

**COMMITTEE ON INCLUSION
REPORT TO THE BOARD OF TRUSTTES
OF CHILDREN’S DAY SCHOOL
May 31, 2007**

Introduction & Purpose

The Board of Trustees authorized the formation of the Committee On Inclusion (COI) in August 2006 as a subcommittee of the Board Strategic Planning Committee with a mandate to research and develop a strategic plan for the school to improve its racial and ethnic diversity.¹ The Board did this in response to concerns raised by parents, faculty, administrators and board members that the school was losing some of the racial and ethnic diversity that the school can ill afford to lose given its commitment to being a community that nourishes and celebrates diversity and historic attention to the importance of meaningful diversity.

In addition, the departure this year and last of a number of children and faculty of African-American descent, the relative paucity of Latino children in a school which prides itself on being part of the Mission neighborhood and several reported incidents of racial/ethnic bias and insensitivity during and after the 2005-2006 school year have underlined the relative fragility of CDS’s current racial and ethnic diversity and the need for a more pro-active approach if the school hopes to fulfill our stated values of being a community that nourishes and celebrates diversity.

The COI has met 14 times over the course of the school year to learn from administration and staff officials about the school’s admission processes, sliding scale tuition program, preference policies, financial condition and fiscal challenges, and the demographic profile of its faculty, administrators, and student body. Additionally, individual members of the committee and working subgroups of the committee have spent hundreds of hours researching, studying, and cataloging the issues surrounding meaningful diversity at independent schools. The COI has also worked with the head of school to understand his recommendations for bringing the school closer to its original vision of diversity and inclusion.

Beyond the immediate CDS community, the COI has sought out and studied exemplary cases of other independent schools that have launched serious ongoing efforts to increase racial and ethnic inclusiveness. From studying the policies of these schools, the COI has culled a catalog of best practices on diversity that has broadly informed the recommendations presented in this report. The committee studied the diversity programs of these institutions and in some cases interviewed school representatives extensively to glean lessons from their experiences that may benefit CDS’ efforts. Among the schools consulted were Park Day School in Oakland, CA; Synergy School, in San Francisco; the

¹ The COI was constituted to include representatives of the board, administration, faculty, and parents with as much diversity as possible. The full roster of the COI is shown in Appendix A.

Bush School, in Seattle, WA; Marin Country Day School, in Corte Madera, CA; the Urban School, in San Francisco; and the Manhattan Country School, in New York City.

Background To Findings

When it incorporated in 1996 as an independent, non-profit institution, the vision of Children’s Day School (CDS) emphasized child-centered, activity-based curricula and instructional practices that balanced academic goals with the social and moral development of its students. An essential element of CDS’s founding vision was that the school would encourage and nurture diversity, social justice, and active participation in the communities surrounding it.

Since its incorporation, the many challenges that confront small, independent schools (financial, organizational, and infrastructure, among others) have tested CDS in many ways. However, the work, commitment, and dedication from the Board of Trustees and the CDS community has helped the school not only to weather these challenges but to continue to grow and even to flourish.

The strategic visioning process that the school undertook in 2003-2005 reinforced CDS’s commitment to a diverse community where children of all backgrounds are supported in discovering their unique talents while working together to make a difference in their community and in the world at large. In this vein, CDS is justifiably proud of its demonstrated commitment to economic diversity, boasting the highest allocation of resources to this goal of any independent school in the Bay Area.

According to NAIS statistics, CDS appears to be a relatively diverse school when compared to other Bay Area independent schools. The school’s own statistics show that the non-white proportion of the student body has increased over the past several years with children of color expected to represent more than a third of the 2007-8 enrollment. The COI believes that the statistics imply greater racial and ethnic diversity than in fact exist in our student body, but the upward trend in non-white students is nonetheless an achievement of which the school can feel proud.²

However, the school’s achievements in the area of racial and ethnic diversity look more like a glass half full when compared to the diversity of school-age children living in San Francisco and to its commitment to reflecting the diversity of the surrounding community. According to a 2001 study of local census data by Stanford University’s Center for Comparative Studies in Race and Ethnicity, 77% of the children in San Francisco are children of color, including 17% who are multiracial, while the remaining 23% are white. Currently at CDS, white students account for 67% of the student body,

