Table of Contents

I. Overview of Work................................................................. 3
II. Importance of a Vision......................................................... 7
III. Impact of Presence and Relationships..................................... 10
IV. Understanding Equity Issues.................................................. 16
V. Inclusive Policies and Curriculum............................................. 22
VI. Summary of Recommendations.............................................. 26
VII. Members of the Committee................................................... 28
VIII. Notes from Meetings
    a. December 11, 2019............................................................. 30
    b. November 6, 2019............................................................... 34
    c. November 20, 2019.............................................................. 50
    d. December 11, 2019.............................................................. 97
    e. January 27, 2020............................................................... 101
Overview of Work

The Charter School of Wilmington (CSW) started the process of crafting an Action Plan Committee in both a reactive and proactive decision. As many schools across the nation struggle with societal decisions around diversity, equity, and inclusion, CSW is not excluded from this plight. Rather than allowing the climate to continue perpetuating negative behaviors, the leadership team made the decision to confront and provoke conversations around identity groups, with race being the initial topic. Pulling together a representative sample of the CSW community, the work started in October with a training in how to have courageous and difficult conversations. After this training, aimed at helping committee members to address difficult topics when they arose, the team met on a regular basis four more times throughout the fall and winter months of the 2019/2020 school year. During these meetings, we discussed stakeholder feedback and crafted action steps in order to provide a succinct report to present to the CSW community as next steps in the areas of diversity, equity, and inclusion (DEI).

During our first meeting on October 16, 2019, after being trained in handling difficult conversations, we discussed the difference between an action plan and a strategic plan. As a reminder, this action plan is meant to serve a very targeted purpose with tangible items that can be addressed within different stakeholder groups. A strategic plan serves as a long-term ‘roadmap’ of sorts and is crucial for the success of an organization. The committee also answered three prompts: Hopes, Wows, & Wonders. Some of the points from this conversation will be addressed within the four actionable steps recommended within this report.

Our next meeting was held on November 6, 2019. During this meeting, we focused on the staff (both teaching faculty and administrative leadership). To guide our conversations, we conducted a SWOT (Strengths, Weaknesses, Opportunities, & Threats) Analysis. The minutes from the meeting are included at the end of this report as a reference and pertinent comments will be infused throughout the four actionable steps within this report. After sharing stakeholder comments, the team were asked to share their top priority with both stakeholder groups. We then crafted three points for each group that will be infused in the report (under the appropriate category – and marked within). When speaking about leadership, the following points were finalized as a committee:

- Become active leaders in DEI work by incorporating topics into staff meetings and PLC times, including department and leadership meetings. This would include professional development and being more strategic with the inclusion of such topics. Most
importantly, the presence and buy-in of administration is crucial in the work. (Impact of Presence and Relationships & Understanding Equity Issues)

- Craft a strategic plan that guides a more proactive approach to issues around DEI. The plan would define the purpose, mission, and vision for everything done within CSW (including, but not limited to, issues around DEI and discipline). Rationale is that admin is seen to be reactive (according to stakeholder feedback), but not necessarily proactive. (Importance of a Vision)
- Involve more explicit conversations and direct focus on issues of equity and inclusion ultimately increasing accountability across interpersonal relationships. (Impact of Presence and Relationships)

When speaking about staff (both teaching faculty and support staff), the following points were finalized as a committee:

- Become more aware of personal implicit biases and dive deeper into recognizing microaggressions and how to intercept comments and actions. (Understanding Equity Issues)
- Provide continuous opportunities for stakeholders to engage in conversations leading to enhanced relationships. (Impact of Presence and Relationships)
- Incorporate multiple perspectives within curriculum allowing for open conversation without value judgements and while meeting student needs through differentiation. This would include meeting the needs of ALL students and opening curriculum options to non-Eurocentric texts and resources. (Inclusive Policies and Curriculum)

Our next meeting was held on November 20, 2019. During this meeting, we focused on the scholars and the parents. To guide our conversations, we again conducted a SWOT Analysis. After sharing stakeholder comments, the team were again asked to share their top priority with both stakeholder groups. We then crafted three points for each group that will be infused in the report. When speaking about scholars, the following points were finalized as a committee:

- Empower scholars to move beyond self-labeling (either in a positive or negative way) and to own the strength that comes with being their individual selves. (Impact of Presence and Relationships)
- Educate scholars on the multiple aspects of diversity, equity, and inclusion (all 12 -ISMs). This might include topics such as a curriculum within health class and/or mandating some of the information presented. (Understanding Equity Issues)
- Encourage open and honest conversations around identity groups while allowing for all voices to be heard in the moment in a respectful manner around topics with disagreement present. This would include how to address internalizing and how to face difficult topics. (Impact of Presence and Relationships)

When speaking about parents, the following points were finalized as a committee:
• Provide information on how to support the whole child and the impact of stress and trauma on achievement. (Understanding Equity Issues)

• Allow for opportunities to support one another with navigating CSW. This might include parent support groups and/or other opportunities to learn about available options for the students and what to expect. (Impact of Presence and Relationships)

• Explicitly encourage opportunities for partnership among all stakeholders - parents as partners. This would include helping students to become self-advocates and exploring better forms of two-way communication. (Impact of Presence and Relationships)

Our next meeting was held on December 11, 2019. During this meeting, we focused on the last two stakeholder groups: Board members and community members. To guide our conversations, we again conducted a SWOT Analysis. After sharing stakeholder comments, the team were again asked to share their top priority with both stakeholder groups. We then crafted three points for each group that will be infused in the report. When speaking about Board members, the following points were finalized as a committee:

• Actively participate in CSW activities, including being present and transparent with roles - ultimately leading to a more proactive rather than reactive leadership. This will include governance structure and understanding the roles and responsibilities of the Board. (Impact of Presence and Relationships)

• Craft and execute a strategic plan leading toward all stakeholders working toward the same vision and mission. (Importance of a Vision)

• Review and analyze policies around diversity, equity, and inclusion within CSW (ie, admissions, grades, phasing, discipline, etc.). (Inclusive Policies and Curriculum)

When speaking about community members, the following points were finalized as a committee:

• Encourage more participation and relationship building among all community members while realizing that the pressure for CSW students is immense. (Impact of Presence and Relationships)

• Recruit more support, both financially and socially, for the CSW community. This would include utilizing alumni resources/stories and creating a historical timeline of successes and outcomes. (Impact of Presence and Relationships)

• Allow the community to be the liaison between stakeholders - without the support of the community, no policy and/or award can support the future potential of CSW. (Impact of Presence and Relationships)

Our last meeting was held on January 27, 2020. During this meeting, we finalized our final four actionable objectives to be included in this report. As you continue reviewing the report, please note that committee comments are included (and should be taken as perception) as well
as possible action steps to be able to accomplish the objectives listed. Before ending the work on January 27, each committee member committed to being a continual advocate for the CSW community, especially within the DEI realm. You will see some of their commitments throughout this report and a complete list can be found in the meeting notes at the end of this report.
Importance of a Vision

A Strategic Plan of an organization sets the vision and roadmap for the work and direction of the agency. This plan should be considered a living document and one that all stakeholders are active in executing. Aside from setting the vision, it also includes the mission and needs analysis to ensure success for the students the school serves. It should be known and internalized by all stakeholders while serving as a frame of reference and being applied in the daily operation of the school. Without a vision, everyone within the agency creates their own vision. Sometimes these visions match, while, more often, they do not. Even with a group of committed individuals with the best of intentions, an agency without a clear direction will often seem splintered from both the inside and outside perspective. It was obvious throughout our committee meetings that there is a lack of a consistent vision to best meet the needs of the scholars at The Charter School of Wilmington.

When looking at the Hopes, Wows, and Wonders from our first meeting, one of the hopes from the committee was for CSW to come together and work as one toward a common vision – this directly shows the importance of crafting a strategic plan that solidifies the vision of CSW. Also very telling, were a couple of the wonders that came from the group: Will our efforts actually pay off or will things remain the same? What influence does the report/plan that we create have on CSW? Both of these questions relate to the idea of taking stakeholder direction to incorporate into a vision and, ultimately, a strategic plan. It is crucial for the agency to listen to the committee feedback and guide the process of creating a streamlined strategic plan.

Throughout our time together as a committee, there was mention of a mission (relating to college-preparatory curriculum) as well as a vision (referred to as ‘Caps Truths’); however, there was a significant amount of confusion around both of these and whether they are still being upheld and how they were crafted. It was also mentioned that the core beliefs for the school have shifted with every new President. Having had multiple Presidents, this means there have been multiple interpretations of the CSW vision. If the school had a common vision and mission within a strategic plan, new staff would not have the prerogative to change it without a committee of representative stakeholders. This would also allow for clear direction for the new staff members – leading to a more effective environment. Very few individuals (including committee members that are seen as active members of the CSW community) could articulate the vision for CSW. Remember that a strategic plan, including the school mission and vision, are best executed when multiple stakeholders are involved in the process.
When looking at how each stakeholder group can be involved within this action step, it is imperative to include all stakeholders with equal opportunities to participate in the discussion and solicit feedback from their represented groups. When deciding upon a final product, work toward consensus as much as possible in order to achieve ‘buy-in’ from the entire CSW community. It would be detrimental to start this work without the involvement of all stakeholder groups from the onset.

When speaking directly about the role of leadership, some of the committee felt that DEI is being treated as a ‘fad’ and that more steps are needed. If the vision is set with a DEI lens, the work being accomplished will not be seen as an initiative; rather, the work will be seen as imperative to accomplish the goals of CSW. Because of some of the comments, one of the key takeaways for leadership specifically was to craft a strategic plan that guides a more proactive approach to issues around DEI. The plan would define the purpose, mission, and vision for everything done within CSW (including, but not limited to, issues around DEI and discipline). Rationale is that leadership is seen to be reactive (according to stakeholder feedback), but not necessarily proactive. A plan of action allows for more deliberate, and guided, decision making.

When speaking directly about the role of the Board within this finding, the committee shared that the mission statement is not clear and/or clearly communicated. Some of the key takeaways when speaking about the Board were to have a focus for member recruitment (which would be guided by the vision of what CSW hopes to accomplish) and one of the priority steps agreed upon was to craft a execute a strategic plan leading toward all stakeholders working toward the same vision and mission.

When speaking directly about the role of the community within this finding, one of the key takeaways was that the community needs to understand the vision of CSW in order to support. Without knowing what CSW stands for, the community is left to determine that on its’ own – leading to deeper confusion and misinterpretation.

While creating your strategic plan, it would be beneficial to consider admissions and hiring processes. There were comments about both impacting your ultimate success within The Charter School of Wilmington. Another comment that was made during the committee meetings was that past practice and what has always been done can no longer be the standard moving forward. Again, once you solidify a direction, it will be much easier to move in that direction. If you don’t know where you want to be, you will never know once you get there.

With feedback from the committee, we feel strongly that crafting a strategic plan, in partnership with all stakeholder groups, that includes the vision and mission of The Charter School of Wilmington will lead to long-term success. We would strongly recommend crafting a strategic plan that is rooted in equity and inclusion. Rather than allowing for one goal to be
around issues of DEI, consider creating an entire plan rooted in providing an equitable and inclusive environment. When crafting a strategic plan, please note that this process is lengthy – taking most schools at least six months to craft. Most strategic plans span five years with a continuous cycle of accountability and tracking of progress. It is also seen as more effective when the facilitator for the process does not come to the table with their own agenda for the work. If possible, it would be encouraged to have a non-participating member facilitate the conversations in order to craft the strategic plan. This could be a skilled staff member or community member; it is simply advised that Board members and/or key stakeholders involved in the execution of the plan are not the primary facilitator in order to ensure that all voices are heard and the process is not seen as slighted in a specific direction.

In closing the committee sessions, we asked for every committee member to commit to two statements: I will support CSW efforts within DEI by... and As a result of this action plan, CSW will... There were specific commitments attached to the idea of having a vision:

I will support CSW efforts within DEI by...

- Promoting diversity as a guiding principle for Board discussions
- Being a vocal supporter of agreed-upon action steps and working in a supportive manner with colleagues as we expand our DEI horizon

As a result of this action plan, CSW will...

- Become an institution that educates the whole child and represents the best qualities of Red Clay School District
- Be a school where addressing issues is the focus and not avoidance of the issues
- Become a safe space for kids to be themselves
- Identify specific, realistic steps that can be implemented to help all students feel like a valued and loved member of our school community

One point to make regarding the above commitments is to recognize that these are the words from committee members directly. Although The Charter School of Wilmington is authorized by Red Clay School District, it is important to remember that The Charter School of Wilmington is a separate entity.
Impact of Presence and Relationships

In order to truly understand and relate to a community, it is important for all stakeholders to be present while understanding their role within the organization. A large piece of this is having significant relationships built around trust and communication. During the action plan process and committee conversations, we saw a lack of trust between some groups and a blur between roles. It would be beneficial for The Charter School of Wilmington, in conjunction with their strategic plan, to identify and communicate stakeholder roles while holding everyone accountable for the expectations set within the plan.

When looking at the Hopes, Wows, and Wonders from our first meeting, one of the hopes from the committee was for CSW to be more inclusive within the stakeholder groups – in order to truly be inclusive, there must be a high level of trust and accountability among the relationships between stakeholders. By focusing on relationships and roles within the organization, there will be a shift in mindset allowing for deeper learning for all scholars. Within the Wow section, it was obvious that there are some good things already happening within CSW and this can provide leverage to take the school to the next level. The committee appreciated that the Board and leadership took the issue of DEI seriously and committed to doing this work. The committee was also very impressed by the scholars who came forward with their concerns. You have a wonderful base of people committed to this work within CSW and we would encourage utilizing these people to continue the movement by focusing on relationships, among other items identified within this report. It is imperative, though, when working toward the vision of having relationships and accountability at the center of your conversation, that the same voices are not guiding all conversations. This was shared in one of the Wonders: Will what I say matter and be heard and just valued because I am one of two black staff? This is a valid concern that is shared by many people of color within your organization – remember that racial battle fatigue is real and it is being experienced by some stakeholders within CSW. It is strongly recommended to create an environment where everyone can feel comfortable addressing difficult conversations and that everyone understands that it is everyone’s role to do so. This finding feeds directly into the next finding (Understanding Equity Issues) as well.

When looking at how each stakeholder group can be involved within this action step, it is crucial to identify roles for each stakeholder group so that everyone can be held accountable for their responsibilities. It is also very important to continue prioritizing relationships that will ultimately lead to a more trusting environment. Without trust, this difficult work of DEI is not going to produce change – it will simply continue to cause angst and bitterness.
When speaking directly about leadership within CSW around this finding, the committee again stressed that the administration tends to be more reactive. Although they appreciate the response, it was agreed that by moving to a more proactive approach, problems would be lessened before they became significant issues. This relates directly to the idea of roles and responsibilities because without a clear direction of what is expected from the leadership, there becomes an issue of ‘whose responsibility is it?’ There were also multiple mentions of a lack of trust between leadership and staff. The committee asked that the leadership hold staff more accountable for their relationships, or lack thereof, with scholars and other staff members. In addition to relationships, it is important for leadership to hold staff accountable during evaluation cycles to ensure that scholars needs are being met in an inclusive environment. Leadership can start this accountability cycle by holding themselves more accountable for their behaviors and relationships and setting the example for other stakeholders. The key takeaways were varied in relation to leadership – ranging from they care to they don’t care and from they want to change to they aren’t going to change. This variety of responses speaks to the lack of clarity in regard to their positions and accountability. Some of the key takeaways for leadership directly related to roles, responsibilities, and relationships were that they need to be more engaged and authentic and that there is a fear factor between leadership and staff at CSW. Two of the priority steps for the leadership align with this action finding: becoming active leaders in DEI work and involving more explicit conversations and direct focus on issues of equity and inclusion while holding everyone accountable. By ‘walking the talk’, leadership can set the example for others to follow and by holding everyone accountable with clear expectations based on their roles, stronger relationships will be built.

When speaking directly about the role of staff at CSW within this finding, the committee shared some instances of staff posting discriminatory comments on social media – leading to a divide between some of the scholars and the staff members. The committee also shared that some of the staff don’t take time to nurture relationships between some of the scholars and families – leading to misunderstandings and hostility. On the other side, some of the scholars shared that they have teachers they can talk to, if needed. After diving deeper into this idea, it was discovered that many of your scholars of color are the ones who feel as if there aren’t enough staff that understand them and/or have a relationship with them. It is not mandatory for someone to be a member of a particular identity group to empathize with a certain identity group; however, relationships and trust are the foundation to being able to bridge the gap between sympathy and empathy. This statement leads directly to one of the priority steps identified within staff: Provide continuous opportunities for stakeholders to engage in conversations leading to enhanced relationships. By encouraging and valuing these conversations, relationships will be strengthened.
When speaking directly to the role of scholars within this finding, many of the findings directly related to the next finding of understanding issues around equity. Scholars shared their need for more opportunities for safe conversations and want to help everyone understand others’ perspectives. It was also shared that many of the scholars struggle with internalized oppression because of some hurtful comments that can be heard within the community (around phasing, race, and class, specifically). One of the key takeaways was simply to find common ground and encourage allies to speak up in order to alleviate some of the battle fatigue that is occurring with some of the scholars. Two of the student priority steps align with the importance of having relationships and open communication: empowering scholars to move beyond self-labeling and to encourage open and honest conversations around identity groups with respect — especially when disagreement is present.

When speaking directly about the role of parents within this finding, the committee felt that parents were supportive of their students and ultimately wanting what is best for them. It was mentioned, though, that some of the parents blur the lines between their responsibilities and the responsibilities of the school staff. It is important for parents to recognize their role and trust in the process of education; however, in order to trust, there needs to be levels of accountability. Some of the key takeaways when speaking about the parents were to work as partners while working WITH the students rather than dictating TO the students. It was also noted that parents could do a better job with listening to their students and supporting them in the child’s wishes rather than the parent’s desires. Two of the priority items within parents focused specifically on roles and relationships: allowing for opportunities to support one another as parents within CSW and explicitly encouraging opportunities for partnerships among all stakeholders. By encouraging parents to be partners and supporting them through relationships with other parents, a strongly level of camaraderie will be built between stakeholders.

When speaking directly about the role of the Board within this finding, the committee was excited to learn about the new Board committee focused on issues around DEI. However, the committee also felt as if an increased presence from the Board at school functions as well as a better understanding of their roles within the organization would be helpful. With CSW being founded by some of the larger organizations within the Delaware community, the committee would like to see continued involvement from the founders – the Board could be instrumental in this gap – especially in the areas of fund development and community outreach. It was also shared that the Board could support with mutual respect by holding stakeholders accountable for the expectation of an inclusive environment. Many of the key takeaways in relation to the Board directly aligned with the idea of transparency in roles and more explicit conversation around issues of equity and inclusion. Some of these takeaways include a need for transparency, being more present and involved, being a strong advocate for the CSW
community, and fundraising and development needs. There was also a need for more balance among the Board members between parents and community members with direct links to the founding members of CSW. One of the priority items around Board members was to actively participate in CSW activities and having a clear understanding of roles and responsibilities of being a Board member. As a reminder, the Board sets the vision for the school community – without being involved, it is difficult to set a vision that meets stakeholder needs.

When speaking directly about the role of the community within this finding, there was not as much feedback presented. The lack of information provides valuable insight as to the community level of involvement. Many committee members shared a need to better understand what community members are/should be involved. The committee also asked for additional partnerships with community agencies in order to advocate for the CSW community. There was also a noted need for a stronger relationship with Red Clay Schools – as both the authorizer and landlord for CSW. It should also be noted that the uses of alumni within your CSW community would be extremely beneficial for everyone involved. CSW has educated some very powerful people across multiple professions – honoring their accomplishments (and not simply focusing on high-profile careers) would be a tremendous motivation for your scholars. All three priority items for the community relate to this actionable item of enhancing relationships through defining roles and responsibilities while holding stakeholders accountable. By encouraging more participation and relationship building among all community members while realizing that the pressure for CSW students is amazing will create a more supportive environment for stakeholders to thrive. By recruiting more support, both financially and socially, for the CSW community, the longevity of your program will be more secure. By allowing the community to be a liaison for stakeholders, your support network will grow tremendously and success involves significant involvement.

Having open dialogue dedicated to the issues around DEI during committee meetings was the first step in encouraging similar conversations across stakeholder groups. One of the comments made during committee work eloquently emphasized the need for these conversations: “Opening dialogue is key; having students share their experiences, obstacles, and viewpoints is very helpful. Having a staff that understands and is willing to learn various diverse experiences is also necessary.”

