



**Pine Lake Preparatory
Diversity, Equity and Inclusion Plan**

Mission Statement

Pine Lake Preparatory prepares students for college and a purposeful life.

Values

Perseverance, Respect, Integrity, Driven to Excellence, Empathy

Pine Lake Preparatory's Vision for DEI

Updated 2022

The Pine Lake Preparatory community fosters an academically rigorous environment that enables everyone to lead a purposeful life founded on equity, inclusivity, and belonging.

A Collective Responsibility (Statement of Affirmation)

Updated 2022

At Pine Lake Preparatory we recognize our collective responsibility to model growth and acceptance as we build a community of trust and courage.

Each day we will strive to practice empathy through meaningful experiences and appreciation for each student, staff member and family to create a sense of belonging for **everyone** in the Pine Lake Preparatory community.



Working Goals for Diversity, Equity and Inclusion at Pine Lake Preparatory

1. Increase diversity of students and staff at PLP.

Guiding Principle: Research suggests that diversity in the classroom positively influences the academic outcomes of all students. The presence of diversity in the classroom allows students to consider perspectives and opinions beyond those they've already experienced. By presenting students with viewpoints different from their own, they are challenged to think critically about events and/or situations. Through diverse classrooms and social interactions, students can learn from people with different backgrounds and upbringings, leading to increased innovation, new ideas and collaboration.

We have an obligation to prepare our students for a life post-graduation that will include much higher levels of diversity than those experienced within the walls of PLP.

2. Foster a culture of inclusion and belonging.

Guiding Principle: A learning environment where all students feel safe, valued, and respected is necessary for students to achieve and demonstrate their full potential. Actions that support diversity, equity, inclusion and belonging help to create and sustain a positive climate for all students.

3. Create culturally competent individuals and opportunities for everyone to see themselves / feel represented in the curriculum.

Guiding Principle: Culturally competent students can understand, appreciate, and interact with people from cultures or belief systems different from their own. This includes their classmates and neighbors, as well as their future collegiate peers and work colleagues.

Including diversity in curriculum helps to disrupt stereotypes while promoting self-worth, inclusion, and appreciation for different views and experiences. Similarly, the ability to see oneself in the classroom helps students understand their worth and feel appreciated.

Working Glossary of Relevant Terms and Definitions

Ally – a person who supports the efforts of or takes a form of action against oppression and/or exclusion of members of groups they are not part of

Belonging – to feel a sense of welcome, acceptance, security, and support

Cultural Competence – recognizing and understanding differences and adapting our thinking and behavior to effectively interact and/or meet people across difference

Diversity – the mix of difference (the combination of group identities that make us different from and similar to others)

Equity – the quality of being fair (treating all people fairly is not necessarily treating all people the same)

Equality – the state of being equal, especially in status, rights, and opportunities

Global Mindset – the ability to step outside one's base culture and to understand there is no universally correct way to do things. Qualities, communication skills, and actionable knowledge that empowers individuals to influence diverse individuals, groups, and organizations.

Identity – the distinguishing character or personality of an individual

Inclusion – making the mix work (interacting with people in a way that makes them feel they belong and can bring their best selves)

Strive - make great efforts to achieve or obtain something.

Listening Session Feedback

In the Spring, Tango Leadership conducted 14 listening sessions for families and school staff regarding the school's diversity, equity, and inclusion initiatives. Feedback from the sessions helped shape the direction and strategy of the work, as well as Pine Lake Preparatory's ultimate goal of preparing students for college and a purposeful life.

In total, 119 stakeholders engaged in the listening session: 87 families (7.25% of families) and 32 staff members (16.84% of staff).

What became clear is that many of the concerns and fears surrounding DEI initiatives at Pine Lake Preparatory are driven by a lack of information or misinformation. We are committed to meeting that need, increasing transparency and striving to clarify why diversity, equity and inclusion has been and continues to be so crucial to PLP's mission. While we have leaned on three specific principles (page 3) for the work, we have begun developing a framework that will detail our intentions, what we are not considering, and what work is currently being done. Again, this was driven by feedback from the listening sessions.

