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Executive Summary

The Lincoln Options Design for Learning IV (ODL IV) provides a five-year plan for the partnership and continued commitment to the Options philosophy of learning core beliefs established in 1984: Developmentally Appropriate Instruction
Integrated Curriculum
Parent & Family Involvement
Development based on Key Learning Dimensions

The initiatives outlined in ODL IV bear in mind the tremendous pressures placed on our teachers to both provide a curriculum that keeps the core beliefs at the heart of their work and meet an ever-growing list of externally mandated demands as directed by the District and state. Through these initiatives, we strive to remain a school community working together to provide a thoughtful, developmentally appropriate education for a broad spectrum of students and their families.

The initiatives for 2015-2020 are:

1. Assessment—Maintain and support the Options philosophy by prioritizing authentic, developmentally appropriate assessment that directly informs classroom instruction over standardized testing.
2. Experiential Learning—Support learning opportunities that allow children to explore their innate curiosity and creativity and encourage children to see themselves as participants in life.
3. Family Involvement and Community Building—Create a welcoming and supportive environment and connectedness for all families.
4. Healthy Bodies, Healthy Minds—Enhance the education of the child as a whole through social emotional development, physical activity and play.
5. Spanish Initiative—Integrate Spanish language and culture into the lives of the Lincoln children, staff and families.
6. Social Justice—Be a community that strives to understand and acknowledge the structure of institutional oppression and privilege. Communicate to our students that they have the power to change the world and provide opportunities for them to become movers and shakers.

The ODL IV is an ambitious agenda. Initiatives will be moved forward by the energy and passion of the Lincoln Options Community. Many initiatives will energize the school community and be accomplished. Other initiatives may change in the process; some may not move forward at all due to lack of resources or community energy. The magic of this plan is the school community working together for the common good.

Lincoln Options History

The Options program is a district-wide alternative elementary education program. The program began as two ungraded intermediate classrooms at McKinley Elementary School in September 1984. It represented the initiative and efforts of Citizens for Educational Alternatives, a group organized in 1980 by parents interested in alternative education and more active parent involvement and responsibility.

More classrooms were added to the program in 1985 and 1987. In 1988, with the addition of a kindergarten and another intermediate classroom, Options became a kindergarten through fifth grade program. That same year Options moved to Lincoln Elementary School and shared the building with a program serving the Lincoln service area. In 1994, the Lincoln Options community began a yearlong discussion about the future of Lincoln School and the Options program and how best to educate all students at Lincoln. The Options staff and Lincoln neighborhood came together and recommended that Lincoln house a one-program school united under and committed to the Options Philosophy and Program. The Olympia School Board adopted this proposal in the spring of 1995.

We now offer the Options Program to Lincoln service area families and to families throughout the Olympia School District through the yearly lottery process. Lincoln service area families can choose the Options Program or choose Pioneer Elementary. Transportation is provided by the Olympia School District from Lincoln to Pioneer Elementary.

During the early years of Options at Lincoln, much of the collective energy available was focused on building an alternative child centered program from the ground up complete with a written philosophy (current handbook), and in developing avenues to insure its survival. In 1994-1995 after much vigorous debate and with enough critical mass, Options at Lincoln carved out and established itself as the sole entity at the current South Capital location. The waning conflicts and challenges of championing a program marked a new era at Lincoln. The focus would turn from conflict and trials of establishment to delivering an educational experience that would clearly express a unique philosophy.

The Options Design for Learning I (ODL I) was created to describe the ways in which the philosophy would be manifested over a three to five year period. Additionally, as a democratic body, those involved originally saw this as a way to collectively agree upon and prioritize the use of resources (time, energy, and money). This written document was also seen as an important protection, as it helped to legitimize the programs existence.

Through the ODL I, ODL II and ODLIII, the initiatives brought experiences (parent driven), that would help make learning (teacher driven) possible, and that would reflect the priorities of the Options community at the time. From the beginning, the initiatives helped support an integrated curriculum, and have aided in preserving the philosophy of Lincoln Options, which has thus far stood the test of time.