² Admissions Director, Aimee Giles, has advised the committee that the statistics on diversity she has supplied to the COI and presented to the board over the past few years were derived from data collected for the purpose of meeting NAIS reporting requirements. After further analyzing the NAIS methodology, Aimee has concluded this data does not necessarily represent the most accurate portrait of diversity in that it mixes self-reported race/ethnicity with observations and other sources of data. Aimee recommends that the question of how the school collects and reports data on diversity be studied further and revised accordingly.

while 33% of CDS families are identified as students of color.³ The single largest contingent (nearly 40%) of the students of color category at CDS is multiracial students. Latino, Asian, and African-American students are under-represented. There are only five African-American students at CDS, 20 Asian students and 21 Latino students.

In the preschool, 8% of the students are Latino; 11% are Asian; there are no African-American students; and 17% of the students are multiracial. In the elementary school the family profile is 6% Latino; 5% Asian; 4% African American; and 14% multiracial. In the middle school, Latino students are 13%; Asians 10%; African-Americans 3%; and multiracial students are 6%.⁴

The statistics above reveal that much of CDS's current diversity is represented by multiracial children, many of whom do not identify strongly with a particular racial or ethnic group. While the presence of these families and their children adds a richness to life at CDS, it is not a substitute for achieving a sustainable presence of more traditional racial and ethnic diversity including African-Americans, Latinos and Asians.

In addition, the lack of racial and ethnic diversity among the faculty and administrative staff is glaring: there are no African-Americans currently on staff and relatively few Latinos or Asians. The absence of racial and ethnic diversity among the adults employed by the school is particularly acute in the elementary school where only one head teacher is a member of a racial or ethnic minority.

The Importance of Focusing on Racial and Ethnic Diversity

The members of the COI have learned that it is possible for a school to achieve a measure of diversity as CDS has without being able to support and nourish it adequately. The result can be a school where the racial and ethnic diversity that exists is relatively fragile in the sense that the departure of even one student of color in a class can cause a significant loss of diversity that has the potential to make the remaining students of racial and ethnic backgrounds feel less secure, and so on. In this situation, the first children who are likely to leave are the African-American, Latino or Asian children who must grapple with the challenge of having to deal with a racial or ethnic group identity and negative stereotypes in the outside world without the support necessary to help them address these challenges. To translate the achievement of visual diversity into a culture that supports racial and ethnic diversity in a sustainable way requires a comprehensive, long-term commitment based on a clear strategic plan, something CDS currently lacks.

The COI's research into best practices has shown that independent schools that have successfully created a school community that supports healthy populations of African

³ "Racial/Ethnic Diversity and Residential Segregation in the San Francisco Bay Area," Alejandro Lopez, CCSRE Race and Ethnicity in California : Demographic Report Series, 2001; Center for Comparative Studies in Race and Ethnicity, Stanford University .

⁴ See note "2" above on the issues inherent in the way the school's statistics on diversity have been reported.

Americans, Latinos and Asian Americans have had to put this effort at the very center of their institutional focus and have woven this commitment into every component and aspect of school life. In every instance, the school leadership has sent clear and unwavering messages that those at the top are not only leading and endorsing the push for change but constantly discussing with the community why it is critical to the school's mission.

The best practices of other independent schools clearly indicate that if CDS' efforts are to be successful then we must make a comprehensive push for change simultaneously on many fronts. Curricula, staff training, community outreach, teacher support, administrative leadership, financial resources, etc., all need to be part of the same determined effort to become a truly inclusive and diverse educational environment. As one CDS parent who also sits on the COI puts it: "We need to have it so intrinsic to the culture of the school that people both know that they have to speak out about race and inclusion, and know they are empowered to do so... We want consistency at every level of the school so that it is so intrinsic to the culture of CDS that inclusion and taking responsibility for it is systemic and universal."

