

### **Executive Summary**

We are committed at Stanley British Primary School (SBPS) to a vision of “joyful, lifelong learners prepared to make a positive difference in the world.” An essential element of that preparation is an understanding of the forces of power, privilege and oppression -- that is, how these forces have played out in history and how they continue to shape the society in which we all live. Our vision and mission compel us to provide students with the academic and social-emotional skills necessary for lifelong learning and also with the insights and habits of mind of engaged community members who will strive to uphold justice and equity in our world. We intend to meet this challenge by providing intentional and ongoing educational programs for administrators, staff, parents and students and by continually assessing the alignment between school practices, programs and policies and principles of inclusiveness and equity.

One of the foundational beliefs we hold at Stanley is the value of all elements of diversity, of all the ways that make us unique as human beings. For the purpose of this study and resulting strategic plan, our Strategic Planning Committee has focused primarily on the element of race, and secondarily on the element of socio-economic status, within the Stanley community. We chose this focus intentionally. First, the issue of race and visible diversity is clearly one that needs addressing in all the communities in which we live. Current events from around the country serve as a daily reminder of this urgency. Second, we feel that the issue of socio-economic status is one that also deserves high priority within the Stanley BPS community as we examine the systems and practices that enable or exclude access to the programs we offer. It is our expectation that by developing the skills to talk about race and access, we will be able to apply those skills to discussing and addressing the wide range of diversity we value within our community.

## **Our Vision, Mission, and Values**

### **VISION:**

We envision a community of joyful, lifelong learners prepared to make a positive difference in the world.

### **MISSION:**

We engage, challenge, and inspire children to reach their potential and develop their own voices within an inclusive, diverse, and collaborative community that values distinct contributions and abilities. We prepare teachers to implement our vision, mission, and values, and we share our educational approach with the larger community.

### **FROM OUR VALUES:**

*We honor diversity.* We value diversity of all kinds- for students, staff, and trustees. We develop in children an understanding of similarities and differences in people and *the ability to make socially responsible decisions.* We encourage flexibility, resourcefulness, critical thinking, and communication.

### **Background**

At the recent annual meeting of the National Education Association (NEA), the nation's largest professional employee organization, consisting of three million members working at every level of education, made an historic acknowledgement and resolution:

*“We, the members of the National Education Association, acknowledge the existence in our country of institutional racism – the societal patterns and practices that have the net effect of imposing oppressive conditions and denying rights, opportunity, and equality based upon race. This inequity manifests itself in our schools and in the conditions our students face in their communities.”*

The NEA’s resolution provides an important backdrop to many public and private conversations that have been taking place at Stanley British Primary School (SBPS) – for several years and particularly during the last four months. Inequities (based on race and socioeconomic status), privilege and systemic oppression can – and often do – manifest themselves even in schools with the best of intentions. The good news, however, is that SBPS, with our progressive educational philosophy and longstanding commitment to diversity and inclusiveness, is uniquely suited to deepen the entire school community’s engagement in this work to acknowledge and fight against institutional inequities and racism.

In May of 2015, the school formed a joint Board/ Administrative task force, the Strategic Planning Committee, to conduct an in-depth assessment of SBPS’s current status with inclusiveness and equity initiatives and to identify priorities to guide the Board, administration and staff’s work in the coming years. Led by consultant Carolyn Ash and Chair Shreka Thomas, the Committee conducted an extensive online community survey accompanied by ten individual parent interviews, several parent small-group forums, and a student panel discussion. A summary of results and sample responses is included as Addendum F. The Committee worked over the summer to analyze and discuss assessment results, to read current literature on the issue of societal and institutional racism and equity, and to distill the analysis into actionable items included in this Strategic Plan. The items listed below are designed to guide and inform the school’s work in the years to come, with specific priorities for the 15/16 school year identified. One key component of the work of the year ahead is identifying leadership for this ongoing work of the school, through a combination of dedicated Directorship

alongside a team of appropriate school administrators and faculty. A draft job description for Director of Inclusiveness and Equity is included as Addendum B.

**Guiding Beliefs of the Strategic Plan:**

We believe that our campus can become an environment where privilege and oppression based on race and socioeconomic status can be acknowledged to exist, identified in our school and society, and addressed through our educational programs and school practices. We believe that a Stanley education, and preparation for full engagement with the world in which our students will live, requires the cultivation and nurturance of the skills and habits of mind of young people prepared to uphold principles of inclusiveness and equity.

## **Strategies for Diversity, Equity and Inclusiveness at SBPS**

### **A. ADMINISTRATION**

#### **1. Hiring Practices**

Summary:

We recognize the necessity of having a professional community that reflects the diversity of learners within the school community. While the Stanley staff does represent some important elements of diversity, representation of faculty and administrators of color lags behind the representation of students and families of color within our community. SBPS is committed to applying intentional recruitment and hiring strategies to bolster the diversity of our staff.