The Options Design for Learning IV continues the legacy of maintaining a loving and emotionally supportive environment where children can learn according to their own developmental timeline and where they can develop their own gifts. The initiatives in the ODL IV came from ideas generated at a Community Café discussion event. The focus of the conversation that evening was “What makes us an alternative school? What do we do well and how can we do more of it? What new experiences can we create over the next 5 years? The output of this event was then shaped and honed by the Options Community Council to create the 6 initiatives in this document. Some represent a revitalization of previous initiatives, some are new. Some may catch fire, while others may not manifest, depending on community interest and energy.

In 2004 Lincoln Options held a 20 year anniversary event and in 2014 we held a 30 year celebration.. The accomplishments of earlier Options community members, through whose extraordinary efforts the program came into being, were recognized. It was also an opportunity to renew our commitment to Options’ values and to continuing to touch the lives of families across the Olympia community.

May the ODL IV continue to energize our community by informing our work and decisions ahead, by unifying our parents, children, and staff, and by renewing a sense of passion, relevance, and importance in our experience here at Options at Lincoln!

The Options Philosophy Guides ODL IV

The Options Philosophy is based on three core beliefs. We believe that:

- Each child is a unique being, developing at an individual pace, and with distinct interests.
- Curiosity and creativity are innate in all children, and that a school can enhance the child's natural drive to explore and experiment in the real world.
- Thought and expression develop out of experience.

The Options philosophy is not just an optimistic vision of human nature; it is based on common sense observations of children. (For a complete text of the Philosophy, please see pages 1 through 5 of the Options Handbook). We see in our own families how different the strengths and interests are among children. We know from our experience as parents that children learn in different ways and at different paces. Development is not a smooth, uniform sequence of changes. Rather, children learn in surges and pauses. Trying to teach them something before they are ready to learn it only leads to frustration and a sense of failure. Our children show us daily their innate curiosity and drive to learn and explore. We also know that children learn and retain that with which they are actively involved. The Options program philosophy is based on these observations and beliefs, and is supported by the work of educators, authors and researchers who suggest that the role of education is not merely to convey knowledge but to help children develop life-long skills and abilities for acquiring knowledge.

Developmentally Appropriate Instruction. The Options philosophy states that "The activities of the classroom will be related to the interests and abilities of the students, and the curriculum goals will be in line with their developmental levels. With this approach, students do not fall behind or move ahead of others, because they are not judged against anyone but themselves. They function successfully at the level they are developmentally ready for and move on when their personal development indicates readiness." Developmentally appropriate instruction recognizes that all children progress through predictable developmental stages in their social, emotional and intellectual growth. It also recognizes that each child passes through those stages on their own individual timeline.

An Integrated Curriculum. The Options philosophy recognizes that the development of specific skills or disciplines is best accomplished as a part of projects and explorations that are meaningful and interesting to students. Curriculum topics may be treated in thematic units, which interweave many areas of learning. A class that is studying ancient civilizations may not only read about the topic, but may also learn math skills necessary to calculate the immensity of the pyramids. The class may conduct scientific experiments that test different materials for papermaking, learn to read world maps, and participate in ancient crafts. Students might publish or demonstrate their learning in a report, a model or a play. Currently all classes participate in all-school theme nights which rotate on a three-year cycle on the topics of community, social justice and the environment. School-wide participation in the all-school themes provides another way for teachers to develop

the learning and teaching outcomes that foster active participation in a democratic society and integrate thinking skills and behaviors and community service (see flow chart on page 8).

Parent and Family Involvement. Developmentally appropriate instruction and projects involving an integrated curriculum require a higher level of adult involvement than what can reasonably be provided by one teacher per classroom. The Options program encourages and receives a high level of parent and family participation. In fact, the Parent Council functions as a Board of Directors and shares leadership and decision making with the Options staff. Parents work in partnership with school staff and children are assisted and encouraged in their work by many adults. Family involvement is a powerful motivation for children to do their best and the promise of the Options Program cannot be realized without parents supporting learning in the classroom.

