Bryant Elementary? Who are we in the world, not just the world of Seattle Public Schools, but the global world? How do we teach our children to be global citizens in a world that is complex and pluralistic? How do we understand privilege and entitlement? What is an appropriate response? Can it be based on self awareness and gratitude? I/we invite you to find ways to join us in the conversation.

As always, take care and do keep in touch.

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Birmingham School District Religion in the School Policies

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RELIGIOUS OBSERVANCES AND RECOGNITION

(Revised November, 1997)

The following Administrative Regulation serves to translate Board of Education Policy 6141.2 into a more precise set of guidelines. As such, the regulation demands greater specificity. Due to the sensitive and changing nature of the topic, there are four general operational guidelines.

- (1) Members of the school community must be involved in making decisions pertaining to religion. Decision makers should be sensitive to the religious makeup of the school population and should take into account religious diversity in society beyond the local community. Decisions should always be appropriate to context and reflect overall balance among religious traditions.
- (2) The mission of public schools as governmental bodies is to educate about religion as it serves an educational goal rather than to promote selected religious beliefs either by design, omission or imbalance of activities.
- (3) A periodic review and analysis of events, activities and decisions should be a major component of the entire process. In addition, an annual presentation of the policy and regulation is expected to occur with staff early each school year.
- (4) A measure of the interpretation will always occur when applying the policy and regulation. Interpretation is subject to district appeal processes.

Definitions

Throughout the regulation, two levels of school acknowledgment are distinguished:

Recognize Design a situation to gain a non-devotional awareness about a religion or holiday through school activities such as study, performances, displays, decorations, parties, parades, etc.

Observe Design a situation to instill commitment to the values represented by a religion or a holiday (Only public holidays may be observed. Religious holidays may not be observed.)

Curriculum

- a. The teaching of religion to instill belief is a matter for the family and religious institutions, but teaching about religion is a legitimate responsibility of the schools. District curriculum should include study of a variety of religions as provided by the guidelines of the "Birmingham Curriculum Development and Review" process. Instruction about religion should help students better understand the religious heritage of their own and other cultures.
- b. Religions should be portrayed accurately and there should be balanced treatment of world religions. The study of the impact of religion on civilization should be included in the curriculum in appropriate curricular areas such as fine arts, language arts and social studies. As part of the curriculum students may read religious writings for their literary and historical qualities but not for devotional purposes.

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- c. The fine arts curriculum may include study of music and visual art containing religious themes. Fine arts curricular content should be selected for its aesthetic significance. Content selection should be sensitive to the beliefs of religious groups. It should not desecrate or profane what is sacred to a religious group.
- d. Students should be taught about the democratic values of religious liberty and the separation of church and state as guaranteed by the United States Constitution. When controversy pertaining to these values is studied, it should be presented impartially with balanced treatment of conflicting viewpoints.
- e. Subject matter content may not be included or excluded from the curriculum to accommodate the religious views of a particular group. Upon parental request, students may be excused from studies, assignments or activities that are contrary to their religious beliefs unless an overriding educational purpose is undermined.
- f. Staff who teach about religions as a part of the curriculum must be knowledgeable about the subject matter.

Holidays

The Birmingham Public School District acknowledges three types of holidays: public, secular and religious.

District teaching staff should gain a familiarity with these holidays in order to be prepared to address them within the school/classroom.

Public holidays are officially established by Michigan Law (380.1175 of the Michigan School Code) as worthy of statewide observance. They are listed below:

Public Holidays

Christmas Day
Columbus Day
Constitution Day
Independence Day
Labor Day

Martin Luther King, Jr. Day
Memorial Day
New Year's Day
Presidents' Day
Thanksgiving
Veteran's Day

Secular holidays are days on which a particular cultural group honors a tradition. Examples are listed below:

Secular Holidays

Children's Day
Chinese New Year
Cinco de Mayo
Father's Day
Mother's Day
Halloween

Hannukkah
Kwanzaa
Mother's Day
St. Patrick's Day
Valentine's Day
May Day

This list is not inclusive.

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Religious holidays are days considered sacred by a religion. Examples are listed below:

Religious Holidays

Bodhi	Passover
Christmas	Ramadan
Diwali	Rosh Hashanah
Easter	Vesakha Puja
'Id al-Fitir	Yom Kippur
Holy (Good) Friday	Holi

This list is not inclusive.