Goals

- a. To increase the overall number of faculty of color within the SBPS professional community, with an ultimate goal of closely tracking the representation of students of color.
- b. To include racially diverse perspectives in the school's administrative functions, including Senior Management Team.

Proposed Actions

- a. Develop a comprehensive Recruitment Plan for attracting and hiring teachers and administrators of color. This plan will include strategies such as introducing potential candidates to the school community ahead of the typical hiring season.
- b. Ensure that the new staff orientation and training program considers and incorporates a diversity of perspectives and accounts for a variety of cultural backgrounds. Also, create ongoing mechanisms, such as affinity groups, that provide continual professional support.

#### **2. Admissions**

Summary:

Aspects of recruitment, retention and staffing are three areas of focus for growth in the admission process in order to uphold our mission, vision and beliefs. The work will start with broadening our relationships throughout Denver. We will seek to increase the number of diverse applicants for the middle school by researching and intentionally recruiting students from K-5 schools that are a good fit for Stanley. In addition, our focus is continuing to have low attrition K-8. We will continue to conduct exit surveys through personal interviews, phone conversations and online surveys to learn why families are choosing to leave Stanley. Relationships will be a priority and making sure our families of color feel that they have a voice within our community through intentional invitations. There will be an additional focus to hire a racially diverse staff to work on admission when opportunities present themselves. Finally, recruiting both teachers and parents from racially diverse backgrounds to act as ambassadors throughout the admission process will be a key priority.

Areas of Focus:

- a. Recruitment

- i. Goals
    - a) To broaden connections in greater Denver community
    - b) To identify feeder elementary schools and attract more students of color for Middle School
  - ii. Proposed Actions
    - a) Use current connections within our community to help broaden connections throughout Denver.
    - b) Host events throughout Denver (fairs, school visits, speakers on campus, dinners, etc.)
    - c) Research K-5 schools in Denver and visit schools. Provide information for potential feeder schools and host/attend events to attract students.
- b. Retention
- i. Goals
    - a) To maintain low attrition K-8
  - ii. Proposed Actions
    - a) Continue to seek feedback from exit surveys to learn why families are leaving Stanley.
    - b) Collaborating with the Office of Community Engagement, foster strong relationships within our community with our families from racially diverse backgrounds through buddy families, classroom communities, and intentional check-ins. Seek feedback and make sure they are invited to “the table” during meetings and invited to be part of various committees.
- c. Staffing
- i. Goals
    - a) To ensure admission team intentionally represents the diversity within the school
  - ii. Proposed Actions
    - a) Include more staff members from racially and ethnically diverse backgrounds work as volunteers throughout the admission process
    - b) Add a more diverse group of Admission Ambassadors. If an opportunity becomes available for a new admission team member, intentionally recruit (using hiring practices) a more racially and ethnically diverse team member.
    - c) Have the new Inclusiveness Director work on the admission team as part of his or her responsibilities.
    - d) Recruit a more diverse group of teachers to volunteer on the admission team.
    - e) Recruit additional parents to help as Admission Ambassadors.

## **B. STAFF – Professional development**

### Summary

Through intentional and ongoing professional development, we seek to enhance our staff's capacity to uphold our school's mission, vision, and values. Our work will begin with opportunities to explore our personal and collective understanding of the diversity within our community, focusing specifically on systems of privilege and oppression driven by race and socioeconomic status. After developing a shared understanding of such key terms as racism, oppression, equity, and privilege, we will provide forums for exploring our individual perspectives with one another, and use the skills and insights gained through this work to plan how conversations around these topics can happen in our K-8 classrooms.

### Goals

- a. To enhance our staff's understanding of foundation terms such as racism, oppression, equity, and privilege.
- b. To support faculty from the place of current understanding while intentionally challenging ourselves to evolve our thinking and perspectives.
- c. To equip teachers and staff with the capacity, confidence, and willingness to engage student in meaningful conversations about the role of race and economics in our society.

### Proposed Actions

- a. Plan a series of all-staff workshops for the 2015-16 school year, intentionally designed within a developmental framework that begins at the level of faculty awareness and understanding and progresses to actionable classroom outcomes.
- b. Create a bank of resources for required and optional professional reading.
- c. Provide regular opportunities for personal reflection that accompanies the work above, focusing on our personal journeys through this process.
- d. Incorporate the lens of diverse perspectives into existing lesson plan and unit plan templates.

## **C. STUDENTS – Student support and leadership development**

### Summary

We intend to revisit the school's anti-bias curriculum development in the classroom K-8, with new standards and content to be evaluated, developed and implemented. The curriculum will be woven into the fabric of everything we do at school, to enable students to incorporate the lens of bias and privilege as they learn about themselves and others. Students will learn through activities that are centered on privilege, inclusiveness, equality and oppression in a way that is enriching, informative and is incorporated into every subject. The goal is for students to be able to see different perspectives while appreciating their own uniqueness. There will be a graduated transition from understanding themselves within their family, their classroom family/community, their school community outside of the classroom and the community in which they live. K-8th grades curriculum developed appropriately according to the grade levels. Partnerships between classrooms and the community can enhance the cooperative learning model at Stanley, in particular accenting the value of having older students

teaching younger students. Through teaching others about bias and privilege, students consolidate learning for themselves.