As we look toward building a Children's Day School that more nearly fulfills the promise of its vision, mission and philosophy, we are building on enormous accomplishments by those who have given their time, labor, and resources to the school's success over the past 12 years. We are also strengthening our identity as "a community that is committed to diversity, social justice and to an educational program that is academically sound, innovative and engaged with the communities that it serves." This opportunity to reinvigorate and reclaim that identity should be a seminal moment in the ongoing success of CDS.

RECOMMENDATIONS: A Pluralistic Vision for CDS

CDS is clearly committed to fulfilling its mission of being a place “where children of all backgrounds feel safe to be themselves.” But we can only truly fulfill our mission if we acknowledge that a superb educational environment for all CDS children (whites and non-whites alike) must have a strong component of racial and ethnic diversity. CDS children benefit from their daily interaction with peers who belong to different racial and ethnic groups. We believe that the evidence is clear that CDS children will benefit more as the number of these peers belonging to different racial and ethnic groups increases, particularly with respect to the inclusion of African American, Latino and Asian children. These interactions enhance their education, their understanding of themselves and their overall preparation for the wider world.

In addition, our research has underlined the importance of CDS children seeing this wider, pluralistic world reflected in the faces of the adults in authority at our school—head teachers, administrators, trustees, etc. It is very important that our children, regardless of their racial background, skin color, or ethnicity have an array of positive adult role models as part of their education.

Most if not all of the recommendations of the COI stem from one unifying vision that we believe the school needs to embrace as its most important long-term goal, namely that **in ten years, no one racial or ethnic group will be a majority at CDS and no one child will be asked to represent a group** to his/her class or community. This is fundamentally a pluralistic vision, one which we believe reflects and embodies CDS’s core values and mission.

The COI’s research shows that if CDS is to realize its founding vision of sustainable racial and ethnic diversity that is an intrinsic part of the school, the Board of Trustees will have to lead by consistently and consciously prioritizing diversity (particularly racial and ethnic diversity) in its planning and regularly communicating these priorities to the school community, as well as to our neighboring communities.

The recommendations that follow are intended to be the blueprint for the school to achieve this pluralistic vision:

A. BOARD & ADMINISTRATION

1. Leadership Role

Long-Term Recommendations: The board and the administration, in each of their respective roles, must take a more direct and visible leadership role in diversity and inclusion at CDS and better communicate its positions to all stakeholders.

Current State: The board is not seen as prioritizing diversity and inclusion in its leadership, nor is it seen as modeling diversity and inclusion. Aside from the CDS mission and value statements and appropriate oversight of admissions and hiring, the board has not set any specific policies or benchmarks for diversity. The administration could be seen as having a more coherent and consistent diversity strategy that it is prioritizing and communicating.

Short-Term Objectives and Strategies:

- a) The board should make CDS’ diversity mission a priority and take an active and ongoing role in helping to build and sustain diversity and inclusion at the school.
- b) The board should put in place specific benchmarks for evaluating its own and the school’s diversity efforts and institute regular evaluation processes for reviewing progress and recommending changes.
- c) The board should create a letter for new and prospective parents describing the school’s core commitment to diversity and this letter should be included in application packet.
- d) The administration should send strong and consistent signals that diversity and inclusion are core to the CDS mission.
- e) Senior members of the administration—especially the head of school—should maintain their visible participation in the ongoing process of building and sustaining diversity at CDS.
- f) Administration should help foster CDS’ school culture by being proactive in its communications about diversity and inclusion; e.g., the administration should develop an updated version of Rick Ackerly’s *The Solution, Not the Problem* article as part of marketing package
- g) Speeches and/or talking points should be developed around diversity and inclusion to aid senior administration members how we got to where we are; where CDS is going; challenges to getting there, etc.

2. Recruitment of Diverse Board Members

Long-Term Recommendations: The board should commit itself to increasing its own racial and ethnic diversity to demonstrate leadership in modeling the value the school places on diversity. The administration should also diversify itself, to the extent possible given its limited size, to model stated school values. In both cases, the Board and Administration should commit themselves to actively recruiting candidates that reflect the diverse populations and geographic and historical setting and from which the school draws its families.

Current State: Current board does not meet the goal in the CAIS application of at least 25% people of color. The Board has not had any open LGBT members in recent years. The administration is not racially diverse.