- a. Religious holidays may not be observed in school and religious services outside of school may not be sponsored or supported by the school.
- b. Public holidays may be observed in school and public holiday observances outside of school may be sponsored and/or supported by the school.
- c. Secular and religious holidays may be recognized in school. Holidays recognized must reflect a variety of traditions.
- d. Christmas is uniquely classified as both a religious and public holiday. Christmas may be recognized, but to avoid excessive entanglement with religion and to be sensitive to the beliefs of others, it may not be observed in school. Care must be given not to trivialize the spiritual essence of religious holiday celebrations.

Decorations and Displays

- a. School and classroom decorations and displays containing religious symbols, artifacts, images or documents are permitted when they are a part of a curriculum unit or theme.
- b. Religious holidays recognized with decorations and displays must reflect the common and diverse traditions of American society.

Gift Exchanges, Greetings and Fund Raisers

- a. Self-initiated holiday gift giving is permitted. School-sponsored student gift exchanges are not.
- b. Self-initiated holiday greetings are permitted. School-sponsored exchange of valentines are permitted.
- c. School-sponsored fund raisers may not promote religious beliefs.

School Performances

- a. Student performances such as instrumental and vocal concerts may be dedicated to exclusively public and secular holidays. Components of performances may be associated with religious holidays provided the components are integral to the curriculum.
- b. The purpose and result of school-sponsored performances may not be the advancement of any religion.

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Scheduling

- a. School scheduling should reasonably and sensitively accommodate religious observances in the community. Tests, field trips, athletic events, open-house programs, parent meetings, Board of Education meetings and other special events should be scheduled to minimize conflict with religious holidays. (See "A Resource Guide for Study About Religion" sections on "Special Circumstances Teachers Should be Aware")
- b. Students are excused for absences resulting from religious observances approved by their parents. The total number of these absences should not disrupt their schooling. Students are responsible for completing school assignments missed during such absences within a reasonable time following their return to school.

Ceremonies/Observances

- a. No religious ceremonies/observances may be conducted in school during school hours.
- b. Religious ceremonies/observances after school or off school premises may not be sponsored or promoted by the school. School musical groups may not participate under the auspices of the school in religious observances.
- c. School-sponsored activities including commencement, awards programs, banquets, sporting events and inductions may not include any religious devotional activities such as prayers, moments of silent prayer, etc.
- d. Any school-sponsored field trip for the purpose of attending a religious or secular holiday observance must be an extension of the curriculum.

School Communications

School and classroom communications may be decorated with the symbols of public and secular holidays. Over time, secular symbols should reflect a variety of cultural traditions. Communications intended to advance or inhibit observance of religion may not be posted in school or be disseminated by school officials.

Use of School Facilities

A school building may be used for religious observances by members of the community in accordance with school district policy and guidelines relating to use of buildings and property (Policy # 3210 AND #7510).

Worship/Prayer

- a. School-sponsored devotional activities such as prayers, benedictions, invocations and worship services are not permitted.
- b. Individuals have the right to pray voluntarily in school provided there is no interference with the educational process. (See "Special Circumstances..." in "A Resource Guide for Study About Religion").

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Personal Expression and Proselytizing

- a. Oral, written or symbolic expressions of personal religious beliefs by students are permitted in school.
- b. Staff, as government employees, must remain neutral about religion. They may not indoctrinate students with any religious creed, and they may espouse neither religion nor non-religion. As district employees, staff members must exercise appropriate discretion regarding expressions of their personal religious beliefs.

Privacy

- a. Individuals should not be required to disclose their personal religious preferences or beliefs or those of their family members. No one should be compelled to profess a belief or disbelief in any religion.
- b. Gathering of anonymous data, voluntarily provided, about religious preferences or beliefs is permitted for educational purposes.

Appeal Process

Decisions made or impending regarding the interpretation or application of this policy and its regulation may be appealed using existing procedures (See Policy #1120).

Criteria for Compliance

A school will have complied with Policy 6141.2 if, in the course of a school year, the following criteria are met:

- (1) Activities in conjunction with religious holidays neither advance nor inhibit religion and are limited to recognition as defined.
- (2) The totality of holiday-related observances and recognition reflects a variety of cultures and a meaningful balance among them.
- (3) Students observe public holidays which reflect the common heritage of all Americans.
- (4) No student is compelled to recognize or observe any holiday in ways contrary to his/her religious beliefs.
- (5) School curricular activities reflect a variety of cultures and religions.
- (6) Student absences for religious observances are excused.
- (7) Care must be exercised to be sensitive also to those who do not believe in religious philosophies.