## Goals

To develop curriculum units that reflect a diversity of cultural perspectives and to build teacher skill to break age-appropriate classroom conversation out of the easy definitions and examples of racism (easy to identify right vs wrong when studying examples from Civil Rights Movement) and into conversations of daily micro-aggressions so students understand the modern expressions and experiences of bias in our culture as well as the larger examples of systemic racism. *How do we move from the academic conversation about racism to everyday biased behaviors driven by stereotypes, ignorance and privilege?*

### Students will:

- a. be able to define racism understand its origins in our society, politics and history (Middle School)
- b. identify ways in which whiteness is the invisible norm (*Teaching White Kids Anti-Racism*)
- c. have shared language and understanding of terms such as equity, privilege, whiteness, racism, bias (age appropriate)
- d. be able to recognize and challenge bias and stereotypes in books, media and society
- e. seek help from staff when they witness peer behaviors that perpetuate bias, stereotypes or racism in the same way they do when they witness acts of exclusion or cruelty
- f. be able to identify examples of racism and privilege and understand the connection

### Proposed Actions

- a. Create ongoing opportunity for teachers to explore their own understandings and experiences with racism, bias, privilege, and stereotypes
- b. Provide staff professional development to prepare teachers in their comfort and ability to have such discussions
- c. Work with Director of Inclusiveness and Equity to integrate these conversations into existing curriculum, plus the addition of specific curriculum and classes for older students
- d. Seek experiences off campus for student participation that continue to educate and broaden the perspective of students around race and privilege (STAMP conference as a model)
- e. Expand class offerings and curriculum that increase students understanding of the ways bias and privilege are woven into society
- f. Create an affinity group structure for students to continue conversation and experience connection on voluntary basis

## **D. PARENTS – Engaging the Community**

### Summary

Engage parents to support a school environment where racial privilege and oppression are acknowledged and challenged to allow students to see and understand privilege and oppression in our culture. Racism is a system, a social construction to maintain the power of whiteness. Particular methods are in place to maintain this power, such as white privilege, oppression of non-whites and harmful stereotypes to hold mainstream perception of non-whites within a particular behavioral

pattern. We are concerned with institutionalized racism and the sequelae of racism from our broader society that may find its way into our community.

We also hope to share knowledge and experience of what we know about the study of power and privilege in our society and how it may affect our daily lives. We are going deeper than representation of people from diverse groups in our classes, an occasional inclusion of a lesson on non-white people or other minorities in the curriculum or a discussion about the usefulness of political correctness. We hope to broaden the mindset of our community by creating awareness about this subject and learn to speak a common language regarding inclusiveness, equity and diversity.

## Areas of Focus

### a. Parent education

#### i. Goals

- a. To create an environment of inclusion that fosters the recruitment of and retention of individuals who are aligned with Stanley's inclusive mission.
- b. To provide opportunities for parents to learn about important concepts such as whiteness, privilege and oppression.
- c. To promote awareness of cognitive dissonance regarding beliefs about personal identifiers such as race and socioeconomic status that lead to harmful stereotypes.

#### ii. Proposed Actions

- a. Implement race affinity groups (lead by a professional facilitator)
  - White
  - People of color
- b. Distribute Articles that discuss the culture of racism (power, privilege oppression, whiteness) put in the Weekly Bulldog
- c. Create parent engagement opportunities to have a more substantial conversation about racial diversity
  - Partnership with the Parent Association to do speaker series for parents
  - Workshops for education and experience (on or off campus)
  - Films that encourage discussion about power, whiteness, oppression and privilege
- e. Develop a school-wide project designed to promote interaction and dialogue between students and parents.
  - After some common language has been established
  - Age appropriate assignment (K-2, 3-5, 6-8)
- f. Develop a written "manual" and "class" for new parents explaining our analytical framework for privilege/oppression (once we develop said framework)

### b. School events/traditions

#### i. Goals

- a. To ensure school events and traditions are not perpetuating white privilege

#### ii. Proposed Actions

- a. Analyze and modify events and traditions with awareness of racial privilege and oppression
  - Auction



- institutionalize the changes made in 2015 including availability of free tickets
- Class Potlucks
  - Provide context to teachers and class parents on the potential implications of host sites
- Field Trips
- Other Events/Traditions

## **F. BOARD OF TRUSTEES – Inclusive Governance**

### Goal

To build the requisite understandings and skills of the Board as a whole to be able to view school strategic decisions through the lens of inclusiveness and equity, and to develop in the Board a capacity to understand and critically evaluate how its decisions may impact accessibility within our school community. Our goal is to ensure that all – students, parents, faculty and staff – have the opportunity to fully participate in all aspects of Stanley school life.