Short-Term Objectives and Strategies:

- a) Set a clear and aggressive timetable for increasing the percentage of Trustees of color to at least 40% so that the board can demonstrate leadership on racial and ethnic diversity (the COI recommends 2-3 years).
- b) Add to the board's annual contract of commitments to the school that each Trustee shall aggressively recruit more people of color to join the board.
- c) Administration should create an active networking mechanism within one year to aggressively recruit racially and ethnically diverse staff including at senior levels.
- d) Administration should ensure that staff of color are made aware of and participate in the recruiting process for all administration openings.

3. Establishment of a Standing Committee on Inclusion & Diversity

Long-Term Policy Recommendations: Establish a standing Committee On Inclusion and Diversity (COID) that would oversee the implementation of the COI recommendations accepted by the Board and report regularly to the board on the progress of CDS' diversity and inclusion work.

Current State: Notwithstanding the Board's temporary authorization of the current COI for strategic planning purposes, institutional support for the Diversity Director appears to be inadequate and to need strengthening.

Short-Term Objectives & Strategies:

- a) Create the COID to oversee diversity work at CDS and report annually on the status of this work. The committee should be chaired by a member of the Board and consist (at a minimum) of at least three other board members, the assistant head of school, the Director of Admissions, the Diversity Coordinator, as well as teachers and parents from each part of the school who themselves represent the school's desired diversity, i.e. no single group is a majority and racial and ethnic minorities are well-represented.
- b) While the COID should interact and work with the PTTA, the committee should not be an extension of the PTTA but rather a board sanctioned body that is charged with the oversight and implementation of the school's strategic plan for enhancing racial and ethnic diversity.

4. Training/Education

Long-Term Recommendations: Develop a training/education plan for the board focusing on diversity and inclusion that combines self-study and more formal training sessions periodically. Also develop a training/education plan for the administration focusing on diversity and inclusion that combines self-study with more formal sessions periodically.

Current State: Board members have not received any specific training or education related specifically to diversity and inclusion.

Short-Term Objectives and Strategies:

- a) Board training activities should be issue-specific (e.g., how to make the board’s leadership role more actionable)
- b) Administration training activities should be issue-specific (e.g., how to handle bias incidents).

5. Community Impact & Communication

Long-Term Recommendations: Improve the board’s communication skills and develop a more systematic approach to communicating with all CDS constituents about diversity issues. Increase board awareness of the impact board decisions will likely have on all stakeholders and how best to communicate the reasons behind decisions.

Current State: Board communication with the CDS community about diversity issues is not consistent and not always clear.

Short-Term Objectives and Strategies:

- a) Create a standing board Communications Strategy Committee to examine ways to improve internal and external communication and gather feedback from the school’s stakeholders.

6. Evaluation

Long-Term Recommendations: Board and administration should include diversity and inclusion efforts at CDS as central issues in their self-evaluations. The results of these evaluations should be thoroughly analyzed and discussed at regularly scheduled board meetings, and, if deemed appropriate, shared in some way with the broader community.

Current State: Although called out as central to the school’s mission, diversity and inclusion efforts are not currently a benchmark for judging the performance of either the board or the administration.

Short-Term Objectives & Strategies:

- a) Create ongoing (informal) and scheduled (formal) forums for the board to share plans with, hear concerns of, get feedback from, and answer questions from the CDS community about diversity issues. Some of these could be part of Back to School Night and other events. Others could be special meet the Board events.
- b) Add questions specific to diversity and inclusion to the existing board self-evaluation process.
- c) Add questions specific to diversity and inclusion to the existing administration self-evaluation process.
- d) Determine if the data gathering process used for the capital campaign is a best practice that should be replicated to assess the CDS community’s attitudes and

feelings about the schools achievements and goals in the area of diversity and inclusion.

B. ADMISSIONS AND SLIDING SCALE TUITION

1. Admission Practices

Long-Term Policy Recommendation: No one racial or ethnic group should be a majority at CDS, and no one child should have to represent a group by him or herself.⁵ This should be true for the school as a whole within 10 years.