With feedback from the committee, we feel strongly that defining roles and responsibilities while being more present and engaged around issues of DEI will support the future of a more inclusive community within CSW. Surveys of all stakeholder groups can help keep a pulse on how different groups are feeling and will allow a more proactive approach to situations as they arise. It was shared during the committee that surveys have not been crafted and/or completed for many years – it should be noted, however, that it seems surveys were approved
to occur at a recent board meeting. Having more regular discussions with stakeholders (ie, parent ‘town halls’, student government/council, lunch & learn discussion groups) will also allow for stronger relationships to be expanded upon.

In closing the committee sessions, we asked for every committee member to commit to two statements: I will support CSW efforts within DEI by... and As a result of this action plan, CSW will... There were specific commitments attached to roles and responsibilities with a focus on relationships:

I will support CSW efforts within DEI by...

- Finding opportunities to promote DEI at school functions and as a parent of a student
- Encouraging students to speak out on pivotal issues by soliciting community funding for identified areas of need and volunteering training support to staff in areas of race relations and learning challenges
- Attending important meetings and having conversations with families regarding CSW efforts surrounding DEI. Additionally, if concerns are shared, I will openly share with CSW staff. I will encourage students in the community to investigate CSW for themselves
- Making sure I don’t lose sight of why I spoke up in the first place and be patient and trust the process. Also, by continuing to use my voice to advocate for what I believe in
- Working on my battle fatigue in regards to issues surrounding DEI and continuing open conversations with fellow staff and faculty
- Continuing to foster and encourage honesty through communication
- Being involved in the community and representing CSW (as an alumni) and advocating for position changes I see implemented in the school’s atmosphere
- Being authentic and mindful in all my conversations with our shareholders, especially with our scholars

As a result of this action plan, CSW will...

- Be a more welcoming environment for all students
- Become aware of its’ academic, environmental, and judicial needs of students, teachers, admin, and community for tangible growth and positive development
- Survey/Talk to students about their thoughts, feelings, and ideas to allow them to feel more included in the decision making and direction of CSW
- Be a better support system for students so that students feel more comfortable and safe
- Realize its’ full potential in supporting and educating and, therefore, changing the trajectory of young lives
• Be an environment where all feel heard and comfortable
Understanding Equity Issues

Bias is inherent in all of us – and not just around race. It is crucial to recognize the many facets that impact equity as well as take time for reflection and understanding of the implicit bias that lies within all of us. There are a multitude of identity groups that can be discriminated against – it would be beneficial for CSW to identify the groups chosen to focus on and dive deeper into them with professional development, mentoring, coaching, and conversation. US² has identified twelve -ISMs; however, it is absolutely appropriate for an agency to identify their primary focus areas themselves. Once the focus areas are chosen, it would be imperative for CSW to allow for open, honest conversation (stemming from the second actionable step mentioned above) with all stakeholders. Rather than condemning people for their biases (which are human), it would be advantageous for CSW to support people as they understand their biases in order to ensure that they don’t become discriminatory in how we treat others. The committee shared a lack of understanding from all stakeholder groups around issues of equity, with privileged groups sharing that they didn’t feel the need for the conversations. Remember that those with privilege don’t often see inequities around them – unless provoked with stories and honest conversation between people they trust and respect.

When looking at the Hopes, Wows, and Wonders from our first meeting, many of the hopes aligned with this action item. With responses ranging from stakeholders showing respect to one another and understanding one another to educating people about diversity and issues of equity, it was obvious that the committee was committed to focusing on these issues and had hopes of seeing this work result in a greater level of understanding. There were also hopes around helping people to recognize that this is a problem in our society – even without someone personally experiencing it. Simply because one person doesn’t experience something doesn’t mean it doesn’t exist and this work showcases that people can have different perspectives. It is strongly recommended to not only carve out time for these intentional conversations (as we mentioned above in the previous action item), but to educate everyone about the vast world of equity and the impact on different identity groups.

When looking at how to do this work, the highest priority when educating about bias is to move away from judgment and condemnation. It takes courage to speak and it is imperative that these conversations are met with open dialogue. Remember that there is a difference between honest conversation and disrespectful banter. By allowing for difficult conversations, healing starts to occur because people start to recognize the power of their words. Before starting these conversations, though, professional development and training is necessary in order to
guide the conversation in appropriate directions without retraumatizing those involved. Another topic that was apparent through gathering stakeholder feedback was the idea of fragility in addition to the privileges that some of your stakeholders have access to. Being uncomfortable is part of this work and some of the scholars interviewed shared their discomfort around these topics. The best way through discomfort is to have guided conversations and encourage staff to do the same in order to allow people to push through difficult concepts. Without recognizing and explicitly discussing these topics, they will continue to fester in harmful ways.

When speaking directly about leadership within CSW around this finding, the committee found that leadership truly wants to provide a good experience for the CSW community; however, by not having a solid understanding of DEI issues aside from race, the environment still lacks in true inclusion. Even though there is a desire to have these conversations, it should be noted that there are still some struggles within some members of the leadership team. Without a true understanding of the biases that exist within all of us and the impact of these biases, it is hard to provide a truly inclusive environment. One of the priority items within leadership directly relates to this action step: by incorporating topics into regular conversations with the stakeholders around DEI, a higher level of understanding will occur.

When speaking directly about the role of staff at CSW within this finding, the committee shared that they notice some of the staff are very engaged around this work and are advocates for moving the initiative forward. These staff members would be great leaders within the DEI realm and starting the facilitation of these discussions and trainings. The committee mentioned the need for staff to see scholars as unique individuals and resist the common response to lump students together based on identity groups. Oftentimes, we categorize things and people we don’t understand. By providing training, this need to categorize would be reduced. Another component of staff that was discussed within the committee was the idea of implicit/unconscious bias and microaggressions (ie, referring to off-brand cookies as ghetto cookies and asking girls during a powderpuff game if they would rather be shopping). By focusing on professional development and training around bias, some of these comments would be addressed – through awareness of the person saying them as well as by encouraging allies to speak up when they encounter these expressions. In addition to the above comments, religion was also brought up within the conversations. A teacher assigned lengthy homework the day of Yom Kippur – when the parent approached the teacher about the religious observance and asked for an extension, it was not granted. During a day that is supposed to be without technology and/or work, the scholar was asked to complete an assignment. The committee felt strongly that a large portion of the comments and decisions being made are because of a lack of awareness, rather than simple hatred – this is encouraging and gives even more credence to the idea of training around bias. In addition to comments being made, one
particular scholar shared their perception of staff around issues such as mental health and learning disabilities sharing that they felt as if teachers only taught one specific way and didn’t differentiate to meet their needs and/or understand their struggles. One scholar shared a comment made by a teacher, “What are you? Dyslexic?” – if the scholar happened to be dyslexic, handling it in this way would not have supported the scholar. With proper training and a focus on more identity groups beside race, this lack of awareness could be reduced. Some of the key takeaways when speaking about the staff were to work on recognizing stereotypes and microaggressions while also discussing how to address them. In order to address microaggressions, it is important to provide training and tools (as mentioned above). It was also shared as a priority for staff to become more self-aware as well as culturally-aware of others. Phasing also came up as a priority to address thought patterns related to scholars who happen to be in Phase 3 vs. Phase 5. One of the priority items within staff was to become more aware of personal biases as well as obtain a higher level of understanding around issues of DEI in order to intercept negative and/or hurtful comments. Again, this will not happen overnight, but having intentional conversations while holding everyone accountable, is the first step.

When speaking directly to the role of scholars within this finding, it is imperative to support all scholars in the work of recognizing areas that they have privilege as well as groups that they might be discriminated against simply for being a member of the identity. When polling the scholars, some of the committee members relayed that many of the white students were confused around the work of DEI and didn’t understand why we were putting a focus on something that they don’t see as a problem. In the student survey, one scholar shared that these conversations are ‘annoying the hell out of people’ – further sharing that everyone needs to eliminate the liberal agenda of ‘multiculturalism’. As was shared earlier, not seeing the problem does not mean it doesn’t exist. By having these conversations with all scholars, a higher level of awareness and, ultimately, understanding will arise. Student stories were very powerful within this category of findings. Another scholar shared being the only girl in the Drone club – her minority status caused her to leave the program. Another example that was given by many stakeholders in regard to our scholars was the idea of ‘joking around’ – microaggressions, whether intentional or not, are not funny. It was also noted that many scholars were heard using the N word and providing excuses as to why it was okay to say. It is only through understanding the impact of such statements that we can ever get to the point of not hearing them in our classrooms. Some of the key takeaways when speaking of the scholars were a need to be more open-minded and accepting while also exposing scholars to issues of inclusion aside from race. By being held accountable for inclusive actions, scholars will rise above self-labeling and learn how to advocate for others. One of the priority items within scholars was to educate scholars on the multiple aspects of diversity, equity, and inclusion,
which will ultimately lead to being able to address many of the key takeaways within the scholar conversation.

When speaking directly about the role of parents within this finding, the committee felt that some parents are very competitive in nature leading to a higher level of pressure on the scholars. It was also shared that some parents lack self-awareness and are unaware of their own microaggressions. Again, this is due to a lack of understanding and truly wanting the best for their children. It would be beneficial to provide training and informational sessions around issues of equity to the parent community in order to educate and overcome some of these observed behaviors. Similar to the scholar comment shared above, a parent was noted saying that they don’t feel DEI is a ‘significant problem’ and that ‘some folks were being overly sensitive’. Another parent shared that they don’t want to ‘dumb down standards to provide a more inclusive environment’. Comments such as these are additional reasons for open conversations around what inclusion is and what it is not. It is our responsibility as educators to support the whole child and to provide an inclusive environment for everyone in the community. If anyone feels a lack of acceptance, it is our responsibility to try and overcome that feeling. Most often, this is done through conversation, understanding, training, and having a relationship. Some of the key takeaways when speaking of the parents were a need to trust the process and support other stakeholders with empathy, rather than sympathy. By focusing so hard on academics, parents are causing anxiety among some of the scholars and it is important to have open honest conversations around identity groups, including mental health and intellectual ability. It is also important to stress that parents serve as a role model for their children – by providing growth opportunities for the parents, the scholars will ultimately benefit. One of the priority items within parents was to provide information on how to support the whole child while looking for signs of trauma and anxiety, which will impact achievement.

When speaking directly about the role of the Board within this finding, the committee spoke about phasing quite a bit. This falls within Board purview because of the policies that are at the foundation of the school. As we move into the final action step recommendation, policies will be discussed more in depth; however, the idea of learning abilities and intelligence is important to discuss within the understanding of different identity groups before the issue can be addressed. It is also important for the Board to recognize their own biases and to seek out training that will support their work moving forward. When crafting the vision within the strategic plan, the Board can support this work by dedicating both financial and personnel resources to DEI. What we focus on, we grow upon.

Although there were no direct connections to the community in relation to the work of understanding equity, it would be beneficial for the community to be included in any trainings and/or conversations that are offered. Remember that your community serves as a
mouthpiece and can be a huge support or hindrance for future success – depending upon perceptions.

There is dedication on some levels to this work, but it is important to treat DEI as a foundational component of how ‘you run things’ rather than an ‘extra’ task. Rather than celebrating certain groups during selected times of the year (ie, Culture Day), consider infusing appreciation exercises into the everyday communication of the school. By better understanding equity and its’ impact on your stakeholders, you will gain a better appreciation of how to infuse this work.

In addition to understanding issues that people might face, it is also important to spend time on how to effectively mitigate situations once they arise. Skill training leads to empowerment and, ultimately, once we know better, it is our responsibility to do better. It was shared in the committee that agencies across the US are conducting training around issues of equity and that CSW should follow their lead. It should be noted that CSW has started this work, yet it would be advantageous to continue the training and conversations around difficult topics.

One of the parents also shared a story about some of the work that has already been done within CSW – specifically around DEI. The son was recognizing microaggressions in media and discussing it with his parents as a result of the assembly – the parent shared their appreciation around the work and recognizes that being able to transfer skills from an assembly to real-life is the ultimate success.

It is important to recognize that a lack of awareness of DEI issues is a systemic problem and that by CSW explicitly addressing them, you will be ahead of societal downfalls. This issue cannot be fixed overnight, but with deliberate conversations and focus, you will see growth and success.

With feedback from the committee, we feel strongly that understanding issues around equity will serve as a solid foundation for this work and ultimately encourage better relationships and long-term success. Remember that success is not simply academic – the sign of a successful person is one who can navigate different environments and adapt to their surroundings. One of the scholars put this very eloquently by saying, “This discussion should not be about inclusion in a dance or a sport or a club, but about equity and inclusion in life; inclusion to move up the ladder of success/life/career and facilitate that opportunity to every child.” Focusing on an environment of inclusion will provide CSW scholars the skill of stronger inter-personal relationships.

In closing the committee sessions, we asked for every committee member to commit to two statements: I will support CSW efforts within DEI by... and As a result of this action plan, CSW will... There were specific commitments attached to the importance of understanding equity:

I will support CSW efforts within DEI by...
• Championing DEI efforts
• Continuing to be an advocate, cheerleader, and defender for CSWs DEI efforts within my community and continuing DEI conversations in my own home
• Spreading the word about how and why we need DEI
• Modeling global citizenship through forward failings and openness to new experiences
• Be more considerate and mindful and stand up for change in this area while not promoting negative attitudes

As a result of this action plan, CSW will...

• Become a more inclusive and welcoming place as well as a place to learn more about inclusion
• Gain awareness and a better understanding of how to advocate for its’ students
Inclusive Policies and Curriculum

The work of DEI must be initiated within personal relationships, as shared previously; however, without policies and curriculum that enforces the beliefs of what you are hoping to accomplish, an environment will not be successfully inclusive. In order to be inclusive, you have to craft, and uphold, policies that adhere to a truly inclusive environment. Within a school setting, these policies include curriculum and what is being taught to students. The standard that we use when discussing curriculum is that a student should learn about themselves, others, and have the opportunity to experience curriculum through another person’s eyes. As we discuss some of the perceptions that were discussed during the committee work, it is important again to remember that our intention is not always what is perceived, but someone’s perception becomes their reality. It is important to craft policies and curriculum that allows for multiple perspectives while holding everyone accountable in order to provide for an inclusive environment.

When looking at the Hopes, Wows, and Wonders from our first meeting, it was interesting how many hopes discussed an inclusive environment. One of the hopes even spoke about having action steps that allow the scholars to be restored in their faith within CSW. By having curriculum and policies that identify all groups and ensure that all groups are provided an opportunity to be successful and see themselves as successful, many of these hopes can become reality.

When speaking directly about leadership within CSW around this finding, examples were shared around the student handbook – pointing to a level of accountability. It should be noted, however, that without an intentional look at the handbook through an inclusive lens, there might be some expectations that cloud the lines around inclusion (ie, dress code and discipline). Another component that the leadership could support within policies is why some clubs are given certain privileges and others are not. One example that was given was that some clubs are allowed to sell food while others are not. It is important for leadership to adhere to written policies, if they exist – and if they do not exist, but there is an expectation, they should be written (and presented to the Board for approval). Within the component of curriculum, it would be strongly encouraged for the leadership to consider the addition of a culture/identity class into the curriculum as well as encouraging more thoughtful conversation and healthy discourse in the classes. Some of the key takeaways when speaking of the leadership were having a more diverse curriculum and considering the idea of character education.
When speaking directly about the role of staff at CSW within this finding, one of the committee members felt that teaching staff sought out materials and instructional strategies to address the diverse needs of CSW scholars. In the same conversation, other committee members brought up examples of texts that were being utilized that are not necessarily culturally inclusive or gender neutral. These points further support the idea of perception vs. intention. It is imperative when doing this work to analyze people’s perceptions and work toward bridging the gap between intention and perception. When discussing what staff could do in this area, many of the committee members asked for more mindful selection of reading materials. Aside from simply analyzing the materials that are being used, it would be beneficial to discuss the teaching techniques being used as well. Within the idea of pedagogy, grading procedures were discussed sharing that some teachers might have a preference toward certain groups of scholars (grading girls easier than boys, expecting more from Asian students, etc.). Also aligned with pedagogy and teaching technique, it is strongly encouraged to allow for more healthy discourse. Disagreement is how we frame our opinions and encourage thoughtful conversation. Within the interview conducted by student committee members, it was shared that some scholars felt as if their opinions were hindered because they didn’t agree with others in their class (or their teacher). It is important to discuss how to have conversations where people disagree and that having a conversation isn’t about one ‘side’ being right or wrong – rather, a conversation is meant to encourage both sides to listen to one another and gain a different perspective on an issue. One of the priority items within staff was to incorporate multiple perspectives within curriculum allowing for open conversation without value judgments and while meeting scholar needs through differentiation. This discusses the idea of curriculum as well as teaching techniques and would support the inclusion of all scholars.

Although there was not direct correlation to scholars around this finding because of the nature of who creates the policies and curriculum, it is strongly encouraged that scholars are involved with the creation of policies. There is more buy-in when you supported the creation of something. When encouraging multiple perspectives in the classroom, it is important to train the scholars on how to have these conversations in order to encourage rather than condemn a difference of opinion.

When speaking directly about the role of parents within this finding, it was shared that some parents neglect procedure when wanting to communicate with the school. It was shared that the parent is encouraged to speak to the teacher before moving onto the department chair, and, then, if still not resolved moving onto Mrs. Rivello (with the final option being Dr. Cap). If this is the procedure that is preferred, it would be important to ensure that all parents understand the procedure. Also, if it is obvious that this is not followed regularly, it would be important to research why. Are there certain departments that parents don’t feel comfortable speaking to? Do the leadership handle things differently than staff? It is important to
remember that all of us want the very best for the CSW community and, without direction (policies or procedures), we make our own decisions about how to achieve that outcome.

When speaking directly about the role of the Board within this finding, Board policies must shape the direction for the CSW community. Without policies that are rooted in a strategic plan, leadership is not able to hold people accountable for a consistent set of expectations. Although the Board is not recommended to craft policy, it is imperative for the Board to approve policies that are guided by the vision of the school and support an inclusive environment. Some of these policies that were discussed specific to equity and inclusion are the admissions policy, dress code, and discipline procedures (among others). Specifically related to the dress code, a parent shared their perception as well as some of the information that was shared with the CSW community. It is imperative for the Board to avoid using value judgments when creating policies. Words such as ‘inappropriate’ can be perceived in many different ways. Rather than using subjective words, it is suggested to say exactly what you would like to see occur. For example rather than saying, “Wear skirts that are appropriate in length”, try saying “All skirts should be at or below the knee”. When crafting your strategic plan, allow your vision to guide your decision-making. It might become obvious that certain policies (such as dress code) are not even necessary. Also important to discuss as a Board responsibility within policies is the purpose for The Charter School of Wilmington. Although this is the primary purpose of the first action step (crafting a Strategic Plan), it is important to answer the question of why you exist – Are you a ‘Gifted and Talented’ school? Are you a ‘Magnet’ school? Are you a STEM school? What is your purpose? A key takeaway within the Board for this priority step is to review the admission policy – once you answer the existential question of who you are, reviewing the admission policy will come naturally. One of the priority items within the Board was to review and analyze policies around diversity, equity, and inclusion within CSW (ie, admissions, grading, phases, discipline).

Although there were no direct connections to the community in relation to the work of crafting policies or implementing curriculum, it would be beneficial for the community to be involved in crafting the policies, when appropriate. It would also be beneficial to include community members in hearing from different perspectives within the curriculum. Guest lecturers are very impactful and can provide a different lens for scholars to learn from.

Government and political debates were a significant finding within this area. Rather than trying to assign a party as ‘right’ or ‘wrong’, it is important for all stakeholders within CSW to allow for open conversation. Disagreement can be hard, but it is through these conversations that we can ultimately grow as a community.
It should be noted that some work has been done recently in this area. More specifically, when an issue arose around music, a group of stakeholders (staff, leadership, scholars, and community) came together to craft a policy and discuss how it would be shared with the CSW community. It is strongly recommended that these same processes (working together to craft and share the policy) are utilized for future efforts as well. By involving everyone in the process, you are able to discuss potential issues and truly make a policy that is inclusive.

In closing the committee sessions, we asked for every committee member to commit to two statements: I will support CSW efforts within DEI by... and As a result of this action plan, CSW will... There were specific commitments attached to the importance of inclusive policies and curriculum:

As a result of this action plan, CSW will...

- Develop/Enhance diversity, equity, and inclusion efforts so it’s an innate part of the culture
- Evolve into a more welcoming, equitable, diverse, and inclusive community so authentic learning can become a priority
- Become more diverse and inclusive in their policies and procedures
Summary of Recommendations

In order to summarize the findings above, please see truncated version below to serve as a reference guide. Note that this is merely recommendations based on committee feedback and analysis of the findings from our team specializing in supporting schools toward a more inclusive environment – they are not necessarily in chronological order and actions should not be seen as more impactful than others listed.