### Proposed Actions

- a. Provide Board-level professional development around fundamental concepts of social justice work.
- b. Create an accountability mechanism and reporting structure for Board to monitor school progress on stated inclusiveness and equity goals.
- c. Continue to monitor and refine Board building and orientation practices to ensure that opportunities for Board service are accessible to all in our community, and to ensure that the Board itself and Board committees are truly representative of the racial differences, and other family differences, in our school community.

## **Moving Forward**

### **Implementation Priorities for 2015-16**

1. Finalize a job description for, and hire a full-time Director of Inclusiveness and Equity during the 2015-16 school year. The Director will work alongside a staff committee to develop and implement our curriculum, programming, and staff development goals, and will also work with administrative departments to further inclusiveness goals within each.
2. Development and implementation of a year-long professional development calendar that includes multiple opportunities for staff to enhance their practice using a diversity, equity and inclusiveness lens.
3. Development and implementation of a year-long educational calendar that includes multiple opportunities for families to engage in the diversity, equity and inclusiveness work at SBPS
4. Development and implementation of additional leadership opportunities for students to talk and learn about equity and inclusiveness, via topics at school and in society at large.
5. Development and implementation of a professional development calendar for the Board of Trustees that enhances the group's abilities to achieve the goals stated above, and to effectively monitor and steward progress in achieving the priorities described in this strategic plan.

### **Expected Outcomes of the Strategic Plan**

- Stanley British Primary School becomes a school that more fully realizes its mission, vision, and values.
- SBPS embraces intentional strategies to implement professional development for Board, teachers and staff, alongside educational opportunities for the parent community.
- SBPS implements intentional strategies to enrich and implement our curriculum with diversity, inclusiveness, anti-bias and equity for our students.

### **Moving Forward and Monitoring Progress**

The school's Staff Inclusiveness Team, comprised of educational leaders, department leaders, and interested faculty, will be responsible for the implementation of the strategic goals and yearly priorities identified in this plan. We imagine this group to be a key support structure for the work of the eventual Director of Inclusiveness and Equity, working alongside him or her to help our school achieve our mission-based objectives. The group will develop a reporting structure to keep the Board apprised of progress and the group also will create specific metrics for measuring progress, quantitative and qualitative.

The Strategic Planning Team is pleased and honored to have undertaken this work on behalf of the Stanley BPS community. Collectively and individually, we will remain committed and close to the ongoing efforts to promote inclusiveness and equity at SBPS.

**Strategic Planning Team Members**

**Stanley British Primary School:**

Shreka Thomas, Chair

Tim Barrier

Stephanie Bender

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## **Stanley British Primary School Job Announcement and Description**

### **Position: Director of Inclusiveness and Equity**

- Full time position to begin \_\_\_\_\_

#### **About Stanley British Primary School**

##### **Vision**

We envision a community of joyful, lifelong learners prepared to make a positive difference in the world.

##### **Mission**

We engage, challenge, and inspire children to reach their potential and develop their own voice within an inclusive, diverse, and collaborative community that values distinct contributions and abilities. We prepare teachers to implement our vision, mission, and values, and we share our educational approach with the larger community.

##### **Overview**

For over 40 years, Stanley's multi-age classrooms have been filled with engaged learners guided by inspired teachers. We carefully blend an academic program grounded in a whole-child approach with an attention to each child's social/emotional development.

Our British Primary philosophy promotes the simple notion that when students enjoy what they're doing and take an active role in their education, learning truly becomes a joy and a lifelong endeavor. Our teachers are knowledgeable about children and childhood and demonstrate the principles of constructivism, a belief in play, and the power of learning from one another. Our model for each classroom includes two lead teachers who work together as a singular teaching team. Throughout the year teachers welcome Stanley Teacher Prep interns into the classroom.

SBPS is committed to maintaining a diverse and inclusive school community. We are especially interested in candidates from diverse backgrounds as well as those who are ethnically or racially diverse.

##### **SBPS Key Facts**

Accredited by the Association of Colorado Independent Schools (ACIS)  
Member of the National Association of Independent Schools (NAIS)

Founded in 1972

Kindergarten through 8<sup>th</sup> grade

Students: 440+

Teachers: 58

Average Teacher Tenure: 10 years

26% of Students are Students of Color

## **Key Responsibilities**

### **The Director of Inclusiveness and Equity:**

#### **Specific Roles:**

1. Serve on Stanley's Senior Management Team to advise school practices and decisions through an equity and inclusiveness lens.
2. Lead and collaborate with Stanley's Staff Inclusiveness Team to develop ongoing curriculum and programs that support school's equity and inclusiveness goals.
3. Serve as staff representative (or chair) appropriate committees, such as parent-based Inclusiveness Committee.
4. Oversee Stanley's recruitment plan for attracting and hiring diverse candidates and serve on selected hiring committees.
5. Serve on Admissions Team to recruit, welcome, and tour prospective families.
6. Review school materials through lens of social justice