Excerpts from Birmingham's A Resource Guide About Religion



Preface

As indicated in our Mission Statement, we are dedicated to educate children for a culturally diverse world. With that goal the Birmingham Public Schools in 1990 developed a new "Religion and the Schools" policy and regulation. Modeled after the Constitution and Supreme Court decisions, the policy and regulation permits the study of religion and the recognition of religious holidays important in the lives of our diverse community.

As a learning organization, Birmingham Schools then embarked upon an education program for employees so that each possessed the knowledge base to assist our students in learning about each other. This handbook is one result of the endeavor.

A collaborative effort between the Greater Detroit Interfaith Round Table of the National Council and the Birmingham Public Schools was established in which a writing team of Birmingham teachers developed the first draft of this handbook based upon lectures by prominent religious leaders from Metropolitan Detroit.

The first draft was then carefully reviewed and revised by a panel of religious experts. Third and fourth reviews and responses were also completed by The Greater Detroit Interfaith Round Table, and members of the Interfaith Education Alliance of the Greater Detroit Interfaith Round Table of the National Conference.

Birmingham Public Schools wishes to commend those involved in this extensive task. Over the past six years, three writing teams composed of Mary Jane Bauer, Scott Craig, Mary Beth Currell, Rosemary Hall, Maria Peters, Jan Query, Beth Greenbaum, Stephanie Riley, Mary Stefano, Sheri Schiff, Lori Ajlouny and John Spicko accomplished a most complicated task. In addition, the members of our community listed in the appendix have provided a document that will lead to greater student understanding and appreciation of our religious heritages. The Interfaith Education Alliance of the Detroit Chapter National Conference of Christians and Jews, also listed in the appendix and coordinated by Mrs. Cecilia J. Lakin, provided the needed direction and motivation to ensure the project was completed. The Reverend William G. Gepford a Round Table member and a consultant for the Presbytery of Detroit, has been invaluable in completing this third edition.

Finally, our thanks to Mrs. Sandra Kopelman, Miss Hilary Smith, Mrs. Sylvia Clemence, Mrs. Mary Ellen Smith and the district Information Services Department for ensuring that the handbook is in usable form.

The real test of the efficacy of this handbook will come through its use—to lie on a shelf somewhere inhibits the ability of our children to learn and grow. Our ever-growing independent world clearly mandates achieving the goal of a multi-cultural and diverse education.

Dr. John W. Hoeffler, Superintendent
Dr. Ronald L. Miller, Deputy Superintendent
Birmingham Public Schools
550 West Merrill
Birmingham, MI 48009
(248) 203-3000



Preface to the Third Edition

The Birmingham Religions Resource Guide has been written for teachers by teachers to help us better understand the diverse religious faiths and backgrounds of the students we teach.

We have tried to put down within these pages a vision of the world's religions and belief systems. What we believe, why we believe, how we believe (or don't believe) have guided us humans for millennia. As we embark into a new millennium, we simply want to say, **"This is us. We are diverse. Please recognize and appreciate our differences - while at the same time, see how similar we really are."**

"It might well be said," according to the Supreme Court, "that one's education is not complete without the study of comparative religion, or the history of religion as well as the advancement of civilizations."

It is constitutional to provide education **about** religion in public schools according to "Religion in the Public Schools: An Overview and Frequently asked Questions," prepared by The National Conference, a human relations organization dedicated to fighting bias, bigotry, and racism in America. In the 1960's school prayer cases, the United States Supreme Court indicated that public school education may include teaching about religion. However, when teaching about religion one must follow certain guidelines:

1. The school's approach must be academic, not devotional
2. The school may strive for student awareness of religions and religious beliefs, but should not press for student acceptance of any one religion
3. The school may sponsor study about religion, but may not sponsor the practice religion
4. The school may expose students to concepts involving religious diversity but not impose any particular view
5. The school may educate about religions but may not promote or denigrate any religion
6. The school may inform the student about various beliefs, but should not seek to conform him or her to any particular belief.

Please refer to Board of Education Policy 8800 and Regulation 8800-R which follow this preface a more thorough explanation of District policy.

This has been a group effort to visit and describe the major religions and beliefs that are practiced within the Birmingham community. In these few pages we can only summarize and we apologize we have missed important information and ideas. Please let us know via the Deputy Superintendent's office if we have omitted critical information.

We hope you will find this book useful. We welcome any comments you may have.

Sincerely,
2nd Edition Writing Team



Epilogue

"Religion is that which is of ultimate concern."