- Importance of a Vision
  - Board requests the formation of a committee of stakeholders and initiates the process of crafting a strategic plan (that includes mission, vision, goals, objectives, and tactics)
  - Stakeholders are engaged in a 3-6 month process of crafting a strategic plan (while taking into account input from their representative groups)

- Impact of Presence and Relationships
  - As a part of the strategic plan, craft a roles and responsibilities matrix
  - Board participates in Board training to solidify structure of the Board
  - Stakeholders (including Board and leadership, specifically) are present and engaged in activities throughout CSW
  - Board members hold President accountable for items included in the strategic plan (while this is being created, the Board sets goals for the President)
  - Leadership hold staff and each other accountable for expectations set within the strategic plan
  - Conduct relationship audit to assess level of relationships between staff and scholars (cross reference level of comfort and relationships and analyze who has relationships with who)
  - Stakeholders focus on building relationships with one another (incorporating more social events, informal events, and dedicated time for discussions around diversity, equity, and inclusion)
  - Create plan of action to recruit more support, both financially and socially, from the community

- Understanding Equity Issues
  - Training/Professional Development Topics
    - Board: Impact of Privilege and Bias on Decision Making; Listening to Conversations without Judgment
- Leadership: Individual In-Depth Leadership Coaching around Perception; Macroaggressions and Privilege
- Staff: Effects of Implicit Bias and Microaggressions; Transitioning from Sympathy to Empathy
- Parents: Power of Positivity; Intersectionality
- Scholars: Pride within Identity; Crucial Conversations
- Community Members: Power of Community; Advocacy and Allyship
  - Create a group of stakeholders that serve as DEI liaisons to continue guiding this work – when created, provide in-depth training on facilitation skills in addition to content covered above
  - Continue the conversation on a regular basis through dedicated time committed to this work
- Inclusive Policies and Curriculum
  - Conduct audit of current policies, curriculum, Junior Research, and pedagogical practices to assess levels of equity and inclusion
  - Create and utilize rubric that assesses from a lens of DEI for adopting new policies
  - Adopt curriculum that is required for all scholars around social justice, global citizenship, or combination thereof
  - Incorporate aspects of culturally responsive pedagogy into the staff evaluation system, providing training and support before expecting staff to be fully inclusive
Members of the Committee

Tremendous appreciation goes out to everyone for supporting the work of our DEI Action Plan Committee. Committee members volunteered nearly twenty hours of their own time to meet with the committee, in addition to speaking with their groups to gather feedback. Please note that others joined us periodically, as all meetings were open; however, the formal committee members are listed below (along with their role and stakeholder group).

Ankur Arya, Community Member
Parker Balan, Scholar
Dana Balick, Parent
Xuan Bui, Staff Member
Bebe Coker, Community Member
Jennifer Furman, Parent
Kynnadi Garner, Scholar
John Gysling, Parent
Shanea Higgin, Scholar
Adetola Magbagbeola, Staff Member
Irvin Mayfield, Scholar
Kim Mezick, Board Member
Rose Regalado-Melendez, Staff Member
Marcy Shine, Staff Member
Mona Singh, Parent
Noelle Sugalski, Parent
Donna Urban, Administration
Michael Valenti, Staff Member
Notes from Meetings

Please note that these are direct copies of notes from all meetings. There has been no fact-checking completed on these feedbacks – perception becomes someone’s reality. All findings shared in this report are a result of these meetings and observations conducted over the last several months.
October 16, 2019

Please note that these notes are simply a summary of captured thoughts from our stakeholders and should not be viewed as goals/objectives or accurate/inaccurate until the final Action Plan is offered to the Board for approval.

Introductions to the Group (Share your personal story/narrative of why you are here)

Overview of Action Plan vs. Strategic Plan
- Our goal as an action plan committee is to craft actionable items that will help fill the gaps found within stakeholder groups
- A strategic plan look at goals/objectives and is meant to serve as a long-term ‘roadmap’

Hopes, Wows, & Wonders
- **Hopes** (As a result of this work, I hope... for CSW)
  - For all students to show respect to their fellow students, teachers, and administrators
  - That everyone will have a better understanding of one another
  - For CSW to come together and work as one
  - I hope that we are able to educate the people here at Charter so that we can have a more positive atmosphere
  - That all scholars at CSW feel confident/supported enough to absorb a great education
  - More diversity and inclusion in groups
  - I hope to understand the culture at CSW that may intimidate some students
  - Increase accessibility for ALL
  - I hope that society will become real
  - Inclusive environment in everyday life at CSW
  - I hope my friends can feel comfortable here at Charter and in their own skin
  - For full authentic acceptance between teachers and students of ‘differences’
  - That Charter becomes a more open and safe place for every student despite how they identify themselves
  - That action steps are ones that our students can believe in, get behind it and then restore their faith
  - That more staff/students that seem to not care, actually realize there’s work to be done on so many levels
  - Our plan will create a movement, not a moment
- **Wows** (I’m excited about…)
  - The staff really cares about the success of the students
  - We are the #1 Charter School in the state!
  - I can’t believe Charter students spoke up about a problem and administration actually took it into consideration and is taking action
  - How brave our students are to stand up for what they believe in
  - In a recent moment of personal tragedy and adversity, I witnessed incredible love and compassion for a fellow student by his friends
  - That we are taking this DEI work on! It’s difficult
  - Motivated peer group
• Our alumni share wonderful stories about how we created a solid foundation for them
• Effort visibly being put forth with all facets represented
• I was excited to see a charter student serving on the board of education for the state
• The scholars (kids)
• How brave the students are at CSW
• Students are SO ready (many of them) to learn and not just in the classroom
• Taking initiative to conduct this DEI work
• Opportunity for my son to be educated and prepared for adult life and college experience in an educational setting that values diversity and inclusion
• I love the freedom like how we have culture day and celebrate holidays that are not restricted to one religion

• Wonders (I have a question about…)
  • How does this process differ from other processes?
  • What is the end goal of this?
  • Will the students be wise enough to appreciate this process?
  • Will the rest of our community embrace us?
  • How can we make sure that things will really change for kids here, now, and in the future?
  • Will what I say matter and be heard and not just valued because I am one of two black staff?
  • How we can get to the next phase?
  • Will this training make a difference?
  • Will our efforts actually pay off or will things remain the same?
  • What influence does the report/plan that we create have on CSW?
  • How is it best to capture all students concerns’ and input?
  • How can we craft a useful workshop to gets peers to actually listen?
  • What is desired result or objective of this work?
  • I wonder how CSW of the 90s is different than CSW of today?
  • How do we engage people in uncomfortable situations?
  • How will findings be implemented?

Healthy Conversations: Key Takeaways
• If you aren’t willing to listen, why should people listen to you?
• When you are stuck, there’s a conversation you are avoiding or not holding well
• Peel back the layers:
  • Content: Only happened once
  • Pattern: A recurring issue
  • Relationship: Impacts the relationship
• There is no one ‘correct’ way to approach a difficult conversation

Homework:
Prepare for next session about staff (leadership and faculty): November 6th from 330-630 PM in Library at CSW
• What does our staff (both groups) do well in the areas of diversity, equity, and inclusion (Strengths)?
• What allows our staff to be successful with this work (Opportunities)?
• What could our staff improve upon within DEI efforts (Weaknesses)?
• What causes our staff to feel/act this way (Threats)?
Remember that your goal and objective is to provide feedback from your stakeholder group about the staff (both leadership and staff separately). We recognize that these two groups might have different gaps. We will then go into the other stakeholder groups in upcoming meetings.

Some things that may be shared could be how staff respond to other groups of people in the building; consider sharing stories that you might hear about how staff responded to another person/group. For example, for our next session, if you have an example regarding how a staff member responded to a situation around diversity or exhibited discriminatory behaviors, please share during your share-out time. Do your best to not share names with the group. You can share specifics with myself in order to address it, if you would like.

My number one piece of advice is to go step by step. Take this work for what it is - one step at a time.

As a reminder, our end goal from this work is to find the gaps and provide actionable steps for each of our six stakeholder groups (staff, leadership, students, parents, Board members, and community). We will only work on ONE actionable step for each stakeholder group. We know that there is much more work to be done, but, for this first step, we are identifying one gap.

For planning purposes, please see below for a general timeline and expectations for upcoming meetings:

**November 6:**
- Review the “Wonders” and answer any other questions about the process
- Share out regarding staff (we will do two rounds with all in attendance - one round for our leadership and one round for our staff) - please be sure to have a physical copy of the information you gather to turn into me
- We will then ask everyone in the room to share their biggest ‘takeaway’ from the group so we can summarize and move toward identifying an actionable step for both groups

**November 20:**
- Review the top three options for staff actionable steps (both groups separately) and discuss which we feel is the most impactful
- Share out regarding students and parents - again, please be sure to have a physical copy of the information you gather to turn into me
- We will then ask everyone in the room to share their biggest ‘takeaway’ from both share-outs so we can summarize and move toward identifying an actionable step for both groups

**December 11:**
- Review the top three options for students and parents actionable steps (both groups separately) and discuss which we feel is the most impactful
- Share out regarding community and Board - again, please be sure to have a physical copy of the information you gather to turn into me
- We will then ask everyone in the room to share their biggest ‘takeaway’ from both share-outs so we can summarize and move toward identifying an actionable step for both groups

**January 27:**
- Review the top three options for community and Board members actionable steps (both groups separately) and discuss which we feel is the most impactful
- Discuss the next round of student assemblies and professional development opportunities and potential topics
- Moving forward as ambassadors for this work
- Share next steps
November 6, 2019

Please note that these notes are simply a summary of captured thoughts from our stakeholders and should not be viewed as goals/objectives or accurate/inaccurate until the final Action Plan is offered to the Board for approval. Also, please note that some of the notes were simply cut and pasted (and not necessarily grammatically correct) - rather than changing the words to avoid missing the intended message, everything was left in its’ given form.

Reviewed purpose of committee and structure of upcoming meetings; discussed concerns around gathering feedback (team suggested some thoughts and emphasized the importance of being inclusive with gathering feedback)

Shared possible future mini-topics for the committee (mental health and legalized racism in education); we will start the next meeting with an overview of -ISMs (focusing specifically on the difference between gender and sex and talking about cisgenderism/heterosexism)

- Racism: Discrimination based on race
- Classism: Discrimination based on socio-economic status
- Sexism: Discrimination based on the gender binary
- Religious Imperialism: Discrimination based on religion
- Heterosexism: Discrimination based on sexuality/sexual orientation
- Ethnocentrism: Discrimination based on nationality
- Sizeism: Discrimination based on size (height/weight)
- Lookism: Discrimination based on physical appearance
- Sanism: Discrimination based on mental illness
- Ableism: Discrimination based on intellectual and physical ability (phases would fall into this category)
- Ageism: Discrimination based on age
- Cisgenderism: Discrimination based on being cisgender (assigned the same gender that you internalize and society sees you as)

Sharing of stakeholder feedback
- Specific to Faculty/Staff (Teaching and Support Staff)
  - What does our staff do well (Strengths)?
    - desires to create the right experience for some students
    - maintains high expectations for all students while employing a variety of instructional strategies to meet the diverse needs of all Charter's students including one-on-one remediation, peer tutoring, and comprehensive interventions when necessary. Faculty actively seeks materials that are relevant to our highly diverse population.
    - some of the faculty seem very engaged in the diversity effort and their enthusiasm for this can impact the culture change
    - both leadership and faculty, while recognizing diverse racial and cultural backgrounds, are agnostic when it comes to applying academic principles and working to develop whole persons. Treatment is consistent based on the individuals. The school has a genuinely diverse group of scholars.
    - really try and listen to their students, their problems, experiences, and where they come from to help them.
▪ Our staff recognizes and sometimes owns our DEI weaknesses.
▪ Our staff is accountable for our DEI weaknesses
▪ Staff is more open in recent years to increasing AP access.
▪ LYTE Summer Camp/support during year – some staff work for/with LYTE
▪ Nanotechnology visits
▪ Outstanding Outreach - Science Ambassadors, Buddy Program, Jefferson Council, Student Government
▪ Creation of Character Education Committee Spring 2019
▪ Strong relationships with students
▪ Reachable when needed
▪ Equal in helping out students in classroom
▪ Grade all students fairly
▪ Make lessons more culturally inclusive and gender neutral (ex. English yearly book curriculum)
▪ May have personal opinions but try not to let that interfere with their teachings and etc.

○ What allows our staff to do well (Opportunities)?
▪ feel comfortable in understanding what differences exist among our students
▪ believes in the core mission of the school of engaging students from all backgrounds with "an interest in math and science" and providing "a challenging college-preparatory curriculum" in a "safe, friendly, and nurturing environment" and setting "high expectations." To this end, the faculty embraces all opportunities to achieve the school's mission for all students.
▪ support from leadership with clear direction
▪ a true desire to help each student be the best they can be and really understand them and how they can help to achieve that student's goals.
▪ Continuing PD over the summer – Character Lab
▪ Mindful selection of summer reading and other English books, stories reflecting diversity
▪ World Language excels in authentic learning experiences
▪ World Language completed certification
▪ Culture Day
▪ Each department created individual PD plans in addition to participating in school-wide PD
▪ Beginning of year, teachers share openness they have for all students
▪ Charter is a mixed environment full of different cultures
▪ Their drive to want to leave an impact on as many students as they can
▪ They are experienced in their field
▪ Try to be culturally inclusive to keep an open and welcoming environment

○ What could our staff improve upon (Weaknesses)?
▪ see students as unique individuals and resist the common response to lump them all together
▪ be open to change and learning more about diversity and incorporating it into their teaching
▪ work on being more proactive versus reactive to situations
▪ Be more mindful in using diverse resources in the classroom (texts, websites, assignments)
- Blindspots - DEI challenges aren’t acknowledged
- Fragility in personalities
- Curriculum content should be reviewed periodically to change with the surroundings around us.
- Some teachers are not developing relationships with students to find out why certain behaviors exist – late homework, no calculator
- Unconscious Bias
  - Be more mindful of ‘culturally insensitive words’ - ex. Referring to off-brand cookies as ‘ghetto cookies’
- Have more one on one meetings between students and teachers
- Create more polls to get feedback on their class
- Teachers should not be biased in grading and treat all students the same - ex. Grading the girls looser than the males
- Teachers should be more mindful of what they post on their social media - ex. Student mentioned during her years here at charter, a team of friends found a teachers’ facebook and seen racial comments - after confronting said teacher, he began treating them more nicely

  - What causes our staff to act/feel this way (Threats)?
    - lack of maturity and commitment to an adult culture. The teachers often default to immature behavior, gossiping and thinking the worst of students as a group. Teachers think less of students who aren't Phase 5 or driven to achieve. Students clearly get that message.
    - Past practice; unwilling to change or adapt to a new way of thinking
    - perhaps there just needs to be a deeper understanding of diversity rather than the surface level that everyone knows of and understands based on what people hear in the media, online, etc.
    - Lack of training resources
    - Lack of self-awareness
    - DEI shortcomings are not a short term problem, it can’t be fixed overnight.
    - DEI shortcomings are a societal problem – we can manage expectations from 7 a.m. to 2:30 p.m. – what happens at home and at the dinner table is challenging to monitor.
    - Some teachers are forced to be inclusive and diverse - ex. Saying I’m not trying to offend anyone (in a sassy tone)
    - Ignorant to issues that haven’t affected them
    - Don’t want to be seen as sexist
    - Not having a diverse set of teachers who can relate and understand where other students are coming from

  - General feedback about Staff
    - They never assume anything - ex. ‘Three strong boys’ (they don’t say anything that addresses a certain group)
    - They provide a lot of opportunities, create a likeable and non-hostile environment, all in all inclusive, and down-to-earth
    - Always accepting people, inclusive
    - Different diversity clubs offered
    - They make me feel comfortable with myself, and I feel like I can go to them
    - I have many teachers I can go to talk to about problems I’m having

- Specific to Administration/Leadership
  - What does our leadership do well (Strengths)?
▪ desire to create the right experience for all students
▪ willingness to undertake this DEI effort and commit to change
▪ address any issues that arise, whether confirmed or suspected, immediately to ensure student comfort
▪ Creation of Character Education Committee Spring 2019
▪ We recognize and sometimes own our DEI weaknesses.
▪ We are accountable for our DEI weaknesses.
▪ 2019 Student Handbook – DEI commitment and accountability for DEI infractions
▪ 2019 Student Assemblies – reinforcing DEI commitment and accountability for DEI infractions
▪ Every day, Cap and Angeline have intentional conversations during lunch and building walk throughs forging relationships with scholars, checking in with them and asking them how they are doing.
▪ We hired a PT reading specialist to help with scholars who come to us with opportunity gaps.
▪ We partner with LYTE and TeenSharp.
▪ We applied for a $200,000 grant from DOE to start teaching residencies at CSW and train teachers in the Charter way.
▪ We continue to have strong partnerships with City of Wilmington charter schools.
▪ Have inclusion activities like cultural day, black history month, No school of certain holidays ex Yom Kippur
▪ Most counselors are great at being organized and helping out especially with seniors and the college process
▪ Issues presented to them (students mentioned on day when WiFi was not working, as she went to check her connection, she saw a network that was derogatory - she immediately made them aware of what she saw and stated they were quick to jump on the issue and try to resolve it)
  ▪ What allows our leadership to do well (Opportunities)?
  ▪ highlight examples where students do the right thing, where everyday leadership and kindness happens
  ▪ Continue to focus on pillars of educating the scholars – academic, extra-curricular for whole student development. Leadership needs continue set right tone on complete DEI acceptance, and apply training to faculty staff and student body. Need work on reaching under-represented minority groups (may be a Board activity also). DEI culture as a review point during faculty evaluations.
  ▪ training and education over the years. The various experiences and atmospheres that they’ve worked in.
  ▪ Commitment of Board, Community and new president
  ▪ We all believe the work is important
  ▪ Finances and grants are sustaining PD work
  ▪ Allocation of resources are important
  ▪ Highly skilled professionals working with us – Amber, Megan, Jen Curtis, etc.
  ▪ They care about the students
  ▪ Very organized
  ▪ What could our leadership improve upon (Weaknesses)?
▪ accountability for change and setting the example for the rest of the
school
▪ reduce focus on reacting when behavior goes wrong, reduce focus on
academic performance only
▪ Active approach to reaching under-represented minorities (Leadership in
admissions process?). Possible more “celebration” of differences
represented by scholar body.
▪ work on being more proactive versus reactive to situations.
▪ We need to be more deliberate about hiring a diverse teaching staff
▪ Encourage students to become teachers not just STEM professionals.
▪ Unconscious Bias
▪ Feels as though some members can be forced to be inclusive
▪ Not all counselors treat all seniors fair - ex. A student mentioned emailing
their counselor non-stop about college stuff and their counselor was
unresponsive to the point that the student had to personally go to them
and after stating her concerns, she was told to calm down and pampered
like a little girl
▪ Improve on schools diversity
▪ Build better relationships with students and put forth more of an effort as
not all students are open to go to their counselors
▪ More diverse teachers are needed to help build more trust among
minority students
▪ Treat students with the respect they would like - ex. Hoodies, rules, etc.
▪ Accept more students who are not white into charter and showcase a lot
more of their involvement in clubs here - ex. Jefferson Council

○ What causes our leadership to act/feel this way (Threats)?
  ▪ pressure to have perfect students
  ▪ past practice; acceptable standards and behaviors have changed
  ▪ Red Clay intrusion in policy and admission policy; public statements by
certain RC members.
  ▪ perhaps there just needs to be a deeper understanding of diversity rather
than the surface level that everyone knows of and understands based on
what people hear in the media, online, etc.
  ▪ Lack of training resources
  ▪ Lack of self-awareness
  ▪ DEI shortcomings are not a short term problem, it can’t be fixed overnight.
  ▪ DEI shortcomings are a societal problem – we can manage expectations
from 7 a.m. to 2:30 p.m. – what happens at home and at the dinner table
is challenging to monitor.
  ▪ A majority of the staff are white so naturally they can’t understand every
issue each student has
  ▪ Lack of confidence in students specifically in terms of rules
  ▪ Maybe over time as things change, they try to adjust but can’t always be
as fast as we would like them to be

○ General feedback about leadership
  ▪ Feel as though administration is very welcoming
  ▪ ‘Phase-ism’
  ▪ Students don’t care - think it’s stupid
  ▪ Only been here for a couple months (students are unsure)
  ▪ We need to find an innovative way to collect responses
• **Overall feedback (not specified for either group)**
  
  o Parents are thrilled that their children have made it to Charter and push them to excel. They can be disappointed when they drop out of a certain class or activity. The point is that for parents I spoke to enrollment in this school is a milestone and continued success is expected and in some cases demanded.
  
  o Parents believe that Charter teachers do a great job communicating with parents. They appreciate the weekly news, and schoology that provide timely communication. One parent said he appreciates what he hears from his child is consistent with the communication he gets from the school and there is comfort in that. He likes the fact that scholars are celebrated and acknowledged as well as sports teams.
  
  o A strength is the many clubs available to all students and the opportunity for all students to get leadership experience. Another parent commented that the cross country experience was only positive and the coaches always positive and supportive.
  
  o To improve, there should be a consistent effort to provide unique programs to students to provide diversity, equity and inclusion. Perhaps a focus and promotion of clubs and programs that promote these goals.
  
  o DEI must be embraced by the board and administration and the program promoted and evaluated continuously to demonstrate it is a valued initiative. Reference is made to corporate culture that promote similar ideals.
  
  o Another parent observed that students come to Charter knowing they are expected to work hard. However, not all students learn in the same way. Some may need more attention and mentoring.
  
  o When I asked my minority peers, they often have more to say about Charter. When I asked some of my white peers, I often found them being a little more confused on the questions and going around the questions often leading me to restate it several times. I can understand why this may have occurred as maybe if they’re not physically affected, then they can’t see the harm that may surround them.
  
  o Phase-ISM: Faculty: Parents asked if staff care enough about kids that are not in Phase 5 or AP classes? Within the student community, there is a negative bias towards the kids that are lower than Phase 5 and wonder if it is something that is coming from the teachers. Kids are stressed and take AP/Phase 5 classes that they maybe should not take.
  
  o Counseling for ALL kids: Counselors/Faculty: Parent said she drove home a kid who didn’t have a ride home in the rain. He mentioned his family didn’t have a car. He was grateful for the ride and they talked about SATs. She said he had an inkling that the SAT was a test that you take to get into college but didn’t know that it was something to study for. She offered to give him old SAT prep books. Thinks counselors are overloaded with work already. Suggestion is to designate an additional counselor for kids who the first in the family to apply to college regardless of racial/ethnic background. If cost is a problem, at least offer early informational sessions to those kids and their parents. They have proven themselves to be smart already - may need extra boost.
  
  o UD related -ISM: Counselors/Faculty: Parent said that they feel that counselors push kids toward going to UD, perhaps because of the relationship with the admissions there. Another parent said her child’s CSW counselor was not worried about November 1st deadline because kid was applying to UD and the deadline is ‘fluid’. The counselor was waiting on a teacher recommendation but
was not worried about the deadline and the parent knows there is flexibility from UD because has another child attending UD, but was worried that deadlines to other schools were getting missed because counselors are accustomed to UD flexibility.