#### **Priorities for 15/16:**

1. In collaboration with Staff Inclusiveness Team, develop and guide professional development for the Team and for the faculty and staff in accordance with goals identified in the Strategic Plan. (approx. 10 hours/week)
2. Oversee and advise recruitment plan for hiring teaching and administrative staff of diverse backgrounds. (approx. 10 hours/week)
3. Guide Staff Inclusiveness Team in developing and implementing curriculum and programs supporting the goals identified in the Strategic Plan. This work will include an expectation to visit classrooms and engage with faculty to understand existing program goals. (approx. 10 hours/week)
4. Represent Stanley on admissions functions- tours, events, meeting as arranged with Director of Admissions. (approx. 5 hours/ week)
5. Regular participation and engagement with appropriate teams and committees. (approx. 5 hours/ week)

**Desired Qualifications and Background Experience:**

1. Bachelor's degree or higher.
2. Teaching and/ or administrative experience in school or similar setting.
3. Experience and training in social justice work.
4. Experience working with children and a familiarity with child development.
5. Experience leading and managing change within organizations.
6. Excellent writing and speaking skills.
7. Strong organizational skills with a keen ability to manage and prioritize multiple, and sometimes competing, objectives.
8. Personal qualities: approachable, resourceful, skilled listener, strong interpersonal communication skills.

## ADDENDUM C

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### Glossary of Key Terms

#### Institutional Racism:

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

#### SOURCE:

*Flipping the Script: White Privilege and Community Building*. Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. 2005.

#### Oppression:

Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

#### SOURCE:

WPC Glossary from 14th Annual White Privilege Conference Handbook ([http://www.whiteprivilegeconference.com/pdf/WPC14\\_Program.pdf](http://www.whiteprivilegeconference.com/pdf/WPC14_Program.pdf)), White Privilege Conference, 2013.

#### Power:

Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital to organizing for progressive social change.

#### SOURCE:

Intergroup Resources (<http://www.intergroupresources.com/power/>), 2012

#### Racial and Ethnic Identity:

An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience.

#### SOURCE:

*Teaching for Diversity and Social Justice: A Sourcebook* ([http://www.amazon.com/Teaching-Diversity-Social-Justice-Maurianne/dp/041595200X/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1374673464&sr=1-](http://www.amazon.com/Teaching-Diversity-Social-Justice-Maurianne/dp/041595200X/ref=sr_1_1?s=books&ie=UTF8&qid=1374673464&sr=1-)

[1&keywords=teaching+for+diversity+and+social+justice](#)). Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Routledge, 1997.

### Racism:

Refers to individual, cultural, institutional and systemic ways by which differential consequences are created for groups historically or currently defined as white being advantaged, and groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) as disadvantaged.

That idea aligns with those who define racism as prejudice plus power, a common phrase in the field. Combining the concepts of prejudice and power points out the mechanisms by which racism leads to different consequences for different groups. The relationship and behavior of these interdependent elements has allowed racism to recreate itself generation after generation, such that systems that perpetuate racial inequity no longer need racist actors or to explicitly promote racial differences in opportunities, outcomes and consequences to maintain those differences.

### SOURCE:

Racial Equity Tools (<http://racialequitytools.org/fundamentals/core-concepts#FUN04>)

### White Privilege:

1. Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

2. *Structural White Privilege*: A system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal. The system includes powerful incentives for maintaining white privilege and its consequences, and powerful negative consequences for trying to interrupt white privilege or reduce its consequences in meaningful ways. The system includes internal and external manifestations at the individual, interpersonal, cultural and institutional levels.

The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequities in life-expectancy and other health outcomes, income and wealth and other outcomes, in part through different access to opportunities and resources. These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms and other behaviors and assumptions that maintain them.

*Interpersonal White Privilege*: Behavior between people that consciously or unconsciously reflects white superiority or entitlement.

*Cultural White Privilege*: A set of dominant cultural assumptions about what is good, normal or appropriate that reflects Western European white world views and dismisses or demonizes other world views.

*Institutional White Privilege*: Policies, practices and behaviors of institutions -- such as schools, banks, non-profits or the Supreme Court -- that have the effect of maintaining or increasing accumulated advantages for those groups currently defined as white, and maintaining or increasing disadvantages



for those racial or ethnic groups not defined as white. The ability of institutions to survive and thrive even when their policies, practices and behaviors maintain, expand or fail to redress accumulated disadvantages and/or inequitable outcomes for people of color.

SOURCES:

1. *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies* (<http://www.racialequitytools.org/resourcefiles/mcintosh.pdf>). Peggy McIntosh. 1988.