-Paul Tillich

The First Amendment to the Constitution protects both state and religion from the legislative or administrative control of the one by the other. It also does not discourage the free practice of one's own religious beliefs, corporately or in private, as long as that practice does not infringe upon the constitutional rights of others. This "non-discouragement" approach assumes that the public practice of such religious values can have a positive influence, without control, on the values of society as a whole. While not explicitly stated, it also protects the individual rights of those, as well, who choose to hold a totally secular, or non-religious, view of human life.

When one speaks about the role religion might have in our public schools, constitutional "red flags" immediately pop up. One might appropriately ask the question: Is there a place in our public schools for religion in any form? Or, is religion of such a basic part of human experience that it should not be excluded from the full educational development of a child? Although these are questions which may never be satisfactorily addressed, they demand a response from school authorities, parents and the community at large. **This Resource Guide is an attempt to do just that.**

The Birmingham Public Schools, in presenting this Resource Guide for the Study About Religion, has taken great care to distinguish between "teaching **about** religion" (sharing a dimension of a universally valid human experience) and "teaching **religion**" (indoctrinating learners with a particular religious point of view). The ultimate success of this project will depend largely upon the adroit use by teachers of suggested resource materials provided in this Guide, as it will their sensitivity to the potentially enriching religious diversity of the Birmingham community.

The Greater Detroit Interfaith Round Table is grateful to the Birmingham Public Schools for producing such a valuable educational tool. We commend this guide as a resource for creating communities which are both mutually affirming and good places in which to live.

Rev. William G. Gepfurd, S.T.D.
Chair, Round Table Symposium
Planning Committee

Dr. Daniel Krichbaum
Executive Director
Interfaith Round Table

Birmingham School District Draft Diversity Plan of Action (2006)

**Diversity Plan of Action
2006-2007 Program Year**

DRAFT

Plan of Action continues to use Banks' Diversity Benchmarks. The plan of action for the 2006-2007 school year focuses on the following:

Staff

Staff development opportunities:

- Two Kriya workshops – August 30
- Diversity training for clerical staff – Date TBA
- *Black Students – Middle Class Teachers* – Dr. Jawanza Kunjufu. August 23, 2006 presentation at Southfield-Lathrup High School
- Healing of Racism Institute Training – Continue exploration of possible programs
- Tim Wise presentation on Sept. 21 – Kalpa credit available. This will be an evening event sponsored by Task Force with some possible partnership of school district and Baldwin Library.
- Continue Diversity Committee Film Series and Book Talks. (Offer *Power of Illusion* for after school professional development – 2 sessions with Kalpa credit)
- Districtwide staff development in January. Keynote followed by workshops.
- Continue to support Human Resources in goal of recruiting and hiring more diverse staff.

Parent/Community

- Tim Wise program at TCH – see above. Prominent anti-racist writer and activist. Invite and actively encourage parent attendance through school communications
- Assist African American Family Networks at GHS and SHS as needed. Provide administrative support and communication.
- Explore formation of African American Family Network at middle school level.
- District diversity committee to explore what other opportunities can be provided for parents (presentations, workshops, etc.). Recommend this as one of the committee goals for 2006-2007.
- Continue district representation on Race Relations and Diversity Task Force.
- Explore ways to include diversity information in parent communications – Home Page, PTSA newsletters, principal e-letters, etc. Example: provide parents with resource information about talking to children about diversity issues. Teaching Tolerance (out of Southern Poverty Law Center) has some dynamic articles, resources about how to talk to your children about stereotyping, respect, etc. There are many great websites for parents also. Anything we can do to encourage more dialogue at home will be a positive move. This would be something good in partnership with PTSA and CECAC.

Students (this is not the complete list of all plans for 2006-07)

- Send student representatives to New Detroit Youth Program

Citizens Advisory Committee on Diversity Report to the Board of Education

- (Possibility that SHS will have reps. to New Detroit Youth Program while G continues to send reps to Generation of Promise)
- SHS multicultural retreat - coordinated by Experiential Learning Center
 - GHS multicultural retreat – coordinated by Experiential Learning Center
 - SHS Diversity Teach-in Day
 - Support SHS in their Respect initiative.
 - Support building level student diversity organizations.
 - Middle school diversity training with students continues – one fall, one spring
 - Continuation of small and large group assemblies on particular topics.

Diversity Committee will establish additional goals in September, 2006. This Plan of Action is not inclusive and does not reflect all individual building activities.