- Autism/Asperger Syndrome: Teachers/Kids: Greater sensitivity to extremely smart kids without practical life skills that are perhaps on spectrum. Parent is concerned about other kids including her child showboating/teasing these kids. Teachers are not sensitive to these types of disabilities. Teachers not intervening to stop harassment. Would like her child to have training on this and think that teachers need training on how to spot child with high functioning autism. Especially since many coming from Northstar due to inclusion policy.

- Creative Residency: Admissions Office: Buying the temporary use of Red Clay addresses/buying of condos/renting of apartments for applicants/students is a real problem that hampers accessibility to a CSW education for many legitimate Red Clay applicants. Only families with additional disposable income can afford to do these workarounds. No enforcement emboldens more families to try.

- The fact that there are people from so many different backgrounds, represented in the school and a large percentage of girls who are interested in STEM, means that no one is looked at as ‘different’ in Charter as they might have in another setting - either for being visibly ‘foreign’ or for being that into science.

- Being the only girl in the Drone Club last year got to the point that she left in a couple of months. None of that had anything to do with the staff - just peer pressure, and definitely more to do with her than the school. But that’s the only time she felt at a bit of a disadvantage.

- I assumed I would have more material to add, especially with the phasing, but the student had nothing additional. On the plus side, DEI must be doing something right if diversity and inclusion is the norm!

- A weakness of CSW teachers and administrators I have observed is a lack of understanding regarding students with learning challenges, such as ADHD. There seems to be a lack of awareness of how different learning styles may respond better to different teaching styles. Many teachers use a specific method adopted by the teachers within that discipline without regard to the type of students in the classroom.

- Having an IEP allowing more time on tests is great but this is an accommodation on the testing side only. There should be more attention put into how different teaching or presentation methods may help students with ADHD or other learning challenges and understanding specific student needs. The students obviously have the intelligence to be successful, but having challenges in class with certain teaching approaches or methodologies lowers confidence and self-esteem.

- Gender inclusion - good job; bathrooms accessibility (Cab is helpful with this)

- Students in lower phases feel inferior

- Addition of lower phases (Everyday Math) makes students worry about the rigor of the school and perception from colleges. Example - students in phase 5 feel they work harder and sometimes still land in the middle. What will happen to Charter’s reputation with the addition of lower classes?

- Equity among sports teams. Cutting students without really getting an opportunity to show what they can do. Not giving players time to compete or play only using the best players.
Teachers sharing their own personal political views and not allowing students time to form their own opinions by only presenting one view; students don’t share their views if they conflict with the teachers’ view

Some clubs being allowed to break policy (selling food) while other clubs must adhere to the rules.

Approachability of teachers by students when help is needed. Fostering independent learners

Addition of culture/identity class

What are you - dyslexic? (asked of a student by a teacher)

The assembly was aggressive

Students should have taken it (assembly) more serious

It brings awareness, but it was unnecessary

Need more information - it was too broad

What does our staff (teachers and administrators) do well?

- Not really
- they don’t really do anything in my opinion
- They treat everyone the same
- they also says if it’s a religious or cultural reason it’s fine
- They don’t discriminate
- Includes everyone
- They are inclusive.
- Prefer not to answer
- Most teachers treat all students the same.
- No. Everything is tailored for a white student’s experience.
- They don’t discriminate.
- You guys treat people of all races, genders and ethnicities pretty fairly I would say.
- I think that they are very good at making sure that everyone is included in every discussion and don’t leave anyone out.
- There fine, I don’t need some extreme liberal telling me about racism, if anything just make students feel the need to not be arrogant, boom problem solved.
- What type of question? I am going to answer what they dont do well because that is what yall need to here if you want to improve. Teachers typically aren’t racist. They do however push liberal political agendas onto students and exclude conservative opinions. Kids get yelled at and are told they are wrong if they don’t support gun control for example. This is definitely present in humanities classes. Yall need to be more inclusive of ideas. Humanities courses have become echochambers essentially meaning it is a space where everyone is agreeing with each other all the time which doesn’t allow for thought provoking and educational disagreements. It hinders freedom of expression and speech. Definitely talk with the humanities department about this. My social studies teacher have pushed their students to campaign for democratic candidates only, directly using young impressionable kids to push political agendas. This is exclusionary of conservative thinkers.
- I personally think certain teachers go above and beyond to make kids feel included and those classes i end up liking the most
- Nothing
Many are welcoming of the senior class, icon, Drew. I have never heard teachers be outwardly rude towards him, and many such as Dr. Prisco and Mr. Messinger even compliment him a lot.

- prevent cheating on tests
- They are organized and welcome to all students.
- Maybe you could just extend the late bell to 7:30
- they are inclusive
- nothing much
- For why we are late it is because there are 5000 students from two schools attending one building that is situated next to the dupont complex
- All
- yes
- Students are late because the crossing guards stop all the cars and let all the buses go, and the bus drivers don't know how to drive, and will cut people off while driving to school, they stop in the intersection by Walgreens and stop all traffic.
- they treat even fairly
- I think they do well with treating people of all variations pretty well.
- They don't really seem to care most of the time
- only culture day
- nothing specific which is the best way
- Cultural day, variety of clubs are offered where students can share their culture and traditions
- If nothing else, due to the population of CSW, teachers and staff members have exposure to a variety of cultural expectations of students
- CSW has been a very diverse school and so I truly believe the teachers do not discriminate. They recognize the strengths and weaknesses of each student and help them rise to the occasion in the classroom activities. I am not sure if the counselors truly understand a student because I don't see them schedule any regular meetings other than maybe once a year to get to know the student or their family issues or extracurriculars
- Not comfortable to answer
- Sometimes acknowledge there are limitations in our programs
- I don’t know
- In general, most staff members do try to be welcoming to students
- My student is new to Charter and has not had much involvement with this question. I can say that the students appear to be friendly. It is clear that they are focused on their studies.
- They treat everyone the same
- Nothing
- They’re the problem
  - What allows our staff (teachers and administrators) to do good in these areas?
    - When they listen to us
    - I would say they don’t do anything good but not necessarily anything bad
    - They just are
    - they understand that there are just some things certain people have or somethings we can’t do
    - Open mindedness
    - Not putting us into groups or cAlling is out
- They teach well
- Prefer not to answer
- The diversity of our students which makes them used to treating everyone this way.
- N/a
- They treat all students equal (in terms of race and ethnicity)
- Diversity training, being around same people every day
- They are very experienced in what they do
- The staff is fine for god's sake, its just some are "oblivious", meaning that they forget a lot of things, such as tests when to give them, minor stuff.
- You phrased the questions to only allow praiseful comments. I'm not answering
- They're always willing to help out and listen
- Nothing
- Most of the teachers are nice, educated people who are typically more open-minded. Any teachers that may not be as progressive are mature enough to know not to insult a child over who they are.
- separating desks etc.
- The clear rules. Not only that, the students actually follow directions.
- ^or you could just not give demerits for tardiness of homeroom
- kids cooperating
- I have not seen a teacher talk about diversity, equity, or inclusion
- A
- Common sense
- maybe
- Students leave home with plenty of time to get to school however it will take ten minutes to get from Walgreens to the building which is normally a two minute drive especially when only charter is here.
- They are nice
- Diversity training.
- Respecting others (most of the time)
- creating an environment for people with different cultures to inform others on what makes them unique and making everyone feel included for once
- uh? their morals
- I am not aware of what input admins/teachers have received in the past, I am aware of an assembly earlier this year to start a discussion with the entire student body
- I would hope that the staff receive some input about the background of each student. I am sure the teachers interact with them everyday and so understand various personalities. I believe they encourage equity and inclusion. Having the kids write a page about themselves or make a collage and put down their aspirations for that class at the beginning of the year to their teacher might be an input that might help teachers provide the equity and inclusion aspect in their classrooms
- Most staff members have been in a situation where they were the 'different person' in the group and they empathize with students in this situation
- I don't know
- Relative comfortability with openly speaking with one another
- Not comfortable to answer
▪ I’m not quite sure how to answer this question. I had a conflict last night and was unable to attend the Kirkwood Highway meeting, but would have liked to. It would be helpful if there was an effort to partner upper classmen with Freshmen coming on to help assist in transitioning them to high school.
▪ They don’t care enough
▪ They don’t have a diverse staff
▪ Majority doesn’t do anything
▪ Stereotypical people (parents push superiority)
  o What could our staff do to improve (teachers and administrators) in these areas?
    ▪ Stop making inappropriate comments
    ▪ Be more understanding of some of the disadvantages someone could have and also be more educated on how to go about it
    ▪ English teachers should not say the n word when reading The Glass Castle
    ▪ maybe ask because they say the rule we can’t do
    ▪ Make lateness demerits like baseball, lateness demerits would be considered a foul and you can’t get out (detention) without getting any strikes (other demerits)
    ▪ Nothing
    ▪ They are good
    ▪ Have more conversations about diverse perspectives, discourage microaggressions and learn how to deal with them
    ▪ Focus on students ability on each individual assignment and not grade based on past assignments
    ▪ Talk about things that are uncomfortable like race and include the stories of minority groups in the school curriculum. I’m tired of only learning Europeans.
    ▪ Nothing honest, I and many of my peers do not see a reason for why DEI is at out school.
    ▪ I think the teachers are pretty harsh towards the juniors. Being apart of this class, I feel it’s important to say that a lot of teachers treat us differently and make us feel bad about certain things. It makes most of us feel unmotivated.
    ▪ I don’t think that they can do anything more just keep doing what they are doing
    ▪ Remove DEI and make everyones life better, DEI spreads a toxicity throughout the school of people of minoritys having a sense of superiority because of random bs such as “microagressions” when in reality all races are equal, and should just respect one another. With this, a toxic entity like DEI isn’t needed, as students at CSW, and Staff, aren’t racist to people like you think they are, What really needs to be done is the removal of the liberal agenda of “multicultraism” that is trying to be pushed with DEI, if anything its destroying Charter by annoying the hell out of people.
    ▪ Just sit and talk about what it means to here ideas of students rather than forcing then down our throats
    ▪ i think some teachers need to be more open minded to other kids
    ▪ Be more inclusive and call people out on their racist remarks.
Some of the staff are still a bit insensitive at times, though it seems to only be ignorance which makes them say the slightly offensive comments.

Understand the situation of the student well because of workload of multiple classes with tests and hw due on same days.

My bus is always late to my bus stop, coming at 6:45 when the pick up time is 6:39. This gives me no time to get to my homeroom class in time. I wish that the bus drivers were warned, or I wish there was more consequences for the bus driver being late every day.

listen to students more

talk about that stuff

A

Just treat everyone the same

good

yes

none

I think they don't treat juniors fairly. Since freshman year, a lot of teachers have complained about us which makes us feel horrible a lot of the time, unmotivated, and disconnected from the rest of the school.

Understanding students with learning disabilities and mental illnesses, and respecting this and their situations, because many do not understand nor respect this, some even humiliate one for not doing homework even if this student has a known learning disability. We need to be more inclusive of learning disabilities and mental health issues.

punishment for hate speech & to stop brushing things under “the rug”

nothing other than not single out specific kids based on their friend group

Would like to see a safe and supported forum to discuss the issues on both a local level and globally. More discussions to allow students to share experiences

We have a mostly white, mostly Male admin team (mostly, not all) - I see this as an opportunity for growth

I am not impressed at all with the counselors (one in particular) who I think makes no effort to know the child or enhance the students' resume. There are no regular meetings and I wonder how they can write a good recommendation letter without knowing the child. Not all Asians are good in Math and Science; not all Asian kids have the resources to understand how to get into a good college; some may have come from a family where parents don’t speak English. Do the counselors talk to a hispanic or African American child to let him know there is a whole host of opportunities available with college education and the ways they can enhance their resume and extracurriculars. I believe our weakness is the fact that all kids are smart and it is the best in the state and one of the best in the country. How do we showcase each student and give them the best shot they can to get into the best college they can? It should not be their fault that they go to a school where everyone is smart. How can each child have the equity to good colleges and inclusion to reap those benefits. How can the teachers and counselors provide that equity to each and every child whether white, black, hispanic, or Asian get into the best college they want to go? The goal of high school education is not
just to teach them history and Math and English but to come up with a livelihood and productive education that will provide food and financial security in life. That is the ultimate goal. How can each child have the inclusion (that rich children have with private counselors, private essay writers, and private tutoring) to end up going to better colleges and hence a better life? Something to brainstorm and act on. This discussion should not be about inclusion in a dance or a sport or a club but about equity and inclusion in life, inclusion to move up in the ladder of success/life/career and facilitate that opportunity to every child.

- Not comfortable to answer
- Acknowledge that any of us whether or not intentional can perpetuate a lack of diversity, equity, and inclusion
- Being more aware of what the students are saying to each other and deal with any issues that might arise from what is being said
- I don’t know
- I have seen some of our staff treat children of color differently than their white peers particularly with regard to discipline in the classroom. I have seen some of our staff refuse to accommodate students in gender transition and I am aware of adults who uses the n-word even when asked not to. I have some concerns with some student behavior, but thought that would be a different form
- I am not sure. There is not much visibility given to these issues generally and I’m not sure if that is a good or bad thing. My daughter is struggling somewhat to make friends and does not feel very welcome despite the diversity of the students attending the school. Admittedly, she has not utilized the staff for support. She is not someone who would ask for help and needs encouragement in advocating for herself.

- Keep enforcing it
- Fix problems/incidents immediately
- Being more educated (things come out wrong)
- Be more aware
- Keep up with training
- Start calling people out
- Pushing students to participate
- Nothing
- More diverse curriculum (electives)
- Have more culture units

- What causes our staff (teachers and administrators) to have these weaknesses?
  - They think it’s funny but it’s not
  - I think many are not educated and careless
  - I don’t know
  - undefined
  - Lack of traffic knowledge
  - Nothing
  - Nothing
  - Not knowing what to do in situations where DEI are in question
  - Bias towards students who don’t always do well and belief that students will perform the same all year long.
  - Lack of understanding or care for different students, often avoiding the topic all together
- I see no weaknesses in the staff.
- While we have had the incidents where there are a handful of bad kids, it's not fair to generalize everyone into one entire group because we have amazing students in the class of 2021. Since freshman year, we've all been treated and looked upon differently and it's not fair.
- There are no weaknesses in my experiences at charter because I am a freshman but for what I've seen it's great.
- No weaknesses exist, and to end this, this wasn't a survey about late demerits, so thanks for the lie very cool.
- A perceived level of superiority from their students
- You don't call people out. You ignore us when we do call them out.
- I would attribute it to ignorance rather than maliciousness. I believe a TED talk and maybe a workshop could help improve them.
- Not considering student's point of view
- There is a lack of communication from the bus drivers and the staff.
- There is a lack of communication from the bus drivers and the staff.
- i don't know
- they don't talk about it
- A
- Over sensitive people
- noice
- cool
dwdew
- I guess the teachers and students got off on the wrong foot and have continued to downward spiral over the course of a couple years. We all know they complain about us all the time, even though it's not all the kids it's just a handful of bad ones.
- The overall belief that these students are "lazy" when in reality they have legitimate issues which make it difficult for students to complete their work or socially interact with others.
- ignorance or unaware of what to do
- judging people by association
- Lack of training
- No idea
- Not comfortable to answer
- People don't want to be labeled. I think encouraging what people could work on instead of demonization can help them gain more acceptance with how they might perpetuate a lack of diversity, inclusion, and equity
- I think it is hard for some people to deal with situations because they don't know how to deal with it. They are afraid of making the situation worse.
- I don't know
- I believe more often than not, it is an unconscious bias. The key is how to help people be self-aware. In order to do that, an individual needs to be willing to listen
- I can't answer this question and I don't really understand it

**Key Takeaways for Faculty/Staff (Teaching and Support Staff)**
- Stereotypes and how to address them
- Character Education
- Self-Awareness
• Tools to handle difficult conversations
• Diverse in content/curriculum
• Cultural awareness
• Appreciate learning styles (Differentiation) and teach appropriately
• Embrace different opinions
• Conversations about and with students (outside of curriculum)
• Phases don’t define students
• Open-Minded
• Curriculum
• Diversify

Key Takeaways for Administration/Leadership
• They care
• Fear factor among staff toward leadership
• Admin is not going to act differently
• Admin is treating DEI like a bandwagon
• Doing a good job - reacted to the situations
• Admin doesn’t care
• Needs more diversity
• Responded immediately
• Hopeful
• Leadership has taken the first step, more steps needed
• Growing pains
• Made an effort
• Mixed responses
• Need to be more engaged/authentic
• Heading in the right direction

Homework:
Prepare for next session about students and parents: November 20th from 330-630 PM in Library at CSW
• What do our parents and students do well in the areas of diversity, equity, and inclusion (Strengths)?
• What allows our students and parents to be successful with this work (Opportunities)?
• What could our students and parents improve upon within DEI efforts (Weaknesses)?
• What causes our students and parents to feel/act this way (Threats)?

Remember that your goal and objective is to provide feedback from your stakeholder group about the staff (both students and parents separately). We recognize that these two groups might have different gaps. We will then go into the other stakeholder groups in upcoming meetings.

For planning purposes, please see below for a general timeline and expectations for upcoming meetings:
November 20:
• Review the top three options for staff actionable steps (both faculty and leadership separately) and discuss which we feel is the most impactful
• Share out regarding students and parents - again, please be sure to have a physical copy of the information you gather to turn into me
• We will then ask everyone in the room to share their biggest ‘takeaway’ from both share-outs so we can summarize and move toward identifying an actionable step for both groups

December 11:
• Review the top three options for students and parents actionable steps (both groups separately) and discuss which we feel is the most impactful
• Share out regarding community and Board - again, please be sure to have a physical copy of the information you gather to turn into me
• We will then ask everyone in the room to share their biggest ‘takeaway’ from both share-outs so we can summarize and move toward identifying an actionable step for both groups

January 27:
• Review the top three options for community and Board members actionable steps (both groups separately) and discuss which we feel is the most impactful
• Discuss the next round of student assemblies and professional development opportunities and potential topics
• Moving forward as ambassadors for this work
• Share next steps
November 20, 2019

Please note that these notes are simply a summary of captured thoughts from our stakeholders and should not be viewed as goals/objectives or accurate/inaccurate until the final Action Plan is offered to the Board for approval. Also, please note that some of the notes were simply cut and pasted (and not necessarily grammatically correct) - rather than changing the words to avoid missing the intended message, everything was left in its’ given form.