Lincoln Options Outcomes and Indicators

The Options philosophy recognizes that academic or intellectual development does not occur independently of social and emotional growth. The program pursues a broad scope of learning that encourages children's development as whole persons in a complex and interdependent world. The staff has identified five learning dimensions. Within the curriculum these learning dimensions create a complex web in which each element enhances the others. All five dimensions are required in order to offer children the opportunity to develop into responsible and intelligent adults.

- *Development of Academic Skills* -- These include the Washington State Essential Academic Learning Requirements of reading, writing, communicating, mathematics, science, civics and history, geography, arts, health and fitness and critical and creative thinking and problem-solving.
- *Development of the Whole Child* -- This dimension involves the need for children to learn about themselves, to build confidence in themselves, to learn personal and social responsibility, to increase their ability to work with others and to learn how to evaluate themselves and their work in ways that promote growth.
- *Development of Diversity Awareness* -- As children learn about themselves, they also need to learn about others. This dimension encourages children to appreciate the strength derived from the diversity of human society. Children are encouraged and expected to apply their understanding of these issues through community service and action for social justice.
- *Development of Environmental Stewardship*-- This learning dimension helps children understand their role and responsibility as part of the natural environment. Children learn that environmental stewardship is not just a responsibility of government and industry, but that their own personal decisions and the practices of the Options school community have a prudent or imprudent effect on the natural environment.
- *Development of Thinking Skills* -- Intentional instruction in thinking skills and behaviors has become integral to daily instruction and integrated unit planning. These skills and behaviors provide a thread for weaving all that we do into a comprehensive whole. We believe children who can think are prepared for a life of learning and that children who are aware of their emotional behaviors are prepared to be compassionate, contributing, responsible human .

Thinking Skills

- Goal Setting-- Determining direction and monitoring progress
- Problem Solving-- A situation that needs resolution
- Decision Making-- Choosing from alternatives
- Observing-- Using your senses to learn about something in detail
- Comparing/Contrasting-- Looking for similarities and differences
- Sequencing-- Arranging things in order

- Classifying-- Grouping things by common characteristics and assigning labels
- Finding Patterns-- Detecting repetition
- Predicting-- Determining what will happen next
- Inferring-- Deriving meaning from clues, hints, evidence
- Finding Evidence-- Proof to support a given statement
- Main Idea-- Major point or central thought
- Summarize-- Restate in a simplified or condensed version
- Cause and Effect-- Recognizing actions and their reactions
- Fact and Opinion-- Fact: That which can be proved or disproved Opinion: A belief or judgment
- Point of View-- Determining perspectives
- Detecting Bias-- Finding a one-sided or slanted point of view
- Analysis-- Breaking into parts to determine meaning
- Synthesis-- Creating a new whole
- Evaluation-- Judging using a criteria

Accomplishments and Continuing Projects

Early Release: Increasing Teacher Team Planning Time – Embraced in the first ODL five year plan, “Early Release” continues with an emphasis on the time, energy, talent and commitment of parents in providing programs rather than a dependence on profit-based services. The program has achieved the community goal of providing a reliable block of planning time in which staff can work together as a team. The program now includes activities offered on early release days with a goal of accommodating all requests for participation.

Enrollment Information – Though demand for Lincoln Options has grown and service-area families are invited to join the Options program first, Options is still open to all families within the Olympia School District on a lottery basis. In an effort to provide information about the Lincoln Options program to foster families’ ability to make informed decisions, the Enrollment Committee sponsors two evening events offering presentations to families interested in attending the Lincoln Options program. Additionally, new fliers and an overhauled school website now provide current and easily accessible information for those interested in learning more about the program.