Key Themes from Listening Sessions (provided by Tango Inclusive Leadership):

- Increases in diversity will create greater opportunities for learning and shared understanding across differences.
- PLP has great academics & robust diversity of clubs. Spanish Immersion was identified as particularly impactful; the culture fair recently experienced by students was also mentioned positively.
- All agree that students need to feel safe and included, many feel that DEI goals and intentions could support this if well executed.
- Many expressed that DEI will help prepare our children for the real world by providing a roadmap for life.
- There is appreciation for the diversity of current staff, and an opportunity for greater diversity.
- Many questions were raised about the definition of "diversity," and which identity groups are included & excluded.
- Participants asked for more clarity and specificity around the DEI goals. Specifically, how diverse representation is/will be measured.
- Many concerns and questions were raised about what will be included and excluded from curriculum relating to DEI, and how to ensure what is offered is age appropriate.
- Many expressed that PLP needs to keep academics as its primary focus, so questions were raised about how to prioritize DEI relative to other priorities.
- Social media/Facebook groups came up in every session. Most expressed concerns about how these pages are managed, and the high risk of misinformation being disseminated.
- Leadership by administration and the Board came up often. Comments were mixed (positive and negative), and there was a theme of wanting clearer, more transparent communication from both to build trust.
- Anti-bullying policies were also frequently cited as an opportunity for greater consistency in implementation.
- Many asked for intervention skills training for teachers and additional resources for families and staff.

Recommendations from participants (families & staff):

- Better, more transparent & more frequent communication

- Why DEI is a key focus now? What is meant by DEI definitions? What specifics can you provide on DEI goals? What does success look like & how will you measure? How will we move forward?
- PLP needs to decide what its position is around DEI, communicate it clearly, and allow stakeholders to decide what they will support or to walk away.
- Consider benchmarking to other charter schools who have done DEI well.
- Consistently uphold the anti-bullying policies and hold students and staff accountable.
- Ensure age-appropriateness of DEI topics, especially relative to gender identity, sexual orientation, and race.
- Provide tools & resources to help staff & families be more effective in creating inclusion and intervening when DEI topics arise.

Goal I: Increase diversity of students and staff at PLP.

Guiding Principle: Research suggests that diversity in the classroom positively influences the academic outcomes of all students. The presence of diversity in the classroom allows students to consider perspectives and opinions beyond those they've already experienced. By presenting students with viewpoints different from their own, they are challenged to think critically about events and/or situations. Through diverse classrooms and social interactions, students can learn from people with different backgrounds and upbringings, leading to increased innovation, new ideas and collaboration.

We have an obligation to prepare our students for a life post-graduation that will include much higher levels of diversity than those experienced within the walls of PLP.

What is included / to be considered	What is not included / not being considered	Current Action Taken
<p>Enrollment: Track demographic data on student enrollment compared to the demographics of the broader community – Huntersville, Cornelius, Davidson and Mooresville.</p> <p>Increase awareness of Pine Lake Preparatory by advertising & marketing Pine Lake Preparatory and the lottery process to the broader community to increase awareness. Marketing efforts would be geared to underrepresented populations at PLP to achieve an enrollment that is reflective of the broader communities' demographics.</p>	<p>Enrollment: Breaking state laws related to enrollment priority allowances which do not allow for preferred enrollment based on race or ethnicity.</p> <p>Discriminating against any student based on ethnicity, national origin, gender, or disability.</p> <p>Limiting or considering admission based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.</p>	<p>Our DEI Working Group has evaluated our current school demographic data with census data from the broader community (White, African American, American Indian and Alaska Native, Asian and Pacific Islander, Hispanic or Latino, Other). Data suggests that the African American and Hispanic/Latino populations at PLP are not reflective of our broader community – the deficit is 7.49% and 1.41% respectively.</p> <p>Our associated goal is to increase African American and Hispanic/Latino representation at PLP through purposeful/targeted marketing.</p> <p>Our DEI Working Group, with input from the Board Community Engagement Committee, has a subcommittee that is currently updating and evaluating the present marketing materials so that they can be deployed to a list of identified pre-schools. Marketing materials share our story and include FAQ's to help dispel misconceptions of PLP and Charter Schools.</p> <p>The group is also creating marketing materials that will appeal to High School aged students. Traditionally marketing strategies have focused on rising kindergarten families. This year we will make a broader appeal to 10th – 12th graders.</p>

