

EICL Three-Year Work Plan

I. Goals

- a. Two years into EICL coordination, gather information on status of EICL at EPS through EICL Targeted Audit.
- b. Continued improvement of administration, faculty, and staff cross-cultural communication and inclusion skills, and, thus, our abilities to counter oppression and create a more inclusive climate. Improvement measured by results of audit in spring 2021.
- c. Time requested
 1. EICL all faculty/staff professional development:
 - a. 45 min. - 1 hour before Alison Park meeting
 - b. 3 hours with Alison Park (fall)
 - c. 3 hours between fall-spring (planned and facilitated by EICL Planning Group/ EICL Coordinator)
 - d. 3 hours with Alison Park
 - e. 45 min. - 1.5 hours between in spring (planned and facilitated by EICL Planning Group/ EICL Coordinator)
 2. Advisor teams:
 - a. Meeting with grade-level advisory groups during fall PD (1-2 hours) and two times each trimester (45 minutes per meeting) to introduce, workshop, and debrief SEL-EICL work.
 3. All-school events
 - a. Culture Night Celebration (evening event)
 - b. MLK Day Celebration (all-day, all school)
 4. EICL Faculty-Staff Planning Group Meetings
 - i. Monthly meetings, August – June

2. Actions

- a. Professional Development (Goal (ii))
 1. All faculty and staff
 - a. Continue work with Alison Park to increase community's comfort and capacity with specific EICL topics (racism, gender, sexuality, SES).
 - i. Time needed: Two, three-hour professional development sessions for all EPS adults.
 1. Session One: fall
 2. Session Two: spring
 - ii. Required faculty and staff meeting time to debrief and continue conversations begun with Allison Park on cultural competency and to continue establishment of shared understanding of EICL at EPS.
 1. 45-minute session (fall)
 2. Three hours (fall-spring)
 3. One and a half hours (spring).
 2. EICL Faculty/Staff Planning Group and Faculty/Staff Learning (Goal (ii))

- a. Offer all faculty of color at EPS an opportunity to attend, Upper School Head or Middle School Head, and Director of Well-Being attend the People of Color Conference (Goal (ii))
 - i. Funding of Director of Well-Being attendance to come from larger Well-Being budget.
- 3. EICL Faculty/Staff Co-Meeting Group (Goal (ii))
 - a. EICL Faculty/Staff Co-Meeting Group shifted to EICL Planning Group. Work led by group of EICL members and focused on advancing equity and inclusion work at EPS in conjunction with EICL self-reflection and understanding.
 - b. EICL Faculty/Staff Group meets once a month (Monday mornings); EICL Focus Area Groups meet once a month (to be calendared by groups)
 - i. Work in and outside of EICL Planning Group focused on three core areas
 - 1. Promoting cultural competency and EICL throughout EPS curriculum
 - a. Research on curricular connections to cultural competency and EICL topics
 - b. Communication with disciplines about resources.
 - 2. Affinity group research and learning
 - a. Learning and developing competency about why affinity groups are effective and necessary for EICL work.
 - b. Learning and developing competency in how to respond to concerns about affinity group development.
 - c. Learning and developing competency in affinity group facilitation practice.
 - 3. Celebrating EPS cultural diversity through development of plan for EPS Cultural Diversity Celebration
- b. EICL Targeted Audit (Goal (i))
 - 1. Audit design led by EICL Coordinator in conjunction with Director of Well-Being and EICL Planning Group members who elect to participate.
 - 2. Gather responses to programming and perceptions of equity, inclusion, and compassionate leadership at EPS amongst students, staff, faculty, and families.
 - 3. Roll out of audit in May 2021 (data then frames work of 2021-22).
- c. Curriculum (Goal (ii))
 - 1. Advisory EICL Work (focused on US for 2019-20)
 - a. Co-created with Wellness team, specifically with counselors for SEL-EICL integration (for more information on the necessity of teaching SEL and EICL together, see [this](#) article by Dena Simmons, assistant director of the Yale Center for Emotional Intelligence.
 - b. Themed, grade-level specific, co-created advisory sessions two times a trimester for US.
 - c. Meeting with grade-level advisory groups during fall PD (1-2 hours) and two times each trimester (45 minutes per meeting) to introduce, workshop, and debrief SEL-EICL work.
- d. Programming (Goal (ii))
 - 1. MLK Day

2. Cultural Diversity Celebration
 - a. After-school event for EPS students and families to celebrate cultural diversity of EPS.
 - i. Planned by MLK Day/Cultural Diversity Group (faculty/staff/students).
3. Assembly Programming
 - a. EICL 2020-21 Calendar for use in assembly programming.
 - b. Sept. – Feb. – Director of Well-Being plans and executes EICL assembly programming.
 - c. Feb. – June – EICL Coordinator plans and executes EICL assembly programming
- e. Supporting Marginalized Groups in Our Community (Goal (ii))
 1. Rainier Scholars liaison work (Sam Uzwick)
 2. EICL-related club groups
 - a. Faculty co-sponsors maintain during EICL Coordinator absence
 - i. Allies in Diversity Club (Ed Castro)
 - ii. APIDA (Masato Sudo and Vandana Chalana)
 - iii. *Pride Alliance (to be filled)*
 - iv. *Social Justice Club (to be filled)*
 - v. *Middle School Pride Club (to be filled)*
 3. Student Diversity Leadership Conference (December 2-5, 2020)
 - a. Students selected by volunteer faculty and staff over summer, 2020.
 - b. Student registration for SDLC and adult registration for PoCC managed by Kim Richards and Paul Hagen.
 - c. Selected SDLC attendees meet with PoCC alums to prepare for the conference (one October meeting, two November meetings)
 - d. SDLC and PoCC attendees meet after attending conference to debrief and discuss how and what to bring back to EPS community (three December meetings, two January meetings, one February meeting).
 4. NWAIS Student Diversity Leadership Retreat
 - a. 8 students attend from EPS. Those who were to attend the MS SCLR in 2019-20 given first priority (if in 9th grade currently).