Expanding Options – ODL II included an initiative to explore feasibility of expanding the Options program to include grades 6-8. Ultimately, the Olympia School District determined there were both budget and middle school under enrollment concerns that prevented further consideration. If there is future interest in exploring a K-8 initiative, staff and the district should be consulted at the outset.

Family Participation – Family involvement has always been a core theme of the Lincoln Options enriched learning programs. When the Options program was founded, parents signed a contract committing at least 40 hours/year/parent to the program. While Options can no longer require a family volunteer commitment, family involvement continues to be a vital part of the program. ODL II, III and IV include initiatives to respond to new challenges and opportunities to strengthen this central thread and vital connection that makes Options work.

Full Day Kindergarten – In 2002, Lincoln Options committed to the concept of Full Day Kindergarten and contracted with the Olympia School District to provide a program with expenses fully covered by the Options community. After making some initial administrative and financial adjustments, the program has taken root with enrollment determined by a lottery which takes place each spring.

Garden at Lincoln – The garden was built by parents, children and staff in 1994 and includes a 30 by 60 foot greenhouse and outdoor beds. It is now well-known in Washington as a model school garden. The garden is used extensively as part of the Lincoln science curriculum as well as other areas of study (e.g., art, math, writing, etc.). Many of the festivities and rituals of the Harvest Day celebration involve children working with plants from the garden. The garden also provides a refuge for children during recess. A strong commitment by the entire school community is needed to tend to the planting, tending and harvesting of food and flowers. A watering system and raised beds were added to the greenhouse allowing us to grow food year round. This food goes to the Lincoln Cafeteria and to the Thurston County Food Bank.

History of Options – In 2014 we held a celebration of 30 years of the Options Program where alumni, founding families, teachers and other people who have been instrumental to making Lincoln Options what it is today spoke to current families and shared the history of our program. Documenting our history continues with the creation of a video project.

Model School for Pesticide/Herbicide-Free Ground – In 1996 the Options program began working with the Washington Toxics Coalition to create a pesticide-free school. That year certain areas of the school grounds were planted with sustainable landscaping, plants requiring a minimum amount of care and no chemical intervention. As part of this initiative, the Native Garden was established in 2002 as a collaboration between Native Plant Salvage Project, the City of Olympia, and Lincoln Options.

Organic Food for Lincoln Options School Children – In 2002 Lincoln Options parents and staff combined energies with Olympia School District Food Services personnel to a lunch a pilot program at Lincoln Elementary to serve organic lunches to the children at Lincoln. The pilot effort proved successful, and now the organic salad bar at Lincoln has become the standard for nutritious meals across the District’s schools. The organic food project became an ODL II initiative called “We Are What We Eat”, the purpose of which was to maintain, support and further the organic food and nutrition efforts begun in 2002. The work in ODL III and is revisited again in the Healthy Bodies, Healthy Minds initiative in the ODL IV.

Playground Enhancements – As part of ODL II and with significant input from the children, the playground was enhanced with the addition of climbing tires, more soil on Mt. Lincoln, and additional playground equipment. More recently a new slide structure was added to the area by the swings, existing play equipment was repaired and many areas were re-painted including adding a labyrinth to the gazebo. This work is ongoing as the Lincoln Options playground committee seeks to complete a thorough update of our playground structions.

School as Community – There are now several established annual events that bring the school community together for joyous and peaceful celebration of our community learning lives. They include: Lincoln Community Dance, Harvest Festival, Whole-school Theme Culminating Event, Lincoln’s Art Walk, Auction, Camp Elderberry, Fifth Grade Graduation, Samba LincolnWA, and participation in Procession of the Species. Beginning in 2013 we have also begun holding events specifically for adult family members to connect with each other, such of Community Café discussions, the Live Auction event and the Parent Mixer.

Spanish – The Spanish language program remains present through ODL I, II, III & IV to both provide an opportunity to learn an additional language and to foster our community’s ability to thrive among people of diverse backgrounds. This has occurred through language instruction in the classroom and an ongoing relationship between Lincoln Options and its sister school, Ruben Dario of Santo Tomas, Nicaragua at the student, professional and institutional levels. ODL III proposes to build upon already existing work and adding increase connections to our local Spanish-language community.