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<p>Enrollment: Evaluate and weigh the perceived accessibility of Pine Lake Preparatory in terms of costs vs. financial support opportunities.</p> <p>Seeking to identify and remove potential barriers to admission at Pine Lake Preparatory – supporting increased free and reduced options (breakfast, lunches, etc.), providing free and increased transportation options, etc. to create greater access for all interested families. We will seek to support these added expenses through community partnerships and grants as to not remove funds from existing student support services/programs.</p> <p>Creating a Spanish language application and opportunities to complete a written application for admission at Pine Lake Preparatory.</p>	<p>Enrollment: We will not break state laws related to enrollment priority allowances which do not allow for preferred enrollment based on race or ethnicity.</p>	<p>The Board Finance Committee has identified a subcommittee that is responsible for evaluating and weighing the perceived accessibility of Pine Lake Preparatory in terms of costs vs. financial support opportunities. The result will be a plan to address financial impediments to attendance.</p> <p>PLP has recently launched LotterEase. LotterEase is a software platform that will facilitate our application, lottery, and waitlist. Users will have the option to convert the platform to Spanish.</p>
<p>Recruiting and Hiring: Continue to support hiring practices that place the best and brightest teachers in the classroom.</p> <p>Utilize targeting marketing strategies to increase awareness of PLP job opportunities. Marketing efforts would be geared to underrepresented populations at PLP to increase diversity of applicant pools.</p>	<p>Recruiting and Hiring: Remove high quality staff to make way for a more diverse staff.</p> <p>Abandoning a commitment to equal opportunity for all qualified persons without regard to race, color, religion, national origin, age, sex, gender identity or expression, sexual orientation, disability, or veteran status.</p> <p>We are not considering hiring practices that include racial quotas.</p>	<p>In order to increase the diversity within our teacher applicant pools, we have identified the following strategies to create awareness of PLP job opportunities:</p> <p>In addition to existing marketing efforts, we will expand advertising to include minority recruitment websites: NEMNET.com, DIVERSITY in ED, Diversity.com and HBCU Connect.</p> <p>Create awareness of PLP and career opportunities by offering speakers/presentations, partnering, and/or mentoring opportunities to local organizations, such as: National Society of Black Engineers, Urban League of Central Carolinas, Young Black Leadership Alliance, Charlotte Mecklenburg Black Chamber of Commerce, 100 Black Men of Greater Charlotte, Queen City Metro Chapter of National Coalition of 100 Black Women, Latin American Chamber of Commerce Charlotte</p>

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<p>Recruiting and Hiring: Expanding upon existing recruiting efforts by engaging colleges and universities through Handshake, or directly with career centers not participating in Handshake, to post open positions and seek networking and career fair opportunities with colleges and universities, especially, but not limited to those that have education programs, including North Carolina Historically Black Colleges & Universities (HBCU) and Historically Hispanic Colleges & Universities (HHCU).</p>	<p>Recruiting and Hiring: Abandoning existing marketing avenues that include but are not limited to PLP website, NC TeacherMatch, etc.</p> <p>Overlooking highly qualified and/or highly effective teaching candidates as a means of creating increased opportunities for minority candidates.</p>	<p>Expanding upon existing recruiting efforts by engaging colleges and universities through Handshake, or directly with career centers not participating in Handshake to post open positions and seek networking and career fair opportunities with colleges and universities, especially those that have education programs, including but not limited to North Carolina Historically Black Colleges & Universities (HBCU) and Historically Hispanic Colleges & Universities (HHCU).</p> <p>PLP is currently connected to the following schools via Handshake: App State, Catawba College, CPCC, Davidson, Elizabeth City State Univ, Fayetteville State, Gardner-Webb, Johnson C Smith, Lenoir-Rhyne, Livingstone College, NC A&T, SC State University, UNC at Pembroke, UNC Asheville, UNC Charlotte, UNC Greensboro, UNC Chapel Hill, USC, USC Upstate, UVA, Wake Forest, Western Governors, Winthrop, Wofford.</p>

Goal 2: Foster a culture of inclusion and belonging.