Current State: CDS policy gives admissions and sliding scale preference to siblings and children of staff and trustees (currently a predominantly white group). CDS seeks gender and age balance within classrooms, but has no explicit policy of requiring racial and ethnic balance. Other schools studied have more explicit policies.

Short-Term Objectives & Strategies:

- a) After following the preference given to siblings and children of staff and trustees, give the next preference in admissions and sliding scale to families who increase the diversity of CDS. In this context, diversity may include race and ethnicity, sexual orientation, economic condition and family structure.
- b) The make-up of incoming preschool groups should be consistent with the long-term policy recommendation of having no group in the majority.
- c) As often as possible, replace students lost to attrition with students who increase diversity at CDS.
- d) Make every effort to have at least one person of color involved in reading applications and be visible and available to families throughout the application process

2. Community Participation and Outreach

Long-Term Policy Recommendation: CDS should be an active citizen in its neighborhood and in San Francisco at large, making itself a leader and a resource on issues involving children and families.

Current State: CDS has some relationships with some neighborhood schools and organizations including a successful relationship with the neighboring Boys & Girls Club, and has a nascent service learning program.

⁵ The COI recognizes that the second part of this goal may be difficult to achieve in each class for the racial and ethnic groups that represent relatively small portions of the area's school age population (i.e. <5%).

Short-Term Objectives and Strategies:

- a) Require community participation by members of the senior administration and faculty, e.g., sitting on local boards or attending meetings of neighborhood groups.
- b) Recruit leaders from community organizations serving people of color to serve on CDS Board committees or on the CDS Board.

3. Financial Resources

Long-Term Policy Recommendation: Over the next ten years, CDS should raise an endowment adequate to fund the needs of all admitted students so that at the school does not have to turn away students who would add to our diversity.

Current State: Given current commitments to existing families, CDS' current ability to offer sliding scale tuition to incoming preschool families is extremely limited, reducing flexibility in meeting diversity goals in admissions. COI research revealed that availability of financial aid is unavoidably linked to any school's ability to recruit families of color.

Short-Term Objectives and Strategies:

- a) Begin immediately to raise an endowment, even if near-term the funding ability may be modest.
- b) Increase the amount of cash expenditure on Sliding Scale assistance year over year.

4. Communication

Long-Term Policy Recommendations: Revise, even if only slightly, the current CDS Mission Statement and Values Statements to actively address diversity work as part of the school's mission and values; expressly state the school's anti-racist and anti-bias position and commitment to socio-economic diversity. Anti-bias needs to be broad but focus explicitly on race and ethnicity as well as other types of bias (e.g., homophobia, adopted children)

Current State: CDS Mission Statement and values statements do not explicitly address inclusion or speak to racial and ethnic diversity (or other specific types of diversity). CDS marketing materials lack explicit references to a multicultural education and community or to anti-bias, anti-racism policies and values.

Short-Term Objectives and Strategies:

- a) Form task force charged with rewriting the Mission and Values Statements to implement the above recommendations.
- b) Use a marketing consultant to help revise the school's marketing materials so that they appropriately highlight our commitment to racial and ethnic diversity.

5. Evaluation

Long-Term Recommendations: The newly formed Board Committee On Inclusion and Diversity should conduct an annual survey to help systematically assess what has worked well and what needs improvement in areas of school culture or school community.

Current State: There is no overall community assessment from which to gather feedback on inclusion and diversity.

Short-Term Objectives and Strategies: same as long-term recommendation

6. Messaging and Identity

Long-Term Policy Recommendation: CDS marketing efforts and public message should successfully communicate the school's mission of diversity and inclusion.

Current State: Although CDS is a leader in economic diversity among independent schools and regarding LBGT families and staff, and has made strides toward more racial, and ethnic diversity, CDS does not have a public identity as a school that is especially supportive of [racial] diversity. African-American, Asian, and Latino families in particular are badly under-represented. Mixed-race families are somewhat better represented. Relatively few families of color attend school tours, fewer apply, and fewer still accept offers in preference to competitive schools.