Reviewed structure of work and addressed any questions/thoughts/concerns.

Reviewed list of -ISMs (with a focus on cisgenderism, heterosexism, and sexism) and discussing the difference between gender and sex. Discussion around the idea of why certain -ISMs are ‘easier’ to discuss. The idea was shared that different -ISMs affect different people and that some are more rooted in long-standing societal beliefs. Remember, as a group, that it is important to recognize that ALL bias is necessary to be addressed and that one person’s story is not more important than another person’s. We discussed the importance of hearing everyone and not necessarily looking for agreement; rather, listening for understanding.

Discussed possible action steps for leadership and staff:

Leadership:

- Become active leaders in DEI work by incorporating topics into staff meetings and PLC times including department and leadership meetings. This would include professional development and being more strategic with the inclusion of such topics. Most importantly, the presence and buy-in of administration is crucial in the work.
- Craft a strategic plan that guides a more proactive approach to issues around DEI. The plan would define the purpose, mission, and vision for everything done within CSW (including, but not limited to, issues around DEI and discipline). Rationale is that admin is seen to be reactive (according to stakeholder feedback), but not necessarily proactive. A plan of action allows for more deliberate, and guided, decision making. This would serve as a 5-year-plan with yearly reviews by all stakeholders.
- Involve more explicit conversations and direct focus on issues of equity and inclusion ultimately increasing accountability across interpersonal relationships. Consider adding in components of these discussions to the observation protocol - as long as it is taught before being expected.

Staff:

- Become more aware of personal implicit biases and dive deeper into recognizing microaggressions and how to intercept comments and actions. This would be a multi-step process that will be outlined within the action plan report. Consider including equity audits to identify specific microaggressions and disparities.
- Provide continuous opportunities for stakeholders to engage in conversations leading to enhanced relationships. This would work in partnership with the first suggestion for leadership and would mirror the work of the action plan committee - allowing space and time for conversations around DEI.
- Incorporate multiple perspectives within curriculum allowing for open conversation without value judgements and while meeting student needs through differentiation. This would include meeting the needs of ALL students and opening to non-Eurocentric texts and resources.

Sharing of stakeholder feedback
- Specific to Students
  - What do our students/scholars do well (Strengths)?
    - Students are in support of our DEI work.
    - Our students are very accepting of each other – over 50 elementary feeder schools are blended into one student body at CSW.
    - Our students are very hopeful, energetic and passionate – they are the generation that will evoke real change.
    - Our students demonstrate a growth mindset every day and stop by and email us with their ideas, thoughts and concerns.
    - Our students are open-minded, kind-hearted, compassionate, and empathetic.
    - Most of our students recognize and sometimes own our DEI weaknesses.
    - Students are eager to complete course prerequisites and aspire for Advanced Placement access.
    - Our students raised almost $100,000 at Charterthon for the B+ Foundation.
    - LYTE Summer Camp/support during year – students very engaged in outreach
    - Participate in summer events - Nanotechnology visits, Cab SMART Summer
    - Outstanding Outreach - Science Ambassadors, Buddy Program, Jefferson Council, Student Government
    - Neutral.
    - They are smart
    - Everyone treats each other like family.
    - Smart
    - People are accepting
    - We don’t discriminate against people.
    - treating people the way you want to be treated
    - We’re all on the same education base
    - Intelligent and Athletic
    - I’ve noticed that we don’t put each other down.
    - Intelligence
    - diversity rates are going up, people embrace their culture more
    - We are all pretty inclusive, everyone talks to everyone for the most part.
    - friendship
    - Inclusive of everyone, regardless of background
    - We don’t bully
    - The students don’t care about race or wealth when it comes to friendships
    - Everyone is treated the same, people are Courteous about other people’s situations
    - Students that are white are more likely to be a step ahead.
    - intelligent
    - treating others equally
    - There are many people of color
    - We all have our own clicks there’s not much inclusion. If i don’t know someone i don’t go up to them i don’t feel comfortable
    - There very little in the way of exclusion based on race
    - The smart people hangout with the smart people. The athletic kids hangout with other athletic kids. Same goes for race.
- Pretty inclusive
- diverse friend groups
- Some students are very smart or athletic
- everyone is considered to have the same academic potential
- people tend to be pretty inclusive and not exclude people because of their background
- I think we include everyone
- We treat each other as equals and don't really care about our different backgrounds
- Not much. Schools cliquey
- inclusiveness
- i can’t recall any
- Include others, and advocate for change
- diversity in groups
- there is no racism
- We’re all willing to help each other and care about others.
- Everyone accepts everyone
- I haven’t seen any exclusion because of race at charter among students whether it be in the class or in extra curricular activities. Sadly, I cannot say the same about the teachers.
- I have seen that we have pretty homogenous groups of friends and we’re all very comfortable with each other
- Students at Charter are pretty good at including others from other backgrounds.
- We know how to work together in classes.
- No comment
- Smart, well off, and privileged
- I don't know
- Quick to point out unfair treatment
- I have never experienced any instances of students being treated differently because of their race.
- generally inclusive and diverse
- Everyone is very inclusive. Many friend groups are very diverse.
- Equity? The people here are fortunate to have hard working parents. Inclusion? This school is inclusive to all those of ABILITY.
- We all have access to tutors and other opportunities.
- There’s a huge mix of people here no matter what class you are in which is nice to see, you have a mix of people who are poor and rich, privileged and not privileged
- People have different ways of getting things done based on their backgrounds and nobody gets excluded from friend groups
- Diversity in student body, accepting environment.
- Everyone is accepted no matter what religion or gender, no matter how much money you have everyone treats people the same.
- People include others and interact despite cultural/ethnic backgrounds as they should.
- We have many different races represented in our school.
- People usually include others.
- Most people tend to include others in social groups regardless of race, gender, or other type of divisor.
each student is generally seen as having the same amount of potential and room for growth
- we are tight knit
- There is lots of inclusion
- No discrimination among students
- Everybody is welcoming to each other no matter what the situations of individuals are
- Many intelligent students who are successful
- I have noticed that students of all races and gendered are succeeding in different areas of the school.
- The students don’t judge people based on race
- very inclusive
- We treat everyone with respect, and as a student body we care more about people’s character rather than ethnicity
- Various cultures are celebrated during culture day and there’s no violence
- Intellectual Acuity, social entrepreneurial spirit, leadership
- Some people understand that they have a head start in life and that their hard work isn’t the only thing putting them here.
- We’re all on the same education level and everyone is here to learn and prepare for our future.
- We are very accepting of all people regardless of hobby or wealth.
- Inclusion
- It’s very cliquey with little to no representation of minorities
- Charter students treat everybody equally.
- We have a pretty broad group of people who are all motivated to succeed
- we are accepting
- ????
- Everyone at Charter respects and listens to each other, and everyone has the same opportunity to learn.
- Others may not agree but I honestly think Charter is very inclusive and accepting. I have friends of all races, religions and sexuality’s. I have never witnessed or experienced any bullying here at Charter.
- I feel as if every Charter students has access to a lot of different sources and materials compared to what other schools provide. I don’t feel like some people receive more academic opportunities than others
- I think the majority of students are respectful toward others and recognize the value of different perspectives
- All of my friends are inclusive, and understanding and well informed about inequality.
- Scholars* accept just about everyone.
- We accept one another and we don’t discriminate
- Regardless of the students’ financial situations students always do their best
- Charter students seem not to care about different prejudices and are open to accepting everyone
- For the most part everyone treats each other with respect.
- I cannot think of any at the moment.
- People are very welcoming of others into their circle of friends.
- They are all very inclusive and supportive
I’ve noticed that among all of the differences between the students that go to school here most people I see find their place and their friends in the school. A lot of students here can include others and find ways to get along with people of many different backgrounds than them.

- Somewhat diverse

- I think some strengths of equity and inclusion among Charter students are that most kids interact with each other in and outside of class, no matter what their ethnic or financial background looks like. Everyone gets along pretty well for the most part and I’ve never felt left out because of my personal background.

- Some strengths are that friend groups are very diverse and nobody treats people differently because of their race.

- Everyone is mostly open to people with all different situations.

- People seem to be pretty inclusive

- There isn’t any

- A want to be informed

- I have noticed that most of the time there is support between students in and outside of the school.

- Can’t think of any

- I feel like for the most part charter students are very inclusive and as a student body there are some bad eggs but on a large scale I believe that students here are generally inclusive and don’t care about a person’s ethnicity

- People tend to include all members in the class regardless of their race or privilege.

- I think that everyone is included no matter where they come from.

- motivated

- We tend to look past social status and focus on things like education among other things to unite ourselves

- Strengths among students in terms of equity and inclusion are that no matter what background students come from they are all treated the same, given the same academic workload, given the same academic opportunities. and given the same outlet of receiving help. There is no bias for individuals or free passes at Charter, no matter who you are or where you’re from.

- Many Charter students are accepting and inclusive of other students: regardless of race or ethnicity.

- There are none

- I don’t notice many strengths, as with school if something racist or offensive happens, no one stands up or tells the person that what they are saying/doing is wrong. I’ve noticed that people have shrugged off DEI and don’t think it’s important because they think it doesn’t involve them even teachers have expressed their opinions. In addition some people have called it BS and laugh at it.

- Race doesn’t really affect the social choices we make.

- students at charter are very inclusive and accepting of everyone

- Most people tend to celebrate the diversity of people, even though it is stunted in many areas.

- Smart and well informed
- Everyone at the school is treated by teachers in the same way and the student population is large enough for each person to friends and those who enjoy and respect them
- Everyone is generally open towards everyone. People aren’t judged by backgrounds or ethnicity
- Everyone actively participates in the opportunities that they are interested in. Everyone spreads awareness on new resources available.

**What allows our students/scholars to do well (Opportunities)?**

- Continuing PD during the summer and throughout the school year benefits our students and their eagerness to learn. (Teacher story – Lesson Plans - EOY copy machine)
- Mindful selection of summer reading and other English books, stories reflecting diversity
- Students love participating and attending Culture Day.
- "Because we have ye old common sense.
- Access to education
- Everyone treating everyone fairly.
- Access to education
- The open environment
- We have learned that everyone is equal.
- Curriculum supporting/emphasizing diversity
- We all learn the same things just at different paces
- Work Ethic
- I believe that it is the fact that we all choose to be here and weren’t here because we have to be.
- Access to good education
- They found themselves throughout all the negativity. It’s a self journey. people had to learn about themselves on their own.
- We all know that everyone comes from a different background and hearing other peoples stories are powerful.
- 4 years of being in the same grade
- The shared experience?
- We are all too stressed about school to have the time
- We have know a lot of these people for a long time from previous schools
- The way we were raised by our parents
- More money and resources
- Access to education
- Empathy
- Entrance test
- Privilege. Most likely. The kids who come here poor or without much feel extremely left out.
- A progressive and accepting community of students
- They are disciplined and smart
- Being inclusive
- Diverse classes
- In tests or sports
- Everyone has access to the same resources
- they are in an environment with people from all backgrounds and learn not to judge
- we have a diverse community, and interact with lots of different people
- Because we all go to a school where you are selected to go here so we all earned our spots in here
- None
- the diversity
- i don’t know
- our education has allowed us more opportunities to take action
- variety in classes
- the diversity
- The environment of the school being so hard, we’ve learned it’s ok to ask for help and jump right in the help those who are asking for it.
- We all understand everyone has differences.
- Being raised in a home that doesn’t encourage or believe in racism and being generally friendly to everyone.
- I think exposure and understanding helps us cooperate without race being a factor.
- Just the variety of students here.
- We all know math.
- We have students
- Parents being able to send them to a nice school.
- I guess most of us mean well.
- Sense of justice and awareness
- Students are generally fairly open minded
- diverse student body
- The diverse student body.
- Good work ethic, strong family, intelligence.
- The various clubs we have that welcomes anyone.
- We have a lot more freedom to pick what class we are in.
- The equal education and support all of the students can get
- Student Body.
- we are taught throughout our classes about history and how time has changed with diversity and everyone should always feel included and the same.
- Opportunities are offered to all students equally. People from many backgrounds attend the school and are given the chance to attain a Charter education.
- I don't know
- The diversity of the student body.
- Since students are surrounded by other kind people, the environment fosters growth and friendship.
- each student has access to the same resources in order to succeed
- going to school together
- Students are more inclusive in the school because they are generally more focused on academics
- Open minded and educated people
- There is a lot of diversity at Charter
- they can pay for tutors and help in classes
Everyone is united with one goal or task, get good grades and stand out, everyone is doing the same thing.

- They are open minded
- Diverse student body
- I think that other students race doesn’t matter when it comes to communicating with other students and teachers
- Charter students are generally aware and respectful.
- Celebration of intelligence as opposed to shaming it
- An intelligent and mostly aware student body.
- Their family and friends.
- Sympathy and amiability
- Diverse environment
- Their money
- Awareness and informative presentations like the DEI presentation.
- Good support structures and family influences
- We have a diverse and open-minded student body
- ????
- Yes
- I think most Charter students are very well educated on issues like this. Someone may not agree with another persons views but most of us accept each other and keep our opinions to ourselves.
- Charters national ranking gives students a wide range of opportunities to go far in life and pursue any dream they have with the support of the teachers
- Awareness of one’s actions and behavior, respect toward others, and education about these topics
- A strong education in early age and exposure to diverse communities.
- We’ve all earned our spot in this school, and there’s a measure of respect given to everyone for it.
- We always come together and we never hurt anyone’s feelings
- Perseverance, friendship/encouragement, and the help of the school
- Charter is a diverse community and no one is excluded
- Charter has a variety of students of different races and ethnicities.
- N/A
- We have enough social opportunities for people to comfortably seek out friendships they wouldn’t typically pursue.
- NA
- I think the fact that we go to a school that is very diverse teaches us ways to be a part of a bigger community is what allows students to be very inclusive.
- N/A
- There is a lot of diversity in the student body along with a lot of minorities, and we also have other things in common, such as a motivation to learn and educate ourselves. Because we are more educated on these topics and we have similar academic goals, athletic interests, and hobbies, that brings us together even if other things don’t.
- I think that our openness and kindness allows charter students to display these strengths.
- Nothing really
- We are pretty mature people
People aren’t opened minded here. They want to seek new perspectives and not be ignorant. I believe Charter students are able to display these strengths because we have strong ties in the community that supports all students here. There are many activities that allow all types of students at Charter come together and lift each other up.

N/A

I believe that it is due to charter students being more concerned about something like a math problem rather than being concerned with the persons race. For the most part we care about grades and getting into college, not if someone is asian, black, white, or hispanic.

The diverse student body enables us to interact with similar, academically-driven students of all kinds. When we play sports and out of school activities all races are involved if they choose to be.

staff and teachers motivate students to do their best
Our desire to do better in life and to strive for bigger dreams
Supportive teachers, administrators, guidance counselors, and all other staff are very supportive of all students and do their best to help their students learn, grow, and mature.

We all acknowledge each others academic ability and I think there is a mutual respect that comes with going to an academically driven school.

There are no strengths
Again, I don’t notice many strengths.
We’re surrounded by different kinds of people so we don’t alienate them and we don’t necessarily see them as different.

there is a lot of diversity at charter and everyone is able to get to know each other without judging them for their background
There is a lot of Asian diversity, especially in the upper classes, which allows for people there to learn of other cultures. Also, the kids who are more isolated are taught to be outspoken about their religions/cultures.

Better education and having wealthy parents
Being people raised in a society that did not pit ethnic groups against one another? Unless thats what youre doing. Sorry for that. I dont think there should be any reason for resentment and the school seems to have a good control on behavior.

Well, I haven’t seen much strengths except I guess Jeff Council bonds well amongst each other

Various clubs and working together in class
The staff and the environment of the school

What could our students/scholars improve upon (Weaknesses)?

CSW builds strong teachers, lawyers, and CEOs, not just scientists, doctors, nurses, computer programmers.
The “Cancel Culture” can be hurtful to other students.
Ivy League colleges do not instantly make you an exceptional student – EVERY college can do that – it’s up to each student to maximize his/her college opportunity.

Some students do not balance social media usage with their daily routines.
• Some students lack self awareness and are unaware of their micro and macro aggressions.
• Some students are less accepting of students who aren’t in the top phases.
• Some clubs and student groups lack diversity.
• Unconscious Bias exists.
• We used to have an URM (Under Represented Minorities) club. It stopped after last year.
• Nothing, students at charter are equal, no weaknesses are present, everything is fine.
• Groups are cliquey
• I really haven’t noticed that many. Maybe friend groups, you can notice.
• N/a
• Insensitive comments
• I don’t see any weaknesses
• being oblivious to others’ issues
• Getting down on each other because of what phase we’re in
• Make smart decisions
• There is an imbalance of races represented causing some racial grouping.
• Groups are cliquey
• still racist or ignorant comments made
• There are a lot of cliques separating people.
• jokes that put people down
• Less mixing of friend groups?
• We lack social sense
• Some students don’t understand others because they have never been at the same level
• We don’t have many weaknesses
• I think that for what i have seen we have done a good job with equity and inclusion
• cliques
• na
• People aren’t always inclusive
• Extreme snob attitude. Extreme attitude of entitlement. No one works for their shit it’s all given to them.
• There is still a lot of discrimination based on gender identity and sexuality
• Kids who dont think they fit in and feel excluded tend to be let their anger out on other kids.
• Not always being inclusive
• Sometimes people can make ignorant comments.
• Some students don’t have as many resources to succeed as others
• i haven’t really noticed any to be honest
• occasionally, people are left out of things because they are forgotten about. They aren’t necessarily being intentionally excluded.
• I think some people don’t realize they are ostracizing people
• We are very cliquey and social groups are often based off of social status and wealth
• Entitled
• studying too hard
▪ everyone is very cliquey, they’re privileged and don’t acknowledge it at times
▪ some are afraid to stand up and take action because of the fear to stand out and get made fun of
▪ not sure
▪ n/a
▪ We definitely have cliques but I think we still all talk to each other even though we’re part of different “groups”
▪ Honestly I haven't experienced anything first hand involving exclusion.
▪ I truly cannot say I have seen any exclusion or inequity because of race among my peers or anyone in my grade. Or if I have it hasn’t been Blatant enough to notice
▪ I don’t see a problem among the people that I talk to. However, our faculty isn’t as diverse as our student body.
▪ Charter is very clique
▪ Social classes
▪ We dont
▪ People afraid to branch out to other people
▪ We have classes with basically the same people every year. But that’s because of phasing which serves an academic purpose.
▪ Assumptions about intelligence
▪ Students tend to separate into groups, with some exceptions obviously
▪ racist incidents
▪ Sometimes there is racism
▪ None. Although some have less wealth than others, we all share in being academic elite. In terms of inclusion, all activities and all classes are inclusive of students who meet the respective academic or extra-curricular requirements.
▪ Some clubs are dominated by a certain race or gender.
▪ Some people judge at first glance and don’t include and give people a chance
▪ People have money and cars and I don’t
▪ Student body is bias for Red Clay school district. Students who do not live in the area have less priority than in district students and in district kids have an advantage based on living situation. Students at school specifically are pretty understandable to each other.
▪ maybe by the way someone looks or acts they may have a negative outlook on them from others
▪ Some cliques have formed amongst the student body and it could be argued tha they are partially race based.
▪ I haven't noticed
▪ Sometimes, people do not realize that some things might be considered microagressions.
▪ People tend to stereotype eachother at times (nerd, jock, etc.)
▪ I’ve noticed that sometimes students can be exclusive and not open to criticism. Some can be closed off to new ideas and sometimes do not take things seriously. For example, when people laugh or talk through assemblies that are not funny or lighthearted.
▪ the level diversity
▪ Some divisions have formed
- May unintentionally disrespect another culture
- I don’t know
- People are chosen for certain clubs based off unreasonable traits
- White dominance. The school is represented by white affluent students.
- They inadvertently disrespect another culture
- elitist
- None
- I’ve heard people mock/joke about racial stereotypes, esp. about how smart someone is or isn’t because of their race
- not really celebrating leadership and initiative
- I have found that many people accredit their intelligence and success to themselves while they have been given a huge head start in life.
- I don’t think we do a good job including all students in our community.
- Kids who score lower in grades don’t have many chances to increase their phase. Phase system should be more fluid to move up and down.
- Clingy friend groups
- They take everything for granted
- Charter students tend to keep within their cliques and don’t venture out.
- We have a pretty heavy natural selection bias, because students from certain academic backgrounds tend to perform differently in various classes.
- we have none
- ????????
- I haven’t noticed anything.
- Personally I haven’t noticed anything here at Charter. Everyone I am friends with or have spoken to is extremely accepting and inclusive.
- I don’t really feel like Charter has weaknesses when it comes to equity and inclusion. Workload and expectations are the same across the board for every student.
- people can make careless comments that are offensive toward minority groups and those in lower socioeconomic classes
- The ethnic demographics of the school do not represent the demographics of the surrounding area in terms of black and Latino minorities.
- Scholars* at times can be alienating.
- We all have our own friend groups and we don’t talk to anyone else because we are comfortable with the people we talk too. But I think we should be diverse.
- The charter education system places too much importance on grades and not learning. Students are forced to worry about grades instead of education. Some teachers who give low grades make the class such that a student has to find ways to get good grades instead of learn. This creates problems as some students are more able to get those high grades while others who try harder don’t get the same treatment.
- The only thing I would comment about is that the majority of people have certain views and tend to disregard those who have differing opinions, regarding political opinions
- Some people do bring up stereotypes.
- I think there is a lack of diversity.
Many students came to this school already capable. A student would need to be conscious of this and to seek out external help in order to even begin to have a chance to keep up with their peers.