Guiding Principle: A learning environment where all students feel safe, valued, and respected is necessary for students to achieve and demonstrate their full potential. Actions that support diversity, equity, inclusion and belonging help to create and sustain a positive climate for all students.

What is included / to be considered	What is not included / not being considered	Current Action Taken
<p>Continue to support transparent communication related to DEI initiatives while creating additional space for engagement, feedback and dialogue between the school and home.</p> <p>Continued opportunities to listen to concerns of students, family & staff through appropriate channels.</p>	<p>Navigating school initiatives, including DEI initiatives, behind closed doors.</p> <p>Allowing DEI initiatives to overshadow our commitment to academic excellence, social and emotional wellness, and fiscal responsibility.</p>	<p>The Leadership Team has created this document to detail DEI principles, actions, and progress to the community on a regular basis. While the goal is to create awareness and transparency around actions, it will also include additional opportunities for feedback.</p>
<p>Continue to apply anti-bullying policies consistently. Continue to facilitate open communication with families during instances of bullying.</p> <p>Strive to facilitate an environment in which all students and staff will feel safe, valued, and respected every day.</p>	<p>Promoting a belief that an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, ethnicity, religion, nationality, culture, sexual orientation, gender identity, ability, neurodiversity and/or family composition.</p>	<p>As a leadership team, we have reaffirmed our commitment to apply anti-bullying policies effectively and consistently. The protocol and expectations have been detailed in the Discipline Guide for each of the three schools (LS, MS, US).</p> <p>Similarly, we continue to share and implement/utilize our Culture of Respect document which calls out discriminatory comments, slurs, and bias jokes.</p> <p>Continue to encourage students to utilize the Say Something Anonymous Reporting System.</p>
<p>Revisit the Statement of Affirmation to ensure we are not overlooking populations in our attempt to promote empathy through meaningful experience and appreciation for each student, staff member and family. The desired outcome is an increased sense of belonging for everyone in the Pine Lake Preparatory community.</p> <p>Consider expanding “ability” in the Statement of Affirmation to read “physical ability,” “mental ability”,</p>	<p>Overlooking, excluding, or withholding support of any individual or group. The desired outcome is a learning environment where ALL students feel safe, valued, and respected so that they may achieve and demonstrate their full potential.</p>	<p>The DEI Working Group has drafted recommended revisions to the Vision and Statement of Affirmation:</p> <p>Vision: The vision was modified to replace <i>justice</i> with <i>belonging</i>.</p> <p><i>The Pine Lake Preparatory community fosters an academically rigorous environment that enables everyone to lead a purposeful life founded on equity, inclusivity, and justice belonging.</i></p>

<p>and/or neurodiversity to elaborate on the sincere intention for inclusion for all.</p>		<p>Statement of Affirmation: Though the statement was well thought-out and intended to be inclusive, the group recognized community feedback that suggested that we may be unintentionally overlooking populations. The group also chose to purposely highlight the words <i>Strive</i> and <i>Everyone</i>:</p> <p><i>At Pine Lake Preparatory we recognize our collective responsibility to model growth and acceptance as we build a community of trust and courage.</i></p> <p><i>We practice empathy through meaningful experiences and appreciation of our local, national, and global differences in perspective, privilege, background, culture, and identity. We embrace the uniqueness of each individual and their personal identities, including, but not limited to, socioeconomic, race, ethnicity, religion, nationality, culture, sexual orientation, gender identity, ability, and family composition to prepare students for lives in a multicultural society.</i></p> <p><i>Each day we will <u>strive</u> to practice empathy through meaningful experiences and appreciation for each student, staff member and family to create a sense of belonging for everyone (bold) in the Pine Lake Preparatory community.</i></p>
<p>Continue to seek highly qualified Board applicants that have a strong desire to serve our community.</p> <p>Continue to seek board candidates with diverse backgrounds and experiences to meet the present and future needs of the school.</p> <p>Promote trust and transparency through increased access to meetings and effective means of communication.</p>	<p>Pine Lake Preparatory is not considering modifying existing bylaws that support Board Membership based on a specific appointment and election process and procedure.</p> <p>Pine Lake Preparatory is not considering modifying the bylaws that support term limits and board membership protocols and procedures.</p>	<p>The Governance Committee is currently evaluating the Board application process as well as reflecting on the present and future needs of the school in terms of experience and skill set (finance, legal, fundraising, construction, etc.).</p> <p>While pandemic restrictions related to in-person attendance at Board Meetings have long passed, we continue to support remote access to monthly board meetings through Zoom. The Governance committee is also working to create an updated Public Comment Policy that would include the ability to make public comment remotely.</p> <p>The Board has created a Board email account and the Board Chair monitors and responds to all emails/inquiries.</p>