Wetlands at Lincoln Options -- A Wonderful Effort. Plans to develop the storage water retention system adjacent to the Lincoln Garden into a Wetlands came to fruition in 2001

and is now a showcase and living learning center. This project was the result of a joint effort of Lincoln Options and the South Capitol Neighborhood Association.

ODL IV

Initiatives

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Assessment Initiative

| GOAL: | Tasks | Time Frame/Responsibilities | Indicators of success |
|--|---|--|---|
| To maintain and support the Options philosophy by de-emphasizing standardized testing and prioritizing authentic developmentally appropriate assessment that directly informs classroom instruction. | 1. Form an Assessment Workgroup that includes families, teachers, and the principal. | Each year, the OCC will initiate formation of the Assessment Workgroup in the fall, no later than October 1. | A functioning workgroup is formed and maintained every year. |
| | 2. Develop a detailed Assessment Statement that describes the purpose of assessment at Lincoln and considers the following: -what is constructive for children -what is developmentally appropriate, authentic, and considers the whole child -what effectively informs teacher practice -what supports the values of the Option Program | The Assessment Workgroup will develop the Statement in the fall of 2015. The statement will be revisited and revised as necessary in subsequent years. | A clear statement of the purpose of assessment in the Options program that is accessible to families, teachers, and other community stakeholders is developed. |
| | 3. Develop a plan for assessment at Lincoln that is consistent with the Assessment Statement developed in Task 2. The assessment workgroup will meet with staff, families, and the OSD administrators to develop a mutually agreed upon plan. | The plan will be agreed upon as soon as possible in the school year. The plan will be reviewed and revised as necessary each year. | A mutually agreed upon assessment plan with alternative assessments is identified. |
| | 4. Provide ongoing education and resources to Lincoln families regarding assessment. This effort will include making standardized tests available for review, facilitating discussions on assessment in the Options program, and distributing educational material to families. | In the fall a family education meeting on testing will be held where teachers will inform families about assessment strategies that will be used across the year. Later in the year, the Assessment Workgroup will hold at least one educational event for families prior to any standardized testing in the spring. | Families are well informed about the assessments their kids will be participating in, are familiar with the larger context of these assessments, and know their options for their child's participation in the assessments. |
| | 5. Support and advocate for the Options program and our assessment philosophy at OSD meetings and in the community. Share our work with the district and with other district schools. | On an ongoing basis, Assessment Workgroup members will attend OSD meetings and/or contact media as appropriate. | A consistent presence at OSD Board meetings is maintained by members of the Assessment Workgroup or other interested families at Lincoln. The Options Program staff and families are leaders in transitioning toward a culture of authentic assessment. |

Family Involvement and Community Building Initiative

| GOAL: | Tasks | Time Frame/Responsibilities | Indicators of success |
|--|---|--|---|
| To create a welcoming and supportive environment and connectedness for all families. | <p>1. Assess and update and re-propose a contemporary version of the level of volunteerism.</p> <ul style="list-style-type: none"> - gather feedback from teachers and parents - write and propose (handbook?) update to OCC. | OCC survey, parent partnership committee to write proposal for update. | OCC approval of update. |
| | <p>2. Create a new system for gathering volunteer availability with an emphasis on a day-to-day and hour-to-hour task and classroom specific list.</p> <ul style="list-style-type: none"> - gather feedback from teachers on classroom needs and usefulness and configuration of new system - create and propose new information sheets to distribute at potlucks - create a central point of information on volunteer needs and resources - organize support such as a childcare exchange and volunteer training events | OCC surveys teachers. Parent Partnership committee and Communications committee work together on redesigning information sheets and creating a system to communicate volunteer needs and availability. | It is easier for families to connect to volunteer opportunities and easier for teachers and event organizers to communicate their needs to the Lincoln community. |
| | <p>3. Strengthen the Family Mentor Program</p> <ul style="list-style-type: none"> - create a description of the program to be adopted by the OCC - develop a system for collecting family information at the beginning of the school year. | Parent Partnership Committee Fall 2015 and ongoing. | New families receive a personal welcome into the Lincoln community and ongoing information and support through-out the year. |
| | <p>4. Collect and distribute the stories and history of Lincoln Options.</p> <ul style="list-style-type: none"> - create a short video - release alumni videos on web - put a written description of the history on web - present another "History of Options" night | Ongoing | Current families can easily connect to the history of the Options program. |