Diversity
I’ve noticed that some students feel that they don’t belong or fit in with some of the other students at the school because of many different factors. They feel that they can’t relate with other students leaving them alone and I think some students have a harder time than others at including different people or talking to other people they are not necessarily friends with outside of class.

Money
Even if people don’t mean the words, sometimes people joke about diversity/inclusion lightheartedly. The friend groups are also somewhat cliquey as the white kids are mostly friends with each other and the minorities are mostly friends with each other, but there is a still a lot of mixture and people are fine interacting with each other.

People do not feel like they are smart or can get better at something just because everyone else is better.

We are not a very racially diverse school
People are judge based off their race or how they look. Cause the split in our community.

Recognizing other people’s backgrounds and disadvantages
There are some students, specifically the class of ’21, that have no regard for the feelings of others. They have continually put others down and made many feel inadequate, like they don’t belong to be here. It is usually the males that push others around and its not the whites that they do it to. As well, the younger classes have no common sense, starting a petition to declare another student Is “not black enough” is very serious and all that was received was a slap on the wrist. This year a junior posted a snapchat that circulated where he deliberately targeted black students and used a very terrible racial slur. He should have been made an example of. For a no tolerance policy, there is a lot of tolerance when it comes to the entitled white males here, and they know it. If it was any other student the offense would have been much more serious. It seems like Charter is more concerned about their image than the students.

I have not noticed any

We are in a generation of memes and some jokes go to far when it may hurt some people. From wheat I have seem the jokes have no mal intent but people still take it that way.

In my experience, I haven’t seen any weaknesses.

There is some equality differences among race and other minorities within charter.

stress themselves out

Since we look past social status we overlook important aspects of life and treat people as if they have faced the same things others of us have.

I personally feel that Charter does no have any weaknesses with inclusion, but other students have had a few specific incidents that they viewed as wrong.
Some people here are just ignorant, that's about it. A few people who have made bad decisions has led to the entire school being seen in a different light, but the majority of the students here are kind and inclusive people.

Friend groups and groups in school projects tend to center around race and wealth, with maybe one exception

People don’t take things seriously and they don’t want to tell teachers or peers because they think it may make people not like them or may make them lose friends. They aren’t conscious of what people say or even what they say because they have ignorance, but they do not want to learn to rid this ignorance.

Friend groups do often have a common race with a couple of exceptions.

a lot of charter students live in the same area and everyone is from the red clay district

There is a contingent in every grade who is racist and jokingly make offensive comments. We also don’t have many Hispanic or black students, which does stunt our diversity.

Students are either very privileged or not very privileged.

The fact that people of mix and asian heritage are suddenly not "People of Color", and the term has become a brand that excludes those who dont seem to agree with all of its ideas. Perhaps in the same way "whiteness" was once defined, so too has person of color, idk. Other than that, charter is a very heterogeneous, from academic ability to income. I also just wanted to note that the screenshot above describes Equity as "the fair treatment, equality of opportunity, and fairness in access to information and resources." I would agree with all of those ideas, but thats not equity, thats equality. Equity would be equality of outcome, and so "In terms of equity and inclusion" I would note that a truly equitable school would have equal representation of the general red clay population in Charter's higher phase classes. Thats obviously not happening and the woke amongst yall would argue that it should. But that would then be antithesis to a meritocratic ideal, which to be fair many of you are against anyway.

some subtle tensions among racial groups

i don’t see many weaknesses

They don’t cooperate much with each other.

What causes our students/scholars to act/feel this way (Threats)?

- Lack of training resources
- Lack of self-awareness
- Social media is a challenge with DEI and all aspects of daily life.
- We haven’t created a parent or student survey in years to listen to our stakeholders.
- DEI shortcomings are not a short term problem, it’s a long term commitment.
- Nothing, because no problem exists.
- Where you went to middle school
- Just where you live or who you hang out with.
- N/a
- People just don’t really care about what they say
- I don’t think there is any
- lack of understanding regarding what others are going through
- Different ability in learning
- Peer pressure
- This can contribute to a class divide.
- Where people went to middle school or if you are in the same phased classes
- ignorance & white privilege
- Social hierarchy
- others don't understand how hard people work and make fun of them for it.
- Different backgrounds
- We are all too stressed about school and therefore lack social skills
- The fact that the school has historically attracted only the smartest kids who could get a better education because of there wealth or race
- N/A
- Race
- idk
- na
- Lack of discussion
- Racism sexism ageism
- There is still a culture of fear and ignorance towards people that don't conform to gender and sexual norms
- Bullying
- Not that much
- It could be stereotypes or generalizations about a group of people.
- money issues
- I don't really know
- nothing in particular, just no one speaks up for them
- people just need to be more careful with what they say
- Money
- Idk
- competitiveness
- they're upbringing
- I don't know of any threats
- n/a
- n/a
- Maybe people being judging others
- We all are different from different backgrounds
- No clue
- I thing the large proportion of white teachers contribute to the issue.
- The challenge of going outside your comfort zone and talking to others.
- Money let's adopt communism
- N/a
- People don't like branching out to people of a certain race or gender
- It's kind of unavoidable if you want each student to have a challenging curriculum.
- Stereotypes
- There is a general tradition/tendency for students to interact mainly with students of their own race.
- meme culture
- Meme culture.
The idea that petty things such as privilege and race "divide" us. If you can’t overlook the melanin in someone’s skin, or the fact that a student’s parents worked 2-3 jobs for 1 and a half decades to pay off their debt from immigrating to this country (aka hard work), you should consider your own life and sit down so that others may rise.

Some people are not interested in some clubs which could be why there is an under representation.

Some kids are not really cared about when they do something wrong or say something wrong, it seems like sometimes the administration lets things slide.

I can’t drive to school and I don’t have as much money to spend on things for myself

Red clay district rules.

Maybe how many friends that person has or who they hangout with

I think some students of the same race or ethnic background have more in common and can relate to each other more than a student with a completely different way of life and background.

I don’t know

Stereotypes

I don’t know/

I think people are afraid of how others will perceive them if they take things seriously

idk

The wealth issue creates problems

Unaware of other cultures

I don’t know

Jeff council wants people who can donate money to them and other clubs and organizations choose their favorite students, not the ones who earn it and have good grades or are equally qualified.

the school can be represented by other races and income levels.

Not enough respect for other cultures

N/A

None

yes

social exclusivity, extreme pressure to fit into a norm,

The importance of numeric grades to value someone contributes to this. Kids who get good grades think they must be doing something better than the other students.

N/A

Phase system is too rigid and teachers are unwilling to move students.

Peoples insecurities

Parents

The challenge of trying to fit in.

Broad socioeconomic inequality, nothing to do with race specifically. Race can be correlated but is not the cause as it seems to me.

none

????

I don’t know

Maybe just naive ness

Theres no apparent threats
- Lack of diversity in highest level courses, lack of respect and self-consciousness in order to avoid causing harm
- A wealth gap between white and minority families means many do not even consider applying to charter
- They've developed their own circle of friends and tend not to stray away from it.
- We don't talk to anyone else and just keep to ourselves.
- Teachers sometimes don't realize that grades ultimately determine a student's future and success and because of their harsh grading, many students get left behind while the more lucky students are benefitted. The harsh grading sometimes forces students to try more to cheat instead of learn and had there been a more understanding system, students could focus on learning than simply getting good grades.
- Influences of certain media on young people
- That people have stereotypes too engraved into their minds.
- Competitiveness and an entrance exam may contribute to this issue.
- Underclassmen teachers should incorporate methods for success as a part of their curriculum. Learning how to learn is crucial and a teacher showing their students that from freshman year indiscriminate of phase would level the playing field.
- Competitiveness, the entrance exam
- The difference in money that people come from throughout the school and the advantages some students are given compared to others in many ways. Certain factors that affect certain students ability to be involved and the amount of time they have to put towards their education.
- Family
- I think when we are forced to learn about racial awareness in school, people get bored or feel like it's a joke or pointless.
- N/a
- Competitiveness among students and phase 3 students not being able to take AP's.
- The school is know for being academically rigorous. This could be discouraging for kids that have been given less academic opportunities
- N/A
- A population that does not necessarily reflect the state's population at large
- Charter does more to protect its image than it does to protect its students. Administration does nothing to help stop the problems. the no-tolerance policy does not exist. If a student feels it is okay to use racial slurs and degrade others it should not matter what their academic ability is. They do not deserve to be here.
- Diversity in charter
- The general meme culture of our generation of pushing jokes to limits. Also our generation doesn’t care as much about race and we joke about things that are taken as being offensive but are meant as jokes.
- N/A
- The issue is within the ignorance of the ones doing the wrong.
- pop quizzes and feeling like they have to get an A
- I feel like our unawareness of all these circumstances are to blame.
• I think a lack of communication/understanding between students about what is offensive and what is not offensive may contribute to the issue. Also, some students feel that others take things to seriously or the wrong way.

• Here at Charter, we have students who come from various living circumstances and income levels. Many people here are not able to understand or sympathize with their peers because they live a very different lifestyle. However, Socioeconomic ignorance does not mean that Charter students are "racist."

• The different phases prevent higher phases from being friends with those in the lower phases, and those phases tend to distribute race and wealth as well.

• Popularity

• People are drawn to people they are similar to, it makes them feel more comfortable. That’s why friend groups often have similar race, monetary status, and home life situations.

• the people who do not live in district because of money or their personal background are excluded

• Delaware is not a truly equal state, so the inequality of the region is reflected within the school. Most Hispanic families in Delaware are working class, so the parents don’t have as much time to research the different schools in the state. Therefore, less working class kids are aware of Wilmington Charter School, especially since it cannot recruit. More affluent families focus on getting their kids into the school, and the student body reflects that.

• The education system

• I think the grouping of people as either POC or privileged or anything does more harm than good because it leads to resentment and frustration. The concept of making access more equal is something I am totally behind, but to advantage one group in efforts "to make things more equitable" is an unfortunate way of moving. That said, the question states, "what threats or challenges do you believe contribute to this issue?" Its the lack of open discussion, or at least the fear of speaking out in this way. I totally would be vocal about this. I am not spending my lunchtime answering these questions because I love to. Its that ideas like mine are shut down and thrown out without consideration and thats a fact, not some self-victimization hullabaloo. This program fails to consider other viewpoints in any reasonable sense and essentially shows the school fallacious propaganda. Its truly unfortunate that not one moderately opposing viewpoint is being shown. And this isnt some private business that can run itself the way it wants. Its being publicly funded and the program has not been vetted by any outside group (if it has i havent heard about it). What style of a information campaign is this?

• "- Jefferson Council's subtle white people only club

• - Academics at charter > most minorities are in lower phases and aren’t encouraged to aim higher"

• I’m not sure if there are any threats

• Lack of communication

  • General feedback about students/scholars

  • Students feel ‘charter shamed’ for college choice (if it isn’t ‘elite’ enough)
▪ Students commented to a student with mobility issues that she ‘looked stupid’
▪ Some of the students watched a video and responded via a survey; the following information was garnered:
  • Based on the video, how did you feel after watching:
    o Sad
    o Inspired
    o sad
    o Good
    o Interested
    o Informed
    o Privileged
    o emotional
    o enlightened
    o Neutral.
    o Bad
    o I feel bad for others that don’t have a head start in life.
    o I felt like I have an advantage over other people and I should utilize it more.
    o Unchanged
    o I feel a sense of inequality
    o it was very informative & accurate
    o That I know my own privilege.
    o Enlightened
    o I feel privileged
    o I feel privileged, but I didn’t just learn that.
    o inspired
    o Upset
    o Depressed
    o a little guilty
    o I felt very privileged and thankful for what I have
    o guilty
    o i feel lucky to have what i do and i’m more aware of it
    o like i am privileged
    o I felt tired watching them run
    o Informed
    o Gratified
    o informed
    o motivated for change
    o the same as before
    o I feel like we need to be more inclusive and act more like a family helping everyone we can help at any opportunity.
    o I'm sad
    o Convicted, guilty
    o I feel as if it spreads a message/issue is pretty common in our society. I felt upset about the situation, but unfortunately, it's not anything knew.
    o I feel privileged to have the background and support I have.
    o Indifferent
I feel the exact same
Thankful
Fine
I had already seen this video but it makes me realize that I have advantages over some other people
privileged and fortunate
Privileged and fortunate.
Offended. "If you didn't learn anything, you're a fool." Nice.
Grateful for the opportunities I have.
I was on board with the message until I saw the group prayer.
Annoyed
I felt inspired
I felt the video was an effective way to communicate the effects of privilege on people's paths.
I feel like I need to do more to help people who are not in the same position as me, while spreading awareness as well.
Aware
I feel sympathetic towards those who haven't been granted the opportunities in life that I have.
I felt saddened and humbled
Eye opening
Educated on privilege issues
Sympathetic for those who don't have as many opportunities in life
Like there are many opportunities that many people in america are not exposed to.
I just felt reminded of something we seem to forget.
Thinking a lot
I feel the same as before I watched it
More aware of the inequalities kids my age face
Happy that people are making efforts like this at charter
More aware of everything that has been given to me.
Open-minded
A minority and privileged
Sad that it's the reality.
privileged
The same, I knew that certain people had a head start in life.
I felt fine. I had already seen this video. I understand privilege and I understand that I am privileged. I obviously think everyone should be given equal opportunities but it doesn't always work that way which is unfair but true.
Eye-opening because you don't always realize how privileged you are compared to your peers
Ashamed by how our society continues to limit people based on their race
Woke.
o I felt inspired because it doesn’t matter what someone’s background is, everyone is equal.

o Hopeful

o Uncomfortable

o It made me realize just how vast the difference between people is in terms of their family having money.

o I feel like it has opened my eyes more. I am more likely to think about others circumstances than just my own.

o I understood the message, but it doesn’t motivate change. The video reveals the existence of a problem, but doesn't propose a way to solve it which is rather bleak. At the end of the day, those with an advantage will always be ahead if they have the same ability that I do, just because they had a head start.

o I feel that I am more likely to understand how the views of others and where they come from without judging them.

o That I need to realize the advantages that I have in life compared to others around me and appreciate what I have. But also know that I’m not better than anyone based on the advantages I have due to the answers to these questions.

o Emotional

o I was sad to see the large disparity in privileges among young people, but also encouraged at how those at a disadvantage still tried whatever they could to get to the finish line.

o I felt that it was a good video.

o I am more aware of my privilege and want to be more considerate to others who are not as fortunate.

o I know I would be one of the few people in the back, but it doesn’t make me a bad person.

o Like things need to change

o I felt like there should be more equal opportunities for everyone. It is not fair some students have to start further back in the race of life when they have done nothing to deserve it. The people in the back work hard and deserve just as much a chance.

o I feel appreciative for the advantages that I am given

o Not much different

o Enlightened and eye-opened

o I felt pretty fortunate to have had such a great opportunity in life and have more privileges than many other people have. I fee that I should do something meaningful with these privileges instead of letting them go to waste.

o I felt fortunate to have a family that killed themselves working so I wouldn’t have to.

o Surprised, always looked at it as set backs rather than privileged kids getting a head start in life, but after watching I’ve realized that the video is correct, and it
shows that privileged people should be helping others more..

- The literal and figurative head start that some people are given in life makes me feel grateful for my own circumstances and sad for the circumstances that other people have to live with.
- Privileged
- I liked the video but I didn’t like how he referred to the fast people as these black guys which I thought was a little 😳
- I felt bad that life is unfair for people for reasons that they cannot control and not for choices that they have made.
- Deflated
- Interested

- The video labels certain things like access to quality education, food, and family stability as “privileges”. And since this questionnaire is so concerned about the dictionary definition of the words and terms we use, I have decided to include the definition of privilege. Here it is from google: "a special right, advantage, or immunity granted or available only to a particular person or group." So, I ask if we should consider individuals with access to food, heat, and family as those above the norm. And perhaps you may consider that to be the norm- to have to struggle for family, money, food and education. But I dont. So, with respect to access to the 100$ bill, I agree. The children in the front were privileged, for I do not consider that a right. But I consider the aforementioned ideas to be rights, and like any other right like freedom of speech, freedom of religion, and freedom of association, I do not consider myself privileged. And why does this matter so much (at least to me)? Because you are reducing the norm to a low bar, perhaps even the lowest. A free man is privileged to the slave, a human to an animal. Yet, we (again, at least I) do not consider ourselves to be privileged, in any meaningful sense, simply because of this; and if we did, what would that accomplish? Reductio ad absurdum. The goal is to move the norm up, not down, and to attack someone because of their privilege is to attack their circumstance and not their ideas. To argue that only those who have had a certain "unprivilege" can engage in certain topics is furthermore risky because it literally excludes a certain group from reaching an understanding or even having an opinion. In summation, find the video to willfully misrepresent the concept of privilege. In comparing the ability to get 100$ to that of having certain fundamental rights, it employs a classic and fallacious bait-and-switch, and thus achieves no understanding beyond that of a faulty analogy.
- I’ve seen it before, I felt it was true and not much is being done about it
I understand that some people have higher advantages over other people their age.

N/A

Keeping equity and inclusion in mind, do you feel comfortable around peers in classes? Why? Why not?