2. *Transforming White Privilege: A 21st Century Leadership Capacity* (<http://racialequitytools.org/module/overview/transforming-white-privilege>), CAPD, MP Associates, World Trust Educational Services, 2012.

## ADDENDUM D

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### **Where We Are Today – A SWOT Analysis**

Included below is a summary of the results of a SWOT analysis undertaken by the Strategic Planning Committee members. Many of the items listed below were gleaned from survey, interview and focus group data collected during an assessment of the SBPS community.

#### **STRENGTHS:**

- Relative to other Denver-area schools, SBPS is a diverse community, in many areas (see Addendum H).
- SBPS is an open-minded community where individuals are willing to grow.
- There is a general acceptance of difference and inclusiveness at SBPS. The community is characterized by warmth.
- There is a willingness to examine school practices through an equity lens.
- There have been numerous and thoughtful professional development opportunities/efforts re: diversity, equity and inclusiveness.
- SBPS is committed to socioeconomic diversity through the use of financial aid for families.

#### **WEAKNESSES:**

- Survey results reveal two predominant and somewhat conflicting perspectives around diversity at SBPS. Some survey respondents remark that the school community is less diverse than they would like it to be. At the same time, others expressed a belief that SBPS is already diverse enough and does not need additional perspectives, information and self-analysis.
- Solely comparing SBPS to other local independent schools sets a low standard for racial/ethnic and socioeconomic diversity.
- There is not enough financial aid (for tuition and programs) to support and enhance inclusiveness. It is also hard to know exactly how socioeconomically diverse the school is because we do not have the data to give us the big picture. We do know, however, that there is not a wide spread of socioeconomic diversity as it relates to financial aid awards; it is close to an all or nothing distribution.
- There is a lack of consensus around demographic goals for diversity at SBPS, within the faculty, staff and administration.
- SBPS has not yet defined (but needs to) what “impactful” difference would be.
- The student body is much more diverse than the staff and administration.
- There is a tendency toward stagnation. The SBPS community is slow to challenge “The Stanley Way” (and has misconceptions of what “The Stanley Way” is).
- The curriculum is not broad-based enough, and implemented consistently across classrooms, to include the racial/ethnic heritage of students (particularly students of color). Parents of color, therefore, often find that they need to do supplemental teaching with their children outside of school re: their family’s racial/ethnic heritage to fill in the gaps in their children’s in-school learning.

#### **OPPORTUNITIES:**

- Professional development opportunities re: equity and inclusiveness can help SBPS staff to grow personally and professionally and also enhance the diversity within their curriculum. Furthermore, development of school staff can lead to greater leadership, comfort and growth amongst students.

- Increasing the visible diversity of SBPS staff (particularly homeroom teachers) has the potential of making both current and prospective students, families and staff feel that the school is truly committed to racial/ethnic diversity -- by having staff that look like the students and understand their cultural heritage. Time and attention should also be given to creating an overall school environment that values and honors each student's experiences (e.g., new norms around conversation that allow students to feel confident that they can talk about what is going on in their lives and the larger society).
- Diversity allows for a richer education for all students. Learning from students and families of racially and socioeconomically diverse backgrounds allows all students to have a broader perspective on topics.
- There are untapped opportunities for SBPS to establish and maintain lines of communication with communities of color in the Denver area.

#### **THREATS:**

- There is the potential for "cultural inertia," a sense of "Aren't we doing well enough?"
- Diversity, equity and inclusiveness work should not be defined as a program or singular effort; it is a framework or lens through which we should look at all of our school programs, practices and policies.
- Change is hard and there is often resistance to change in schools and other organizations. There may be a feeling that SBPS has already done enough re: diversity, equity and inclusiveness.
- Change has to be managed well. There is a delicate balance between directives and expectations on the one hand and the need for support on the other hand. There is also the potential for divisiveness and defensiveness. However, SBPS is committed to adhering to the "Principles of Good Practice" re: equity and justice, as developed by the National Association of Independent Schools Attached- Addendum E)

## ADDENDUM E

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### National Association of Independent Schools PRINCIPLES OF GOOD PRACTICE

## EQUITY AND JUSTICE

**PREAMBLE:** The following principles provide common ground for interaction between independent school professionals and their many constituents (parents, students, colleagues at other schools, and the public). The NAIS Principles of Good Practice for member schools define high standards and ethical behavior in key areas of school operations to guide schools in becoming the best education communities they can be, to embed the expectation of professionalism, and to further our sector's core values of transparency, excellence, and inclusivity. Accordingly, membership in NAIS is contingent upon agreement to abide by "the spirit" of the PGPs. (See "General Considerations Regarding NAIS Principles of Good Practice" on the NAIS Website.)

