

# Our Social Justice Commitment

Faculty, families, long- and short-term volunteers, visitors, and contractors are expected to think critically, professionally integrate social justice awareness into all they do, and participate in ongoing training in a compassionate, empathetic, and impartial manner. We acknowledge that this work is ongoing and that all adults who enter our community will have varying levels of knowledge and comfort with these social justices and multicultural approaches. Our organization will support all adults where they are as the community works together to preserve and uphold our commitments to racial and social justice.

Hilltop expects anyone who enters our facilities to align with our vision, mission, and values. Individuals who face challenges consistently applying anti-bias, anti-racist, culturally responsive approaches, multicultural education principles, and/or reflective practices will receive the necessary educational resources and coaching support that is relevant, efficient, and accessible. We expect everyone who enters our space and community to be on a spectrum of understanding what racial and social justice is and how it operates in the United States and beyond. The Seattle Institute for Early Child Development is committed to providing accurate, informative, and culturally responsive resources, support, conversations, and learning materials to foster individual, collective, and organizational growth in social justice.

Our organization commits to creating, developing, implementing, and sustaining a support system designed to meet every person who enters our space and community, where they are, as cultural beings, learners, and educators. Therefore, our organization is committed to providing appropriate resources, materials, and frameworks to support the community, fostering a sense of belonging and a sense of individual and collective responsibility to continuously develop their knowledge as Social Justice Practitioners. This system of support includes, but is not limited to, multicultural education class materials, professional development, mentor educators, community discussions, and family/educator discussion series. In addition to supporting individuals and collectives, these materials and frameworks will support the community at large.

## Inclusion Statement

Hilltop believes that children of all ability levels are entitled to the same opportunities for participation, acceptance, and belonging in our organization. We will make every reasonable accommodation to encourage the full and active participation of all children in our program based on their individual capabilities and needs.

If your child has an identified special need, please include this information in your communication with your educators and in your developmental history paperwork.

## Non-Discrimination Statement

Hilltop provides equal educational opportunities for all children, without regard to race, color, creed, national origin, gender, age, ethnicity, religion, disability, family political beliefs, marital status, sexual orientation, special needs, or any other consideration made unlawful by federal, state, or local laws. Our educational programs are designed to meet the varying needs of all children.

## Religious Statement

Hilltop does not teach or promote specific religious activities. However, we do provide opportunities for families and faculty to share their cultural celebrations with each other. Families are encouraged to bring information, artifacts, and activities to share with our early learning community.

## Code of Conduct for Families

Hilltop is committed to maintaining a respectful environment that is conducive to learning, as well as ensuring the safety of children, families, visitors, and faculty in all our programs and facilities. To maintain an open, positive, courteous, respectful, and secure environment, it is essential that all families and visitors adhere to the expected code of conduct outlined below at our sites, events, and functions.

All families and visitors involved with the program will:



Respect and promote the unique identity of each child and family, and avoid stereotyping on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.



Follow program confidentiality policies concerning information about children, families, and faculty. No photos or videos without permission. Use extreme caution and exercise good judgment when interacting with faculty on social media platforms or messaging applications.



Use positive methods to support children's well-being and to prevent and address challenging behavior. Do not engage in corporal punishment, emotional or physical abuse, or humiliation. Do not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.



Conduct themselves personally and professionally in a manner that reflects positively upon the program's reputation and upon the children and families the program serves.



Maintain courteous and respectful relationships with program faculty, consultants, and visitors, as well as other families, volunteers, and children.



Avoid verbal attacks on other children and/or faculty, including the use of threats, name-calling, or repeated profane or degrading language. Individuals engaging in such behavior will be asked to leave the premises immediately.