- I feel comfortable and relaxed. Neutral Response.
- Yeah because people aren’t judgemental.
- Yes because everyone treats each other with respect.
- Yes.
- I feel comfortable because I know they don’t really mean any harm.
- Yes I do.
- ok
- Yes, because to me we’re all the same.
- Yes, they are relatable.
- I feel comfortable with my peers but I don’t know why I guess it’s because I put everyone on the same level so I treat everyone the same.
- Sometimes but other times people can be judgemental.
- Yes but I always find myself correcting someone’s mistakes or teaching them certain things they say aren’t funny.
- Yes, I think we all have known each other long enough to be comfortable.
- Kinda.
- Yes. We all survived 4 years of Charter together.
- Yes, we chill.
- Yes, but I know there are kids who feel the opposite.
- Yes because everyone is respectful.
- Yes, because I know there are no major differences in our personalities to where I would be uncomfortable.
- Yeah because everyone’s pretty accepting.
- Yes because they all are respectful.
- Yes.
- No not at all they’re all rich. I’m poor. Not much to do with skin color more like social class ranks at Charter. All rich people. The poor are easily targeted. But like many schools this is common.
- I feel comfortable around most people in my classes I personally have never experienced discrimination based on my race gender or sexuality. However, there are some people that make me uncomfortable based on how they treat others.
- Yes because I’m a nice person who most people like.
- Yes.
- Yes, I never feel excluded or looked down upon based on race.
- Yes because I feel that our financial situations don’t show in class, we are really only displaying our education.
- Yes because I have never experienced inequality of exclusion because of my race.
- yes because I usually feel included and I consider some of them my friends.
- yes I do. I've never been in a situation where I have felt threatened or ostracized in that way.
- Yes they aren't threatening to me in any way.
- Yes.
- Yes.
- sure.
- I personally feel comfortable, but I am aware that no one else does.
- most of the time yes.
- yes.
- Yes, I feel like I can talk to everyone and don't feel like they are judging me or targeting me.
- Yes I have never experienced anything of that sort.
- Yes I feel comfortable. I don't consider race when interacting with anyone, I have friends in my class of all different races and it's honestly not a factor when making friends.
- Yes, because I don't feel like I am being excluded on the basis of race or gender.
- Depends on which class and peer. If I don't have a friend in the class then I won't talk to others because they have already made their "groups" and it's very difficult to include yourself in them.
- Yes.
- Yes, they're vibin.
- Yes because I think that everyone is nice and kindhearted if you ask them anything.
- Yes. They mostly mean well.
- Yes because I know them.
- yes, I have never felt uncomfortable.
- yes.
- Yes, they are all very kind and inclusive.
- I feel extremely comfortable. There are little to no threats.
- Yes because I don't feel that my background has any affect on the way I'm treated in my classes.
- Yes I do, everyone here I feel like is really nice.
- Yes.
- Yes because environment we grew up in.
- Yes I do, sometimes you may not know people outside of your friend group but you should always feel comfortable around them.
- Yes no one is blatantly racist.
- Yes because I know no one will judge me for who I am based off of my race because I look predominately white.
- Yes, I understand that most microaggressions are accidental and not meant in an offensive way.
- I feel comfortable around my peers in class as they generally are accepting of all types of people.
Yes I do because the people in my classes are generally mature
very much yes
Yes in my classes i think my peers are focused more on the academics rather than anything else
Yes because people don't discriminate
I feel comfortable
Yes, except when other people can afford any college they want to go to and i can't afford the ivy leagues and other prestigious colleges and i will go to the cheapest school, not the most prestigious.
yeah because my comfortability does not depend on my peers opinions.
Yes because they are strong in terms of equity and inclusion
yes
Yes because I personally don't care about what people think about me
yes, but I know that some people might not
no, I'm not myself in school, because I would be viewed as too assertive or "know it all" especially for a girl
I do feel comfortable around my peers. I understand that I have more advantages than most and less than some, but we are still equal, good people.
Yes
Yes, I don't ever feel judged due to my race or what I can wear.
Yes because I am an extrovert and I feel comfortable talking with most people
Around most, it's more so cool vs uncool
Yes because I know that my peers are inclusive.
Absolutely
yes
Sometimes. Many charter students call kids in lower phases dumb and not even from higher phases. I feel like i and a lot of my peers get made fun of for being 'dumb' and it hurts really bad.
Yes, because everyone in school gets along well
Yes 100%. I have never had a negative experience here.
Yes because I feel like I am friends with every classmate
somewhat, as for the most part, I am considered to be part of the majority; however, sometimes comments I overhear about others make me uncomfortable and lead me to alienate myself from specific groups who I feel have different beliefs and "senses of humor" than I do because to me they just seem rude and unkind
Yes, though as a white male, I have never been personally threatened by racist or sexist remarks, though I have heard some in regards to my friends, which does make me uncomfortable/angry.
Most of the time, yes. I feel that there’s a mutual respect between everyone, even if we’ve never met.

Yes I do feel comfortable because we talk to each other and don’t make negative comments towards anyone.

Yes. All students are accepting and kind. The only problem is the social hierarchy that exists in this school. The more athletic, “good looking” students have less social problems. The less “popular” students face the difficulties of making friends, having people who help, etc. But for the most part, many students are still accepting of others which is good.

Yes

Yes, I feel comfortable because no one messes with me.

Yes I feel comfortable because they are always accepting.

Yes. They’re mostly nice. Some people are shady though.

Yes

Yes, I think the people in our school are good people overall and we all have our differences but that is what makes the school a better place.

Yes

Yes lol everyone is friendly

I feel comfortable among peers

yes

Yes, they are pretty accepting

No, because the people who know my background are always sensitive as to what they say to me.

Yes

I am a white female student who is in high phase classes. I am more worried about school than how others perceive me. However, for some students-especially those like minorities, They are not comfortable and they do not feel safe around their peers. They feel like the school is against them and nothing is being done to help it.

Yes because we all feel equal

Yes, the people here are very smart and put forth effort to get into college. This is regardless of race.

No, some students (a VERY small amount) ignore subliminal racial cues and tend to generalize entire races or populations.

Yes. A persons background has no alteration on my opinion of them.

yes because we’ve been together since freshman year

Yes because I’m secure in who I am.

I feel very comfortable around my peers, race and background aside. I have many different groups of friends at Charter and they are all extremely supportive, entertaining, and helpful.

Yes I do. My peers are all nice people.

Yes, I tend to fit in as a white person, however being a girl with mostly guy friends can be difficult and being Jewish I
tend to find myself in uncomfortable conversations about religion
  o Yes, I usually am comfortable.
  o Yes, I feel like I’m able to speak freely (while still being respectful) and no one is really aggressive.
  o Yes. I feel comfortable around my classmates because mostly everyone is inclusive and kind
  o Typically, yes. I am white, so I never have any derogatory language directed towards me. I have overheard rude comments and heard, through the grapevine, of a sophomore writing a slur on his arm, but I have never directly witnessed any.
  o Yes
  o Yes in the classroom I am fine. When being shown a partisan video, I am angered.
  o Sometimes, like in AP Econ, in a male dominated class I feel as though sometimes I can’t ask questions or ask the teacher to explain concepts. Also, I am usually the only black person or of three others but no more than that in my AP and Honors classes
  o Yes. I don’t understand why I would be uncomfortable. I’m surrounded by kids my age that share many common interests
  o Yes...most of them treat others nicely

- Have you ever noticed any microaggressions that could make certain students uncomfortable?
  o No I have not.
  o No
  o No
  o No
  o I haven’t noticed any students actually get upset.
  o No I don’t recall a time
  o Sometimes people say things as a joke but it could actually seriously offend someone else
  o No
  o Microaggressions are a made up word
  o No
  o No
  o Yes. Offensive comments about hair or mocking the way someone speaks.
  o No.
  o Jokes on activities people do
  o Yes. I don’t remember
  o No
  o No
  o Yes
  o No
  o No
  o Yes
All over the place. All the time. It never stops

Yes, I have overheard certain terms and labels that the group those terms are being applied to would not like.

Yes: nerd, ugly, bum, loser, weenie

Not really

No, but I’ve heard about them.

no

Not really, I’m not very good about noticing these type of things

no

no

No

No

Yes

Yes

yes

not really

Yes I have only heard it as inside jokes between friends

No

No

No

No

No

The only “microagression” I have seen was after the DEI assembly when everyone was joking with each other about micro aggression and were just repeating what the woman said but it was not offensive as everyone involved saw it as a big joke. The DEI assembly wasn’t very good, Most of the examples of racism were unheard of.

No.

I’ve seen white kids make fun of Asian students, and I’ve been made fun of for not being able to speak Spanish even though I’m Hispanic.

People calling other people "Nigger"

No

No

No

Confusing a person for another, jokes, curse words

No I have not witnessed this

I can not recall

I can not recall any.

Toughen up. 1st amendment rights. I also haven’t heard anything egregious at this school.

No

It seems like it is seen as a joke from both sides of the equation when things like this are said, but people that are not involved take offense because the joke doesn’t apply to them and they get offended

Yes people saying things they shouldn’t

Yes, people have made ignorant Jewish jokes.

Yes especially if you are possibly in a lower class people may view you as stupid or not as bright as others. It may
bring down people’s confidence on how they view themselves
- No
- No
- Yes, sometimes accidental microaggressions occur.
- Nope
- Yes, I can't think of a specific example but I know some have occurred during my time at Charter
- No it is very much lighthearted and shouldn't be taken seriously
- I have not noticed many
- No
- No
- When people argue in SS classes about financial and political views without thinking that other people cannot afford what they can afford.
- no
- No
- no
- No
- Yes- joking about racial stereotypes
- yes, jokes about black culture, use of n word, asians being self deprecating to go along with norm
- Microaggressions that I have said or heard are simply friendly persiflage, and I don’t believe that they contribute to the idea of systemic racism and exclusion
- Yes
- N/A
- No
- No
- No
- No
- No
- No
- I have not noticed any microaggressions.
- No I have never experienced any intentional or unintentional microaggression
- most of the microaggressions that I have heard and that have made more of an impact on me and those around me are directed toward sexualities; a friend of mine that is openly out faced a lot of criticism after choosing to wear some louder outfits especially to prom, such as saying he could be so good-looking if he dressed like a real guy and other comments to that effect
- Yes, from a few certain individuals that like to make jokes that mock certain groups.
- Nay.
- No I have not noticed micro aggression.
- Yes. Some students say the n word (in no way intended to hurt others)  
- No  
- I can't think of any  
- I have not seen any in our school.  
- Not really.  
- Haven't seen any  
- Yes, I have noticed some students use verbal microaggression that they should not be using that can be offensive to many other students.  
- No  
- I haven't noticed any.  
- no  
- I have, but none come to mind  
- Not that I can remember  
- Not that I can recall  
- Yes, students being told they’re smart because of their race, students being berated because of their race.  
- I have not  
- Yes but they were not meant in a bad way. I understand that things are taken the wrong way but that happens in every facet of life. It isn’t necessarily a student being rude or racist but just saying something that offended someone.  
- Yes, some instances of people saying that certain races all follow some questionable mindsets or engage in some behaviors.  
- No, only in a joking manner to friends that know it is a joke. Not an aggressive attack.  
- no  
- Yes, the incident that happened on halloween  
- I have never noticed any microaggressions that could make students uncomfortable.  
- I have seen this happen before, but it was never meant to be seriously harmful in any way. We are not snowflakes, we are young adults. We should not take offense to every ignorant joke or comment other people make.  
- Any slurs and jokes about religion as well as insulting intelligence which tends to appear often at charter  
- Yes, for me, I don’t like it when people touch my hair without asking because it reminds them of a sheep or an animal and it makes me feel like I’m being petted. 🙈  
- No  
- No  
- I cannot think of any specific cases. Of course, I am sure I have witnessed them, but being a microaggression implies that they are hard to spot.  
- No  
- Yes, but I can't recall them. Half of what you call microaggressions are jokes and your reclassification of
them isn't going to change the English language. Just because I start calling a chair a banana doesn't make it one (in everyone else's eyes). And the other half are unfortunate and need to stop happening. I fully support. But the message to students needs to stop being that everything is non-PC because you will and have alienated students. You turned a moderately serious problem into a joke and that's on you.

- "AP Lang > learning about language and using the n-word
- After DEI > white underclassmen joking about oppression
- During the video > people saying there are no racial issues and calling the whole DEI a sham"
- I'm not sure if I've seen any. I heard about the one from the online article about a white student using a clown filter and derogatory language but I never heard people talking about it in school or seeing it
- No

- Have you personally ever made a comment toward someone that could be classified as a microaggression?
  - I am unsure/ I never noticed if I did
  - No
  - I am unsure/ I never noticed if I did
  - I am unsure/ I never noticed if I did
  - No
  - No
  - No
  - No
  - N/A
  - No
  - I am unsure/ I never noticed if I did
  - Yes
  - No
  - I am unsure/ I never noticed if I did
  - I am unsure/ I never noticed if I did
  - No
  - I am unsure/ I never noticed if I did
  - Probably, never intentional
  - I am unsure/ I never noticed if I did
  - No
  - I am unsure/ I never noticed if I did
  - Yes
  - Yes
  - Yes
  - No
  - I am unsure/ I never noticed if I did
  - I am unsure/ I never noticed if I did
  - I am unsure/ I never noticed if I did
  - I am unsure/ I never noticed if I did
  - I am unsure/ I never noticed if I did
  - I am unsure/ I never noticed if I did
  - No
  - I am unsure/ I never noticed if I did
- No
- No
- No
- No
- Yes
- I am unsure/ I never noticed if I did
- Yes
- I am unsure/ I never noticed if I did
- I am unsure/ I never noticed if I did
- No
- No
- Yes
- No
- No
- Yes
- No
- Yes
- No
- No
- No
- No
- Yes
- No
- No
- No
- No
- No
- No
- No
- Yes
- No
- No
- No
- Yes
- No
- No
- No
- I am unsure/ I never noticed if I did
I am unsure/ I never noticed if I did
○ No
○ Yes

I am unsure/ I never noticed if I did
○ No
○ No

I am unsure/ I never noticed if I did
○ Yes

So I picked other so I could explain where I’m coming from. I feel as if everything can be taken the wrong way. For example, if I said to my black friend that you’re really smart, something meant as a compliment, it could be taken as being racist because I am surprised he is smart because he is black. This was far from the point of the compliment but now it is taken that way. Trying to be nice is taken as racist and then not saying anything at all is considered racist.

No

I am unsure/ I never noticed if I did
○ No
○ No
○ No

I am unsure/ I never noticed if I did
○ Yes

I am sure I have, but I cannot think of a moment when my friends pointed it out to me.

No
○ Yes
○ No
○ No
Moving forward, what are some things that you believe we as a CSW community could work on to allow for more equity and inclusion?

- Nothing, were fine.
- Diversity in groups
- Everyone other Monday we have random seating at lunch to make new friends from different races.
- Diversity
- Teach more about certain topics like equality and stuff.
- we can learn more about other cultures
- just overall respectfullness
- Videos of this
- Grant ability to dress how you like
- I'm not sure I feel in this day and age people are already relatively good at including people.
- Mix up different groups to get some diversity
- more cultural events, more student led based events, student and teacher q&a sessions
- Work on mixing students all from different backgrounds.
- I don't know
- More team activities within and between the grades
- N/a
- Being more inclusive in our admissions process
- Nothing really
- Less white kids saying the N word casually, not directed at a black person, but almost as part of their vocabulary.
- idk
- na
- Have teachers be more included in this
- Just get the bad apples out. We are too worried about our scores inflated test scores inflated dropout rates inflated college graduating rates. When someone does something wrong here they do not expel they give infinite chances to keep poisoning the good school we go to
- Normalizing diferente sexual and gender identities
- Make the teacher and staff actually do something when something like this occurs
- Not much
- Education on harmful stereotypes.
- I cannot think of any
- Not really
- including the people that are scared to speak up for themselves to be included
- Just speak up when you or someone you know feels that way
- We could work on not feeling entitled because of our parents wealth
- I don’t really think you can change someone from being entitled and at the end of the day if someone feels entitled
there’s not much you can do and stop taking it personally if they haven’t done anything to you

- Charter is good
- I feel like people who are entitled can’t be changed
- more access to opportunities to make change and spread awareness
- doing more activities as a school
- n/a
- I feel like we’re pretty good with this at the school so I’m not sure
- idk
- Just treating everyone the same in the classroom and including everyone equally. I’m
- I think we should focus on a goal of being a cooperative student body and not making it a race issue will make us dissociate race with problems.
- I’m not sure
- More understanding of some peoples struggles
- Just chilling out
- Branch out more towards everyone
- I don’t know
- Enforce restriction on harsh language
- Keeping up the conversation and just not ignoring the difference in treatment
- conversations
- Keeping the conversation going to continue to make progress.
- Work on getting funding for better a/c and heating.
- I don’t know.
- Maybe more group projects and etc so we can see the viewpoint of a lot of kids, I feel like perspective is a big issue
- I don’t know the that’s not my job here
- Stop trying to put labels and push it so hard to be inclusive on a basic level and instead educate people on other cultures and lifestyles to be more accepting. We need to live by example. Example: culture day is a nice way.
- we could work on teaching students more on keeping their opinions to themselves
- More DEI training.
- Allow for the school to represent the surrounding community, not just Hockession.
- Having more talks about it.
- N/A
- enforcing this type of training more heavily from the start of each student’s charter career and throughout; punishing behavior that opposes DEI standards more regularly
- diversity among the staff
- I think that these meetings help
- Be inclusive and aware of other cultures
- Don’t discriminate
- Don’t let Jeff Council run the school based off who is wealthiest because other people can contribute just as much as they can.
- I really don’t know. I don’t think this is a minor problem that maybe applies to one or two situations but does not require any major action to be done which I don’t know what could be done either.
- We should be more open-minded to other cultures
- N/A
- I think we are good
- Greater consequences/punishments for not acting respectfully
- Better DEI assembly that includes more relatable examples that we see here rather than upfront instances of racism that are easily condemnable, its educating us on the subtleties of microaggressions and racism in higher level schools that is important
- Understanding that our economically well-off students are extremely advantaged, especially compared to many other public schools’ demographics.
- I think we could work on inclusion throughout the whole school and no separation between phase placements.
- N/A
- More DEI training and exercises
- Stop being cliquey
- Improve awareness
- Have more programs to bring people of all types to an equal level academically and then let them compete on totally fair and free ground.
- Stop giving us DEI
- I feel like everyone here is just kinda rude.
- Nothing
- Idk
- I have never experienced anything biased at Charter
- I appreciate the effort made by showing videos such as todays
- Expanding awareness of the charter application process, so low-income families that do not have time to consider many schools are aware that it is an option.
- It’s pretty good thus far, methinks.
- We should understand everyone’s backgrounds and respect them for who they are.
- Students should try to be more understanding of each other. Teachers should be more understanding of the pressure of good grades. There should be more focus on students learning than getting good grades. If the students learn, they will get good grades, teachers don’t need to make tests etc. exceptionally complex.
- I feel that charter is already very including
- People should treat each other with more respect
- I think more presentations and workshops are helpful.
- Making opportunities clearly stated to everyone.
- Diversity
  - I think that could have more clubs or things of that sort that can be available to students based on the fact that many students have many different hobbies and interests. Some people may feel that they can’t be included based on the fact the school doesn’t have clubs pertaining to them.
- Being more diverse
  - We could empower students who are at a social or financial disadvantage. I also think placing a special emphasis on really uniting events like Culture Day is good.
- We can be better people
  - teach everyone that equality is important and really emphasize it because people do not really feel equal.
- Pay for AP exams
- Including people of other races into the school.
- Be mindful with our actions
  - Start actually enforcing the zero-tolerance policy. Juniors smoking in the senior lot before school and getting caught with a blunt in hand - a three day suspension is all they received? there are people that believe it is because of the fact that they were white that they were not more severely punished. Other students of minority races believe had it been a different race- specifically black students there would have been a much worse consequence. There cannot be equity and inclusion when there are students who worry about their safety than their schoolwork. It is not fair to them to have to worry about the next time another student is going to say something derogatory and nothing to be done about it.
- Including everyone
  - Just don’t allow people to be rude. If someone says something that bothers me I tell them and if they continue it is a problem. Once again I think that the things people say for the most part are supposed to be a light hearted joke. If people ask them to stop something because it comes off as racist I am sure most kids at charter would.
- Promoting equality and inclusion through methods other than programs which most scholars tend to ignore. Although they do spark conversations, these assemblies and prolonged lessons about equality tend to lose the attention from students quickly. The assembly about drugs from the former basketball player was more effective because it expressed the problem through a story instead of the scripted PowerPoints of DEI. People around me were more engaged after the drugs assembly than DEI because they were more interested in a story than terms.
But I do appreciate the efforts to address problems in the community.