Short-Term Objectives and Strategies:

- a) Hire a marketing consultant to review CDS marketing efforts and to put together a targeted campaign to communicate the school's values and especially its commitment to diversity.
- b) Prioritize aggressive outreach to African-American, Asian, and Latino families in particular.

C. FACULTY & PROGRAMMING

1. Professional Development & Training

Long-Term Policy Recommendations: Every teacher, administrator, and staff member should feel comfortable inspiring dialogue and creating curricula around diversity and inclusivity.

Current State: Many faculty members, administrators, and staff are not comfortable dealing with issues of racial and ethnic diversity (or other areas of diversity). They have not had sufficient training in these areas and consequently many avoid these issues, do

not incorporate much of it in their teaching, or feel that it is not appropriate for them to address these issues when they arise among the student population.

Short-Term Objectives & Strategies:

- a) Hire a professional to train faculty on issues regarding race and ethnicity such as anti-bias/racism; handling and learning from bias incidents, etc. Some dimension of this training should be a part of the annual staff professional training calendar.
- b) Continue to do in-house training covering race, ethnicity, multi-cultural and anti-bias education.
- c) Encourage faculty and staff participation in organizations such as People of Color in Independent Schools (POCIS); and the NAIS People of Color conference.

2. Curriculum

Long-Term Policy Recommendations: CDS should have its own grade-specific anti-bias curricula that focuses on race, ethnicity, family structure, and multiculturalism and these curricula should be taught throughout the school every year.

Current State: Diversity and inclusion already permeate various aspects of curricula and classroom activities, but is often dependent on the individual teacher. These efforts should be institutionalized to a greater degree and made a part of the central core of the school programs.

Short-Term Objectives & Strategies:

- a) Create grade-specific anti-bias curriculum that focuses on race, ethnicity, and multiculturalism (along with other forms of anti-bias and inclusion).
- b) Provide funding for diversity related support materials such as books, multi-media, field trips, teacher workshops.
- c) Ensure that the library has multi-cultural teaching materials that teachers are aware of and can utilize in the classroom
- d) Engage a multi-cultural curriculum specialist as a consultant as we develop grade specific curricula.

3. Faculty Recruitment and Retention

Long-Term Policy Recommendations: Create a substantially diverse faculty that has members that are African-American, Latino, Asian, and multiracial. Strive to ensure that no single faculty member is the sole representative of a major racial or ethnic group.

Current State: Currently there are no African-American faculty; one Latina head teacher; one multiracial (Native American and white) head teacher; and one Asian head teacher. The faculty and administration do not appear to be visually diverse, which is important to applying families, candidates for staff/faculty and for existing school community.

Short-Term Objectives & Strategies:

- a) Establish a policy that at least two prospective faculty of color are interviewed before filling any new faculty opening.
- b) Hire a consultant specializing in recruiting faculty of color to assist the administration in its efforts until best practices are institutionalized and we have results to back this up.
- c) Incorporate questions about multicultural education and teaching a racially diverse student body in interviews with potential faculty members.
- d) Adopt a policy that at least one person of color must be involved in the interviewing and hiring process for any new faculty.
- e) Provide additional support for the Assistant Head in managing the recruitment and hiring process.
- f) Cultivate and support a networking group with diverse acquaintances who could help bring in potential diverse talent.
- g) Established more structured check-ins for new teachers (every three months).
- h) Establish buddies for new teachers.

4. Bias Incident Protocol

Long-Term Policy Recommendations: A school-wide, clearly stated protocol for handling bias incidents should be developed by senior administration and faculty.

Current State: There is no clearly stated protocol in place to address bias incidents. It has been alleged that serious bias incidents at the school are sometimes not reported by teachers and staff to the head or assistant head. Teachers and staff are not systematically trained to deal with bias incidents. Some faculty members have resisted reporting bias incidents out of concern over possibly stigmatizing a child. Unreported bias incidents can potentially expose the school to serious liability.

Short-Term Objectives & Strategies:

- a) Senior administration, in consultation with senior faculty, should promptly develop a clear protocol for managing bias incidents. The flow of communication from staff and teachers up to the assistant head or head of school should be mandatory and there should be a standardized procedure once the senior administration is informed of the incident.
- b) Administration, faculty and staff members should be informed of this policy and given the written guidelines of the bias incident protocol.