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<p>Continued focus on effective intervention skills for staff. We will need to grow our capacity to help students, staff and parents learn and grow from issues that arise. Teachers will also need to know how to de-escalate conversations and/or comments in class.</p>	<p>Pine Lake Preparatory is not considering the promotion of Critical Race Theory in Professional Development offerings or classroom lessons.</p>	<p>PLP is working to identify additional staff training and support for teachers. The desired outcome is an increased capacity to de-escalate conversations, facilitate conflict resolution amid disagreement, and lead difficult conversations.</p>
<p>Support individual growth and maturity through an emphasis on Core Values and the promotion of positive character traits through programs like the Positivity Project and Capturing Kids Hearts.</p> <p>Identify metrics (qualitative or quantitative) to evaluate the effectiveness of each program.</p>	<p>Promoting the belief that an individual's moral character is determined by his or her race or sex or that an individual, solely by virtue of his or her race or sex, is inherently racist, sexist, or oppressive.</p>	<p>PLP launched both the Positivity Project (K-8) and Capturing Kids Hearts (9-12) in August of 2022. The goal of each program is to facilitate growth, maturity, positive/thoughtful peer interactions and the promotion of positive character traits.</p> <p>While the programs have established procedures or lessons, we are modifying the content to be relevant to our school and needs.</p>
<p>Inclusion of HBCU's and HHCU's as we plan College Bus Tours.</p> <p>Ensure HBCU's and HHCU's are included in college rep visits to campus.</p>	<p>Limiting or eliminating current College Bus Tours or offerings.</p>	<p>This year PLP has included an HBCU on each of the College Bus Tours: Johnson C Smith and North Carolina A&T. Our plan is to continue to include HBCU's and HHCU's as we seek to get our students on college and university campuses.</p>
<p>Launch Stay/Empathy Interviews as a means of better understanding the experience, emotions and needs of our minority students and staff.</p>	<p>Limiting or eliminating existing student social, emotional, or academic supports to increase supports for some.</p>	<p>The DEI Working Group has created a subgroup to draft a framework for Stay/Empathy Interviews.</p> <p>Empathy Interviews are one-to-one conversations with minority students, staff and families where open-ended questions are used to better understand their school experiences, emotions, and needs.</p> <p>The goal of the Empathy Interview is to better understand their experience so that we may more positively influence the environment.</p>

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<p>Revisit Community Conduct Policy to hold community members accountable for not modeling PLP's pride values when engaging on social media or other public platforms.</p>	<p>Engaging in non-school sponsored Social Media pages or communication avenues which have the potential to spread misinformation and contribute to a toxic environment.</p>	<p>The Board Governance Committee is currently considering revisions to the Community Conduct Policy to articulate the expectations we value in our community.</p> <p>The Community Conduct Policy seeks to promote a positive social, emotional, and academic climate at Pine Lake Preparatory.</p>
<p>Continually reinforce our expectation and assertion that our school will be free from slurs, free of demeaning comments, and free of biased "jokes." Even in a joking manner, and even among friends, biased jokes only serve to perpetuate the discrimination of a marginalized group. Jokes related to ability, appearance, culture, gender identity, language, race, ethnicity, religion, sexual orientation, or social class are hurtful, hostile, and discriminatory, even when disguised in the veil of a joke. Biased jokes will not be tolerated – we will choose morality over perceived humor.</p>	<p>Allowing hurtful language to become normalized, accepted, or passed off as a "joke," or in jest between friends.</p>	<p>As a school we will hold our community to high standards while asserting our expectation to be:</p> <ul style="list-style-type: none"> Free from slurs Free of demeaning comments Free of biased "jokes" <p>Each of these falls into our current Discipline Plan: "Racial, bias, and/or demeaning comments and/or acts."</p> <p>We have reviewed these expectations with all students and will continue to find ways to promote positive, respectful, and empathetic peer interactions.</p>