Experiential Learning Initiative

| GOAL: | Tasks | Time Frame/Responsibilities | Indicators of success |
|---|--|---|--|
| <p>To support learning opportunities which allow children to explore their innate curiosity and creativity and encourage children to see themselves as participants in life rather than preparing for it.</p> | <p>1. Expand Early Release Program to include more students and offer activities that support experiential learning.</p> <ul style="list-style-type: none"> - integrate schoolwide theme in E/R activities - begin expansion of program by offering 1-2 school-wide E/R afternoons per year, beginning with a school-wide day of service and a family supervised opportunity for students to work on their culminating event projects. Increase yearly. - develop budget and identify sources of funding for increased expansion - identify off-site activity locations | <p>Early Release team will recruit additional activity leaders, identify off-site locations and develop a budget (coordinating with OCC treasurer)—ongoing.</p> <p>Early Release team will plan a school-wide day of service the Friday before MLK Jr. day-- 2016 Early Release team will coordinate with class reps and teachers to offer an opportunity for children to work on their culminating event projects-- 2016</p> | <p>An early release program that is more inclusive and that complements the learning that children do in their classrooms.</p> |
| | <p>2. Connect with community resources such as The Evergreen State College, St. Martin's and local organizations that provide educational outreach to increase volunteer presence at Lincoln.</p> | <p>Ongoing Responsibility depends on where volunteers are needed—garden, early release, family participation</p> | <p>Lincoln has an ongoing relationship with other organizations and institutions that bring additional learning opportunities to our school.</p> |
| | <p>3. Increase opportunities for artistic expression. Possible activities include:</p> <ul style="list-style-type: none"> - Olympia Family Theater workshops/performances - school-wide art project - afterschool classes - annual Arts Festival, similar to harvest festival - Lincoln Follies event to supplement popular Camp Elderberry talent show | <p>Ongoing</p> | |

Healthy Bodies, Healthy Minds Initiative

| GOAL: | Tasks | Time Frame/Responsibilities | Indicators of success |
|--|--|--|---|
| To enhance the education of the child as a whole through social emotional development, physical activity and play. | 1. Provide resources to encourage physical activity. - Build a playground that supports our educational philosophy. - Solicit volunteers to help teachers with P.E. and support physical education training for teachers that want it. - Replace ladder-style bike racks with a better bicycle parking option. | Playground committee. OCC-- ongoing | Completed construction of new playground, more opportunities for physical activity, |
| | 2. Increase availability of organic food from the school garden to students - more garden food in salad bar - coordinate with food bank to include garden food in weekend nutrition program - fund an updated project kitchen - coordinate with district nutrition department to improve entrée options | Garden Committee— food for salad bar and weekend nutrition program Healthy Bodies Healthy Minds workgroup—investigate funding sources, meet with district nutrition department. | Children have more opportunities to eat the food that they have helped to grow. |
| | 3. Provide information to families to support social/emotional development at home. - provide family education workshops - provide literature on age appropriate learning, social/emotional developmental stages | Family Partnership committee in coordination with staff in selection of literature. | Lincoln provides families with access to a range of sources of information regarding children's social/emotional development. |
| | 4. Provide Resources and support for teachers to develop social/emotional health in the classroom. - survey teachers about areas of need - provide funds for teacher training and/or classroom support that supports social/emotional health. | OCC conducts survey and allocated funds. | OCC provides teachers with the resources they need to support children's social/emotional development. |