5. Evaluation & Communication

Long-Term Policy Recommendations: Develop and distribute a survey to assess the inclusiveness of the CDS community around issues of race and ethnicity as well as other types of inclusiveness.

Current State: CDS largely relies on anecdotal data and subjective “impressions” to understand what the community thinks of the state of racial and ethnic diversity at the school.

Short-Term Objectives & Strategies:

- a) Develop and distribute a survey based on Park Day School’s model to gauge the community’s baseline beliefs and concerns regarding racial and ethnic diversity and multiculturalism in the vision and mission of the school.
- b) Use the results of this survey to nurture dialogue among the faculty and the parent community about the diversity and its role in the mission and value propositions of the school.
- c) Periodically re-assess community attitudes regarding racial and ethnic diversity by updating the survey and/or conducting focus groups.

D. PARENT & STUDENT COMMUNITY

1. School Community

Long-Term Policy Recommendations: Gather core group of parents to help educate the entire school community on the importance of diversity and inclusion work in creating a successful educational environment for their children. Institutionalize efforts to improve the retention of diverse families and faculty.

Current State: There is anecdotal evidence that not all CDS families agree on the importance of diversity and inclusion. Anecdotal evidence suggests that efforts to recruit and retain faculty of color can be improved.

Short-Term Objectives and Strategies:

- a) Create new initiatives/programs to support and help CDS retain more faculty and families of color.
- b) Build more institutional outreach/bonds with diversity organizations (e.g. People of Color in Independent Schools (POCIS); and COLAGE, and Bay Area Parents’ Diversity Network).
- c) Increase student educational events and opportunities around diversity and multiculturalism (e.g., Project Mosaics; POCIS)
- d) Encourage more PTTA focus on inclusion as core of its work.
- e) Include a statement about the school’s commitment to diversity in parent contracts and post Mission Statement and Values Statements in each classroom once they have been revised to acknowledge the importance of different types of diversity more explicitly.

2. Student Community

Long-Term Recommendations: Strive to build a fundamental understanding of multiculturalism and inclusivity in each CDS student.

Current State: The school’s current philosophical emphasis is primarily built around each student’s “unique genius” and it tends to discount the importance of the character of the larger cultural groups to which our students belong. Both are important; a supportive and accepting view of each should be encouraged.

Short-Term Objectives and Strategies:

- a) Fund greater participation in Project Mosaic which gathers students from diverse socioeconomic and racial backgrounds offsite.
- b) Create inclusive events with positive associations (e.g., Care Week, Culture Day)
- c) Introduce concepts of race/racism/bias at an appropriate, but early, age so that students begin to get comfortable discussing these very real social issues early in their CDS experience.
- d) Institute meetings between coordinator of diversity and middle school students, and elementary school students in conjunction with classroom teachers.
- e) Consider supplying a food tray for students who didn’t bring lunch or have fewer choices.

APPENDIX A. MEMBERS OF THE COMMITTEE ON INCLUSION

Rick Ackerly, Head of School and Trustee⁶
Brooks Crichlow, Parent
Bob Curley, Trustee
Michael Gast, After School Director and Service Learning Coordinator
Andrew Henry, Parent
Richard Hylton, Parent and as of 5/17, Trustee
Rebecca Kroll, Assistant Head of School
Sara O'Malley, Parent
Cathy Manshel, Parent
Kate Moses, Trustee
Matt Schwartz, Trustee (COI Chair)
Michael Silver, Parent, PTTA officer and as of 5/17, Trustee
Charlie Stephens, Director of Diversity⁷
Eric Subido, Third Grade Extended Program Teacher
Gretchen Ott, Starfish Head Teacher
Jill Yee, Parent

The following members participated for several meetings before discontinuing:

Alicia Perdue, Leaping Lizard Head Teacher
Janice (Sesheta) Hanible, Librarian

⁶ In recognition of his many duties, Rick was an ex-officio member of the COI and participated in some but not all of the discussions and was not a regular member of the COI email group.

⁷ Charlie stopped participating in April.