Goal 3: Create culturally competent individuals and opportunities for everyone to see themselves / feel represented in the curriculum.

Guiding Principle: Culturally competent students can understand, appreciate, and interact with people from cultures or belief systems different from their own. This includes their classmates and neighbors, as well as their future collegiate peers and work colleagues.

Including diversity in curriculum helps to disrupt stereotypes while promoting self-worth, inclusion, and appreciation for different views and experiences. Similarly, the ability to see oneself in the classroom helps students understand their worth and feel appreciated.

What is included / to be considered	What is not included / not being considered	Current Action Taken
<p>Teaching history in line with the NC Standard Course of Study or College Board (AP courses).</p> <p>Ensuring the necessary inclusion and perspectives of women, indigenous groups, and racial minorities in history to allow students to form deeper connections and understandings.</p> <p>Continue to protect teachers from unwarranted and unsubstantiated attacks (in person or online) based on misinformation surrounding classroom lessons, content, or conversations. Leverage legal representation and Community Conduct Policy to further protect against willful misrepresentation.</p>	<p>Purchasing and teaching a “diversity curriculum” or abandoning our obligation to teach the North Carolina Standard Course of Study.</p> <p>Teaching Critical Race Theory or organizing units and lessons around themes of “oppressed” and “oppressor” groups.</p>	<p>We have challenged ourselves to recognize and include the contributions and perspectives of various women, indigenous, religious, racial, and other minority groups who have impacted American history.</p> <p>We are also working to review curriculum and resources to ensure the inclusion of age appropriate, diverse text and literature.</p>
<p>Continuing to support the formation of student-led (non-curricular) clubs at the Middle and Upper School level in line with local, state, and federal policies. Student-led (non-curricular) clubs facilitate opportunities for students to collaborate with peers who have like interests and passions.</p>	<p>PLP identifies all student led (non-curricular) and school sponsored (curricular) clubs on the website. The school is not considering a revision to the student-led (non-curricular) clubs policy, which prohibits meetings during instructional time and access to classrooms during instructional time for club business.</p>	<p>PLP continues to support the formation of student-led (non-curricular) clubs at the Middle and Upper School level in line with local, state, and federal policies.</p> <p>On September 15th we hosted student club day which included nearly 30 student-led clubs that include but are not limited to Neurodiversity Alliance Club, Genders and Sexualities Alliance Club, Food Club, Fellowship of Christian Athletes Club, Diversity and Global Awareness Club, Bible Study Club, and Aquaponics Club.</p>