**OVERVIEW:** *NAIS schools value the representation and full engagement of individuals whose differences include -- but are not limited to -- age, ethnicity, family makeup, gender, learning style, physical ability, race, religion, sexual orientation, and socioeconomic status. NAIS welcomes and celebrates the diversity of our member schools; we expect member schools to create and sustain diverse, inclusive, equitable, and just communities that are safe and welcoming for all; we recognize to do so requires commitment, reflection, deliberate planning and action, and ongoing accountability. The following NAIS Principles of Good Practice for Equity and Justice provide the foundation for such an independent school community.*

- 1. The school establishes the foundations for its commitment to equity and justice in its defining documents (mission, core value, and/or philosophy statements).**
- 2. The school respects, affirms, and protects the dignity and worth of each member of its community.**
- 3. The board of trustees and the head of school articulate strategic goals and objectives that promote diversity, inclusion, equity, and justice in the life of the school.**
- 4. The school develops meaningful requirements for cross-cultural competency and provides training and support for all members of its community, including the board of trustees, parents, students, and all school personnel.**
- 5. The board of trustees and the head of school keep the school accountable for living its mission by periodically monitoring and assessing school culture and ongoing efforts in admission, hiring, retention, financial aid, and curriculum development.**
- 6. The school works deliberately to ensure that the board of trustees, administration, faculty, staff, and student body reflect the diversity that is present in the rapidly changing and increasingly diverse school-age population in our country.**
- 7. The head of school ensures that diversity initiatives are coordinated and led by a designated individual who is a member of one of the school leadership teams, with the training, authority, and support needed to influence key areas of policy development, decision-making, budget, and management.**
- 8. The school uses inclusive language in all written, electronic, and oral communication.**
- 9. The school adopts a non-discrimination statement applicable to the administration of all of its programs and policies, in full compliance with local, state, and federal law. That said, the school makes the law the floor, not the ceiling, for establishing itself as a diverse, inclusive, safe, and welcoming community for all students, staff, and families.**

*Approved by the NAIS Board in November 2012*

## ADDENDUM F

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### SURVEY RESULTS- SAMPLE RESPONSES (BELOW) AND RESPONSE DATA (SEPARATE ATTACHMENT)

#### **On curriculum:**

Yes, the teachers know it is critical for my children learn about themselves outside of what normal history books say about them as African Americans. The optimistic viewpoint from a historical perspective doesn't reflect the Black experience and our children are left to deal with that without having the chance to process their emotions and feelings about the content they are learning about

#### **On considering perspective:**

Being Caucasian, it is difficult to answer this accurately. I would feel differently if I were a different ethnicity or race. I do believe that there is an effort made to be inclusive overall, though.

Again, I think there has been a failure to meet the need to have more diversity in the teaching staff and administration. I also think the school population has become very one dimensional because of the current emphasis on high economic status

#### **On access to programs:**

No, but clearly Stanley has attracted and created a more high wealth community than when we started many years ago. It is palatable at every level. (and similar comments from those in modest income range

Stanley makes participating in programs and activities very accessible to all families. We are thankful and appreciative to even be able to attend Stanley at all. Stanley is thoroughly committed to diversity and inclusiveness and it shows in the dedication to lower socio-economic status families like ourselves who were not only offered admission to Stanley, but have for two years now been offered assistance so that we can continue to attend. Without the generosity of Stanley's financial assistance we would definitely not be able to afford a Stanley education for our children. We also appreciate the opportunity to give back and participate in the Annual Fund anonymously at a dollar amount that we can afford. As far as additional programs and activities, our socio-economic status has not limited our access to Stanley's programs and activities.

#### **On ideas:**

I believe that the students are protected from some components of reality. Because of this they may be less willing or informed to address issues of race and class as they leave the school. Change in society comes from people who are willing and prepared to speak directly to the issues

It is important that the school represents different students and teachers of different backgrounds and social/economic status. Doing the hard work of having courageous conversations and actually executing plans based on those conversations is critical. Going into diverse communities and being intentional about searching for students and teachers is a great 1st step

**On level of priority:**

I don't think it should be a top priority - I think the school already does a good job. I think key priorities should be academic excellence, teacher retention efforts, and making sure the school is competitive with other schools in the area (on all fronts - academics/curriculum, technology, arts, sports, etc).

Yes. My sense is that we aspire to create an inclusive community, but we haven't fully succeeded yet. From what I see around school and hear about the ways that kids interact, students who feel that they are not part of the majority culture (either because of a visible difference like race or a perceived difference like socioeconomic status) often seem to be somewhat on the margins of school life.

RECOMMENDED READING

**1) NEA Delegates Honor Charleston Shooting Victims and Move to Confront Racism**

By Cindy Long

neaToday

July 3, 2015

<http://neatoday.org/2015/07/03/nea-delegates-honor-charleston-shooting-victims-and-move-to-confront-racism/>

“The National Education Association opened its Annual Meeting and Representative Assembly today by honoring the victims of the shooting rampage in Charleston, SC, and by recommitting its nearly three million members to confronting racism in our country...