Spanish Initiative

| GOAL: | Tasks | Time Frame/Responsibilities | Indicators of success |
|---|--|--|---|
| Integrate Spanish language and culture into the lives of Lincoln children, staff and families | 1. Increase use of Spanish language in day-to-day activities. - Labeling around school - teachers use simple directions and greetings in Spanish - Increase Spanish songs during assembly; add 2 new songs per year | 2015-16 school year and ongoing, Spanish committee in collaboration with teachers | Teachers and students increase their Spanish vocabulary. Children are familiar with a total of 15 songs in Spanish by 2020. |
| | 2. Research resources and curriculum to expand Spanish Program. - take inventory of the curriculum and resources we currently have - research and create a report of the elementary age Spanish programs/curriculum/resources available in the U.S. - research funding alternatives to lengthen Spanish Instruction | 2016-17 School year and ongoing/ Spanish Committee | Increased hours devoted to Spanish instruction and access to curriculum and other learning resources. |
| | 3. Strengthen relationship with Ruben Dario. - continue teacher exchange and conduct fundraising to support exchange program - make a display showcasing pictures, letters and artwork brought back by people who visit Ruben Dario | Ongoing, Spanish Committee in collaboration with teachers and Thurston-Santo Tomas Sister County Association | Creation and maintenance of display area. Teacher exchange occurring once in the 5-year span. |
| | 4. Increase Student and Family Participation. Lincoln community engages with the Spanish program through: - presentation by children of skits/songs/etc. in Spanish during assemblies and talent show - incorporation of Spanish music at the annual dance - family potluck - Research and purchase Spanish computer program for the Lincoln library. | Fall 2015 and ongoing | Families understand and have a continuing interest in the Spanish program. |

Social Justice Initiative

| GOAL: | Tasks | Time Frame/Responsibilities | Indicators of success |
|--|---|--|--|
| To be a community that strives to understand and acknowledge the structure of institutional oppression and privilege. To communicate to our students that they have the power to change our world and provide opportunities for them to become movers and shakers. | 1. Form a Social Justice workgroup who will meet during the committee meeting portion of the 2 nd council meeting of the month, or at an alternate time depending on the needs of the group. | The OCC will seek interested members to work on this initiative in the fall, or at the first OCC meeting where committees meet. Fall 2015 and ongoing. | Workgroup is formed and actively engaged in this initiative's goals. |
| | 2. Develop a common language of anti-oppression , which will be shared with the community in a variety of ways, including staff development, family education evenings, providing educational materials for the community, and connecting members of our community to outside resources. | -The workgroup will gather resources and, together with staff, will develop an implementation plan. Possible materials to be used for education include films, books, photographs, maps, drama, and training programs. Fall of 2015 and ongoing | As a school we have consistent ways of discussing issues of privilege and oppression as well as ways of interacting with each other that convey respect and acknowledge a diversity of perspectives. |
| | 3. Provide concrete opportunities for students to interact with people from diverse cultural perspectives. Have at least 2 assemblies per year that focus on anti-oppression. Ideas include invitations to local Indigenous Peoples and cultural groups, Stonewall Youth speakers, and representatives from Rosie's Place. | -The workgroup will plan these assemblies with the Principal and will make sure that the community knows that there is an open invitation for ideas for presenters, and for suggestions on focus. Ongoing | Lincoln holds at least two engaging and educational assemblies focusing on this goal. |
| | 4. Provide opportunities for Lincoln students to become movers and shakers. Ideas for this include bystander intervention; community service, and cross-cultural connections. We will strive to create opportunities for anti-oppression learning and action in students' daily lives and to make this model the common culture of our school. | -The workgroup and staff will work together to provide opportunities to students that are appropriate and meaningful to their grade/development level. Ongoing | Community members commit to actively work with each other to acknowledge privilege and to use their knowledge to combat oppression. |