What is included / to be considered	What is not included / not being considered	Current Action Taken
<p>Including age-appropriate images & examples in storybooks, curriculum that reflect a wide diversity of people in all classrooms.</p> <p>Successfully incorporate both whole-class novels and choice reading in middle and high school classrooms to promote a love for reading while further acknowledging a student’s individual passion, identity, and interests.</p>	<p>Adopting a “diversity curriculum” or abandoning or obligation to teach the North Carolina Standard Course of Study. Novels selected will facilitate achievement of specific skills and objectives outlined by the state of North Carolina or College Board.</p>	<p>The Lower School has stocked their classrooms with book bins for Native American Heritage Month with more than 60 new books about Native Americans or written by Native American Authors.</p> <p>Similarly in celebration of National Hispanic Heritage Month, PLP purchased and provided books for our classroom libraries about Hispanic and Latino people and cultures.</p> <p>We plan to continue to roll out new books during each heritage month.</p>
<p>Facilitate opportunities for diverse experiences and for students to develop an increased appreciation for different cultures and what differences can bring to our lives and school.</p> <p>Create broader celebration and communication around heritage month acknowledgments and celebrations.</p> <p>Continue to support and grow our Spanish Immersion program.</p>	<p>Creating an environment in which any individual, solely by virtue of his or her race, ethnicity, religion, nationality, culture, sexual orientation, gender identity, ability, neurodiversity, and/or family composition should feel discomfort, guilt, anguish, or any other form of psychological distress.</p>	<p>PLP has increased education, awareness, and celebration around the Heritage Months. In addition to classroom activities, curricular highlights, and social media postings we also created a Heritage Month Wall in the Upper School. The wall includes contributions, books, highlights, and other relevant information to celebrate each month.</p>
<p>Continue to support our minority and LGBTQIA+ students by seeking to facilitate an environment that allows everyone to be their authentic selves – free of bullying, harassment, or retribution.</p> <p>We will support student preferred pronouns and work to facilitate a shared understanding among school staff, parents, and students about the ways in which the student’s gender identity will be supported at school.</p>	<p>PLP is not considering requiring all students to identify their preferred pronouns.</p> <p>PLP will not ask anyone to be anything other than their authentic self.</p>	<p>Pine Lake Preparatory is evaluating school policies and practices for inclusion to ensure we are not unconsciously hurting or limiting opportunities for some.</p> <p>The DEI Working Group has created a subgroup to draft a framework for Stay/Empathy Interviews. Empathy Interviews are one-to-one conversations that would include LGBTQIA+ students and families where open-ended questions are used to better understand their school experiences, emotions, and needs. The goal of the Empathy Interview is to better understand the experience so that we may more positively influence the environment.</p>

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<p>Evaluate school policies and practices for inclusion to ensure we are not unconsciously hurting or limiting opportunities for some.</p>	<p>Allowing “tradition” to impede progress.</p> <p>Abandon our Statement of Affirmation: <i>At Pine Lake Preparatory we recognize our collective responsibility to model growth and acceptance as we build a community of trust and courage.</i></p> <p><i>Each day we will strive to practice empathy through meaningful experiences and appreciation for each student, staff member and family to create a sense of belonging for everyone in the Pine Lake Preparatory community.</i></p>	<p>Pine Lake Preparatory is evaluating school policies and practices for inclusion to ensure we are not unconsciously hurting or limiting opportunities for some.</p>
<p>Ensure whatever decisions are made and actions taken support the core mission of preparing students for college and a purposeful life.</p>	<p>Allow any single initiative or goal to overshadow our commitment to providing a rigorous academic experience that promotes our mission of preparing students for college and a purposeful life.</p>	<p>Our school’s mission of <i>Preparing Students for College and a Purposeful Life</i> serves as the guiding principle for all school-based efforts and initiatives.</p> <p>Our Strategic Plan currently includes six primary strategic goals.</p>
<p>Support Professional Development and staff training with a desire to:</p> <p>Meet the individual and diverse academic and social needs of all students.</p> <p>To facilitate emotional connection and understanding between people of diverse backgrounds and cultures that may be unfamiliar, disempowered, underrepresented, or seem very different from one’s own.</p> <p>To equip teachers with tools necessary to help combat prejudice and disrespectful communication by supporting positive behaviors among students, fostering a sense of belonging for all students and their families, and instilling respect for everyone.</p>	<p>Training teachers on CRT and/or how to use it in our classrooms.</p> <p>Instructing or encouraging teachers to teach based on an oppressive narrative.</p>	<p>Pine Lake Preparatory is currently evaluating Professional Development opportunities and offerings in line with our needs so that we may build out a PD schedule.</p>

<p>Provide tools & resources to help staff be more effective in de-escalating conversations, facilitate conflict resolution amid disagreement, and lead difficult conversations around DEI.</p> <p>Continue to engage teachers on PD offerings they need to feel confident serving and supporting all students.</p>		
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Updated: Jan 2023