Following the tribute, [NEA President] Eskelsen García asked delegates to begin the meeting by ‘remembering that to ensure that our members and the students they serve have the opportunity to live and grow in a just and fair world, we must be willing to take risks, have tough debate and make difficult and challenging decisions.’”

**2) 11 Ways White America Avoids Taking Responsibility for its Racism**

By Dr. Robin Diangelo

Alternet

June 16, 2015

<http://www.alternet.org/news-amp-politics/11-ways-white-america-avoids-taking-responsibility-its-racism>

"The two most effective beliefs that prevent us (whites) from seeing racism as a system are:

1. that racists are bad people and
2. that racism is conscious dislike;

if we are well-intended and do not consciously dislike people of color, we cannot be racist. This is why it is so common for white people to cite their friends and family members as evidence of their lack of racism. However, when you understand racism as a system of structured relations into which we are all socialized, you understand that intentions are irrelevant. And when you understand how socialization works, you understand that much of racial bias is unconscious. Negative messages about people of color circulate all around us. While having friends of color is better than not having them, it doesn't change the overall system or prevent racism from surfacing in our relationships. **The societal default is white superiority and we are fed a steady diet of it 24/7. To not actively seek to interrupt racism is to internalize and accept it.** [emphasis added]

### 3) Can Racism Be Stopped in the Third Grade?

By Lisa Miller

New York Magazine: Science of Us

May 19, 2015

<http://nymag.com/scienceofus/2015/05/can-fieldston-un-teach-racism.html?mid=fb-share-scienceofus>

"Under the spell of color-blindness, previous generations have tended to avoid race as a subject, hushing their children when they refer to playground playmates as 'brown,' believing that by not acknowledging race in public they were enacting a desire for equality for all. In fact, in the academic literature, 'color-blindness' now refers to the reluctance to address race, not the ideal of casual intermingling.

For advocates of a new approach, that reluctance can be devastating — a refusal to acknowledge the full humanity of others. Racial minorities have developed their own invisible boundaries, too, passed down through



generations, around what one says about race, to whom, and where. As they grow up, individual members of racial minorities learn to 'code switch' — to toggle between what is expected of them in their home environments and at school and work, an adaptation to living in a largely white culture. And the cumulative result of all these unspoken constraints is a nation of fellow citizens who are foreigners to each other, mute xenophobes whose hearts rush to their throats when a racially charged comment or conflict, or even curiosity, arises."

#### **4) When Whites Just Don't Get It**

NY Times

August 30, 2014

<http://www.nytimes.com/2014/08/31/opinion/sunday/nicholas-kristof-after-ferguson-race-deserves-more-attention-not-less.html>

In the first installment of a series of provocative articles, columnist Nicholas Kristoff quotes a number of statistics that reveal that real progress in racial equity remains elusive. He concludes, "So a starting point is for those of us in white America to wipe away any self-satisfaction about racial progress. Yes, the progress is real, but so are the challenges. The gaps demand a wrenching, soul-searching excavation of our national soul, and the first step is to acknowledge that the central race challenge in America today is not the suffering of whites."

ADDENDUM H

**SBPS Demographics- 15/16**

GRADES	2013-2014			2014-2015			2015-2016	
	#	SOC	% SOC	#	SOC	% SOC	#	SOC
K	45	11	24.4%	43	13	30.2%	48	15
1st	49	14	28.6%	53	13	24.5%	50	16
2nd	50	17	34.0%	51	14	27.5%	55	15
3rd	45	11	24.4%	45	16	35.6%	49	15
4th	52	13	25.0%	47	11	23.4%	51	19
5th	53	18	34.0%	53	13	24.5%	47	11
6th	49	9	18.4%	50	13	26.0%	54	15
7th	46	12	26.1%	48	9	18.8%	50	13
8th	52	15	28.8%	46	12	26.1%	44	8
	441	120	27.2%	436	114	26.1%	448	127

**Trends, 2010- 2015**

	2015-2016		2014-2015		2013-2014		2012-2013		2011-2012	
	%	#'s	%	#'s	%	#'s	%	#'s	%	#'s
Multi-Racial	16.7%	74	13.7%	60	17.0%	75	14.5%	62	13.0%	56
Hispanic	2.7%	12	2.7%	12	2.7%	12	3.0%	13	3.0%	13
African American/Black	6.1%	27	6.4%	28	4.3%	19	7.0%	30	7.0%	30
Asian	2.3%	10	2.1%	9	2.7%	12	2.7%	11	4.0%	17
Middle Eastern	0.7%	3	0.7%	3	0.5%	2	0.9%	4	0.8%	3
Pacific Islander	0	0	0.0%	0						
International	0	0	0.2%	1						
Other	0	0	0.9%	4						
Native American	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	28.4%	126	26.7%	117	27.2%	120	28.1%	120	27.8%	117
Total Students										
		444		437		441		427		441

**Professional Community, 2015/16**

Faculty of Color: 13%

Overall staff of color: 11%