- We should spread our diversity as a school and welcome more people of different backgrounds.
- Treat everyone the same with the same treatment and privileges.
- Learning about the struggle of others
- I cannot think of anything Charter can work on.
- We should work towards accepting each other's differences and thinking before speaking/posting material that could be considered offensive. The path to removing racial and cultural ignorance is to have productive conversations.
- Talking about it like this tends to have people making fun of it rather than making change, if we're constantly discussing why we're behind or ahead you lose respect from teachers and peers
- I think maybe that the DEI instructors could be more harsh and don't allow laughter when there is something uncomfortable, it should be uncomfortable. I think laughter makes them brush it off as unimportant.
- Exercises rather than talking about it to us might make us more involved
- Creating a more approachable environment so those who need help can feel comfortable asking
- Ensure that the teachers are educated. The vast majority of teachers I have met are kind, welcoming people who never show any bias for religion/race/culture, but I have heard of a few that make students uncomfortable.
- I really don't know
- Read my other answers
- Having more conversations about race and academics, and being more aware about things that offend others
- Opening large opportunities for all students and providing extra help to those that need it
- Show your kindness through actions

- Specific to Parents
  - What do our parents do well (Strengths)?
    - Parents are in support of our DEI work.
    - Our parents are open-minded, kind-hearted, compassionate, and empathetic.
    - Most of our parents recognize and sometimes own our DEI weaknesses.
    - PTSO officers and members support our community exceptionally well.
    - The Blue and White Club supports our community exceptionally well.
    - PTSO mini grants support DEI opportunities for all students.
    - Behind the scenes, parents drive students home from practices, meetings, etc.
    - Parents are engaged as Science Fair judges and chaperones. They actively participate in conferences etc, and attend PTSO and Blue and White club meetings.
  - What allows our parents to do well (Opportunities)?
• We all believe that our DEI work is important.
• We (administration, teachers, board) listen to our parents (we attend PTSG meetings, and listen to Public comment at Board meetings). Administrators have an Open Door policy.
• Highly skilled professionals are working with faculty and staff – Amber, Megan, Jen Curtis, etc. so we can listen better, improve our efforts and support our parents.

  o What could our parents improve upon (Weaknesses)?
    • CSW builds strong teachers, lawyers, and CEOs, not just scientists, doctors, nurses, computer programmers.
    • Ivy League colleges do not instantly make exceptional students – EVERY college can do that – it’s up to each student to maximize his/her college opportunity.
    • Some parents do not balance social media usage with their daily routines.
    • Some parents do not follow CSW policies – talk to teacher, then department chair, etc, before calling Mrs. Rivello or Dr. Cap first.
    • Some parents have very competitive personalities that conflict with their students’ mindset.
    • Some parents are less accepting of students who aren’t in the top phases.
    • Anonymous emails do not benefit any stakeholders.
    • Some parents lack self awareness and are unaware of their micro and macro aggressions.
    • Blinds spots exist - DEI challenges aren’t acknowledged
    • Unconscious Bias exists

  o What causes our parents to act/feel this way (Threats)?
    • Lack of training resources
    • Lack of self-awareness
    • Social media is a challenge with DEI and all aspects of daily life.
    • We haven’t created a parent or student survey in years to listen to our stakeholders.
    • DEI shortcomings are not a short term problem, it’s a long term commitment.
    • DEI shortcomings are a societal problem – Teachers and Admin can manage expectations from 7 a.m. to 2:30 p.m. – we need parents/guardians help at home, at the dinner table and on weekends.

  o General feedback about parents
    • Phase 3 Comment: By teacher in regard to parents: “Don’t worry, your kids will go to college” - this directly deals with how intense our parents are

• Overall feedback (not specified for either group)
  o Overall Feedback from community member (no students at school):
    • In response to overall understanding about the school
    • Lives in Kentmere Park area/professional
    • Said she always understood that they were very selective about student entries
    • Heard that majority white students accepted and African-American students who were in upper levels of intellect
    • Also that faculty was not too concerned about inclusion of Black students

  o Overall Feedback from someone related to student at school:
▪ Of the impression that students of color are considered ‘less-than’; Students often don’t want to begin the day at the school while concurrently wanted to attend the school and too often are glad when end of day comes. She was told this by her attending relative at school
▪ Is of the opinion that the long term goal of the school was to always have a designated percentage of African-American students - that only the ‘best of the intellects’ would be enrolled
▪ Suggested that there be some way to show majority students how so-called minority students feel when faced with racist remarks and actions (“Wear My Shoes” for a day activity)
  o Charter parents held an open table on Thursday, November 14 from 4 pm to 8pm. We set up a table with the help of custodial staff and spoke to parents as they entered the school. Fortunately, there were several events scheduled that evening that brought parents to the school. There was a volleyball dinner and the start of basketball practice. We were able to approach and speak to over a dozen parents and received valuable feedback.
  o A parent commented that she did not feel all staff presented and gave equal time to both political sides. Her son was mocked and chastised for his conservative view on issues. She believed that conservative views should be respected and not criticized by staff and given equal consideration in class. She mentioned that she had seen the email prepared by the parent group and sent about by administration.
  o Another parent described how he attended a predominately minority school. He mentioned his kids that live in the Hockessin area and tend to associate with affluent kids. He didn’t view DEI as a significant problem at Charter and believed some folks were being overly sensitive about the issue. He recognized the issue but feels that there are much larger problems to deal with at the school and society in general.
  o A parent mentioned that more attention should be given to students struggling academically. A sign would be inconsistent test results.
  o The next parent mentioned that his son shared what he had learned from DEI assembly speaker - particularly about micro-aggressions and later that week while watching television related a micro-aggression experienced by a character and related that to the example provided at the assembly. He was proud that his son was aware of DEI and seemed to be able to relate it to life situations. He feels the students benefit from the training and appreciates that it is offered.
  o Lastly, I spoke to a parent who had a lot to say about educating the whole child. He surmised that all students in Charter have the requisite intelligence, but do not receive the same support at home or the resources at home. The essence of the question is how to support the whole child, while not reducing the academic standard that separates Wilmington Charter from other schools. He mentioned his involvement is some private schools and the growing reality that sometimes more is needed than just the financial scholarship. The students may also need transportation, meals, hygiene products, clothing etc. Institutions need the flexibility to help the whole child and not be shy about recognizing the need some students present in order to support the whole child.
  o Mostly positive comments = Great to see us; glad the committee is addressing; looking forward to results; CSW is a great place
  o Cyber bullying is occurring by CSW students
Parents don’t want to “dumb down” CSW any more for inclusive standards — Three years ago admissions changed to Red Clay first before gifted students from other districts

Student has heard the n word in class from other students

N word used frequently in music played by students

Glad to see the DEI process to address

Students act this way based upon what they learn from their parents

Provide more celebrations of cultures

No diversity in teachers

Lots if micro aggressions occur

Parents promote “phaseism”

CSW is very inclusive

Students experience discrimination based upon the middle school they attended

Students are generally diverse

Teachers and administrators need more training

Students didn’t take DEI meeting seriously

Counselors don’t spend enough time with students

Students joke about discrimination and inclusion

majority respect cultures

nobody cares

teachers are more ignorant than the students

small minority if students who are inherently offensive

but they make most trouble

the bad stuff is more highlighted than the good

it’s alright

relationship between blacks and whites are tenuous

pretty separated

parents don’t do much

mental health is not even thought of as an issue or really any of the other isms

Since entering Charter, we have run into a few issues that we feel your committee needs to be aware of and address.

- At the very first Board Meeting of the year, I brought up the extreme amount of attention and energy of administration and staff being put into outcasting females over their shorts being too short, too tight, and “inappropriate” for their bodies.

- This threw my girl and many of her friends into anxiety every day over their appearance and dread over coming to school even though her shorts were well within code guidelines.

- The first indication of what life would be like at Charter for my daughter was based on sexism, body shaming and anxiety.

- As I pointed out to the board, dress codes that are targeted at or unevenly enforced against particular groups of students may violate laws prohibiting race and sex discrimination. Dress codes are frequently unevenly enforced against girls for wearing clothing that is considered a “distraction” to boys or male instructors in the classroom — reinforcing stereotypes about how “good girls” dress and privileging boys’ ability to concentrate over girls’ comfort and ability to learn.

- **Legal Standard:** The Title IX implementing regulations, at 34 C.F.R. § 106.31, prohibit recipients from excluding an individual from participation in, denying an individual the benefits of, or otherwise subjecting an
individual to discrimination with respect to the services, activities, or privileges provided by the recipient because of the individual’s sex. In considering allegations that a recipient has discriminated on the basis of sex, OCR looks for evidence of discriminatory intent. Discriminatory intent can be established either through direct evidence (i.e., statements, documents, or actions that clearly evidence a discriminatory intent), or through indirect (also known as circumstantial) evidence (i.e., a set of facts from which one may infer a discriminatory intent). Absent direct evidence that a recipient discriminated on the basis of sex, OCR applies a disparate treatment analysis under which OCR must determine whether the facts support a prima facie case of sex discrimination. A prima facie case exists if a preponderance of the evidence indicates that a recipient treated one person differently than one or more similarly situated persons of another sex. If a prima facie case of different treatment is established, OCR must then determine whether the recipient had a legitimate, non-discriminatory reason for its action(s) that would rebut the prima facie case against it. If one or more legitimate, non-discriminatory reasons for the different treatment are identified, OCR must then determine whether the recipient's asserted reasons for its actions are pretext for sex discrimination. Ultimately, however, the weight of the evidence must support a finding that actual discrimination occurred.

Pursuant to Department policy, the enforcement of appearance codes is an issue for local determination. See 47 Fed. Reg. 32526 (Jul. 28, 1982). However, treating a male student differently than a female student, or vice versa, in the application of an appearance code may constitute discrimination on the basis of sex.

- What I found even more disturbing was that after receiving approximately 10 personal texts and over 70 comments of a Facebook post about the shorts, not one of those parents was willing to step up and voice their opinion or disgust the Board meeting with me. So the general culture of parents is dismissive in fear of their child being discriminated against for voicing their opinions.

- Another issue just brought to my attention this evening were two Spanish worksheets that made my daughter and her classmates feel uncomfortable. (See attached)

  - In worksheet #1 the students were instructed to use adjectives to describe celebrities of their choice and fill in the blanks (for example Morgan Freeman is old, Kevin Hart is funny.) Using names of celebrities can be fun for teens, but labeling people isn’t always the kindest route to take, plus it is opinion based and not fact based.
  - More intelligent choices may be:
    - The ancient pyramids are (old)
    - A sunset is (pretty)
    - An ox is (strong)
    - Comedians are (funny)
  - Where it gets concerning is on the second portion of the sheet, where the kids were to fill in the blanks using their classmates names. The adjectives were; intelligent, small, very large, athletic, hard working, lazy, etc..
So the teacher was asking students to talk negatively about some students (who is lazy, small, very large), while giving other student compliments (who is hard working, intelligent, pretty, etc.) This encourages favoring and bullying.

Then the kids were to walk around and find other kids in the room who agreed with their answers. This encourages gang mentality.

The child who was labeled lazy may have been labeled lazy by multiple students. Perhaps that “lazy” child has anxiety, ADHD, a learning disability, or undiagnosed bipolar.

The child labeled large or small may have had that pointed out as well, by multiple students...perhaps that child has an eating disorder, a genetic condition, and suffers from being self-conscious about their size.

Labeling specific children and people is hurtful, not to mention a liability to the school if legal action were to be taken.

On worksheet #2, we get political using the name Donald Trump lumped in with celebrities. Again, there were positive and negative adjectives to choose from.

My daughter answered “estupdio” to Trump, as she believes he is stupid. That’s her personal opinion. And that opinion was required to be said out loud in the classroom. Clearly, her opinion or any opinion on a political figure in today’s social climate is inflammatory and could have caused a fight, verbal or physical abuse, targeting on social media, or caused her to be a victim of an act of violence.

There was not care or thought put into these assignments. And if there was, it needs to be re-educated and revised.

These are things 14-15 year olds should not have to say out loud, be put in the position of having to answer for a grade, or have to think about at all.

THIS IS NOT THE WORK OF SCHOLARS.

- Corporations such as Bank of America, DuPont, Gore, and CSC all have sensitivity training. Perhaps that is where we should begin for our board, administration and staff. Instead of investing in diversity assemblies for the students, we should first train our teachers and administrators so these daily slipups stop.

- A less expensive route may be too simply model the culture right downstairs at Cab. Perhaps immersing staff into a community of acceptance and celebration of differences as Cab does, would be a more simple and budget friendly answer. In the 7 years we were parents at Cab, not once did we have an instance of racial or sexual discrimination.

- I commend you all for addressing it and the matters I have brought up today. It’s more than race. It’s antiquated and deep-seeded attitudes, and placing more importance on academic accolades and appearances than innate kindness.

- Just wanted to convey that students who are getting As and Bs in class should NOT be told by their teachers to have their parents refrain from meeting with the teachers for Teacher Conferences. I definitely felt excluded from a good opportunity to get a sense of my child’s progress.....If teachers feel that they first want to fill up the slots with students getting lower grades, they should give those parents the first option to sign up....or at the very least the teachers should send an email out saying that parents of students getting As and Bs can set up an alternative time for a conference or use email to relay any concerns. My student
has an A in a class but I would like to know from that teacher if they feel she could possibly move up a phase the following year.

- As requested, my responses to the questions sent are:
  - The overall quality of education in northern Delaware is very poor. The average math and science proficiency of students in our Delaware schools are poor, particularly when compared to that of students in other countries in Northern Europe and Asia.
  - Delaware in general does not serve well the families in the state in terms of high school education. Public schools in Delaware should be improved.
  - Wilmington Charter School is the exception. It is a school we are all proud of. WCS standards should not be diminished or changed at all. I believe diversity, equity, and inclusion are good goals as long as the quality of education is not compromised. My family is latino and my children have adapted well to the social and academic environment at WCS.
  - We have a diverse population of students. It is a strength. The number of latino students in WCS seems to be increasing. The population of African American students is stable and the number of students with Asian and Indian background is significant.
  - I do not see any weaknesses in the areas of Diversity, Equity, and Inclusion. My impression is that any student, regardless of race, color, or any other discriminator, is welcomed into WCS and has equal opportunity for admission, provided that he/she meets the academic standards required. I believe the weakness is in the poor academic training of students in our state in public middle schools.
  - WCS should certainly advertise the quality of its program to all potential students in Northern Delaware, regardless of race. WCS should NOT lower admission standards or change its academic programs.
  - I think Charter has a wonderfully diverse community. I have 2 children there and they are in different phases and have both found it to be an accepting and positive school. They are in classes and close friends with people from different ethnic and economic backgrounds. I think the staff is very supportive as well. From our experience, it is a very positive, exclusive school environment.

- Most parents responded that they felt all was good at Charter regarding DEI - comments such as all good, healthy, no problems - didn’t even read email not concerned (bi-racial family - parent wanted to make us aware that their child was bi-racial) Same parent stated that her child has lots of friends and she and her husband always feel welcome at Charter events.

- Additional positive comments:
  - Very competitive among students which the parent felt pushed the scholars to be the best they can be.
  - Parent comment about how their child assimilated information from the DEI assembly regarding the use of the word articulate.

- A few negative comments - parents remarked that their child reported
  - Said to an Asian student by her peer group – Asian Invasion
  - White student reported her child hearing the n-word used frequently by white students
  - Parent commented that her student felt like the assembly was reprimanding them versus educating them on dei issues.
- Parent comment about the gag gift given at the soccer banquet – yugio (sp) cards just because … insinuating that the scholar would like the cards because he was Asian.
- Sometimes parents are disruptive and talk over the presenters or hold loud side conversations at the board/PTA meetings. If we don’t show respect to our teachers and admin how do we expect the scholars to.

**Suggestions:**
- Hold smaller group meetings with the students on the DEI presentations and not just large assemblies. Can really dig deeper when it is a smaller group.
- Bring back the Culture and Identity class as it truly touches on the information behind certain cultural traditions and nuances.

**What do we do well (Strengths)?**
- Charter is doing a better job of becoming more diverse in its population with regards to ethnicity, religion and gender. The celebration of various cultures during cultural day, the willingness to open and support various activity blocks that support diversity and bring awareness school wide is key. The diversity training held at the beginning of the school year was a good start to important dialogue even though there were some unforeseen consequences.
- It’s very diverse
- No strengths
- Having Culture Day
- Religious diversity
- Nothing
- There’s no fights
- Very diverse
- Being able to find friends really easily
- Having activity period
- None

**What allows us to do well in these areas (Opportunities)?**
- I think opening the dialogue is key, having students share their experiences, obstacles and viewpoints is very helpful. Having a staff that understands and is willing to learn various diverse experiences is also necessary. I do not think a no tolerance policy is the way to do this - I think more conversations have to happen to openly discuss tolerance is the best way to truly have an inclusive, diverse and equitable school.
- Being more educated regarding race
- More inclusive clubs
- More community outreach
- More student involved events
- Having activity period
- More trips
- Culture day

**What could we do to improve in these areas (Weaknesses)?**
- The staff at Charter is not very diverse in itself, therefor making a true inclusive environment quite difficult. The staff and leadership does not seem to have an understanding of teaching students in poverty which greatly impacts the ability of Charter to address the lack of socio-economic diversity in the school population, this is evident in school policy.
with regards to uniform policy, expectations of student internet and printing capabilities etc.

- A personal experience we had as a family last year, a teacher assigned a major assignment the day of Yom Kippur and had it due at 3:00 that same day. This showed a direct lack of awareness and knowledge of the holidays significance or how the holiday is observed. When I contacted the teacher it was dismissed and my student was made to complete the assignment on a high holiday when she was not supposed to be doing any work or being on any technology.

- The diversity training was a good start. However, during the assembly my students (a freshmen and a senior), both overheard antisemetic remarks from their classmates in the audience and other racist remarks brought on by the attempt to open up a discussion to stop such remarks.

- Insensitive
- Uneducated, ignorant
- People aren’t being heard
- Take jokes too seriously
- Don’t really get a lot of choices when it comes to electives
- We don’t have much to show diversity
- Lack of school trips
- Taking events more seriously
- As a body, we don’t include people

  o What causes us to have these weaknesses (Threats)?
    - Ignorance
    - Restrictions of the school
    - We only have but so much power
    - Not everyone wanting to be included
    - Not taking seriously
    - Not a lot of people know about
    - People not taking it seriously

Key Takeaways for Students/Scholars
- Need to be open-minded and accepting
- Need more opportunities for safe conversations
- Exposure
- Find common-ground
- Some students are receptive
- Safe conversations
- Need to understand other people’s perspectives
- Accountability
- Aspire for AP access
- Talk to students about how to be more welcoming
- Rise above self-labeling and help to self-advocate
- Students mostly do not know about issues unless they have to do with race

Key Takeaways for Parents
- Work as partners
- Support with exposure and empathy
- Help to work WITH students, and not dictate TO students
- Be more mindful of student experience
• Kids aren’t in a bubble
• Trust the process
• Support the ‘Whole Child’
• Support child in their way, not your way
• Don’t be hung up on phases
• Engaged in school
• Stop dictating what students ‘should’ do
• Listen to children

Homework:
Prepare for next session about board members and general community (TWO SEPARATE GROUPS): December 11th from 330-630 PM in Library at CSW
• What do our board members and community members do well in the areas of diversity, equity, and inclusion (Strengths)?
• What allows our board members and community members to be successful with this work (Opportunities)?
• What could our board members and community members improve upon within DEI efforts (Weaknesses)?
• What causes our board members and community members to feel/act this way (Threats)?

Remember that your goal and objective is to provide feedback from your stakeholder group about the staff (both board members and community members separately). We recognize that these two groups might have different gaps. We will then finalize and separate feedback for other stakeholder groups in upcoming meetings.

Michael also wanted to share information about Padlet that him and Tola discussed at our meeting. Please see this link for a tutorial if you are interested: https://www.youtube.com/watch?v=UkBnwPqaljA

For planning purposes, please see below for a general timeline and expectations for upcoming meetings:
December 11:
• Review the top three options for students and parents actionable steps (both groups separately) and discuss which we feel is the most impactful
• Share out regarding community and Board - again, please be sure to have a physical copy of the information you gather to turn into me (and electronic emailed to me is extremely helpful)
• We will then ask everyone in the room to share their biggest ‘takeaway’ from both share-outs so we can summarize and move toward identifying an actionable step for both groups

January 27:
• Review the top three options for community and Board members actionable steps (both groups separately) and discuss which we feel is the most impactful
• Discuss the next round of student assemblies and professional development opportunities and potential topics
• Moving forward as ambassadors for this work
• Share next steps
December 11, 2019

Please note that these notes are simply a summary of captured thoughts from our stakeholders and should not be viewed as goals/objectives or accurate/inaccurate until the final Action Plan is offered to the Board for approval. Also, please note that some of the notes were simply cut and pasted (and not necessarily grammatically correct) - rather than changing the words to avoid missing the intended message, everything was left in its' given form.

Conducted ‘Snowball’ Activity to get to know one another a little better.

Discussed possible action steps for students and parents:

Students:
- Empower scholars to move beyond self-labeling (either in a positive or negative way) and to own the strength that comes with being their individual selves.
- Educate scholars on the multiple aspects of diversity, equity, and inclusion (all 12 ISMs). This might include topics such as a curriculum within health class and/or mandating some of the information presented.
- Encourage open and honest conversations around identity groups while allowing for all voices to be heard in the moment in a respectful manner around topics with disagreement present. This would include how to address internalizing and how to face difficult topics.

Parents:
- Provide information on how to support the whole child and the impact of stress and trauma on achievement.
- Allow for opportunities to support one another with navigating CSW. This might include parent support groups and/or other opportunities to learn about available options for the students and what to expect.
- Explicitly encourage opportunities for partnership among all stakeholders - parents as partners. This would include helping students to become self-advocates and exploring better forms of two-way communication.

Sharing of stakeholder feedback
- Specific to Board Members
  - What do our Board Members do well (Strengths)?
    - Our Board is in support of our DEI work.
    - Our Board demonstrates a growth mindset with their commitment to our school, their emails and discussions, and attendance at many meetings.
    - Our Board members recognize and own our DEI weaknesses.
    - Board members support our Charter Fund as individuals.
    - Board members are actively engaged as science fair judges and attend school events.
    - Our Board diversity is exemplary!
    - The Board is very aware and understanding of our school finances/budget.
    - Foundations want to see measurable outcomes and that pathways to success are already there. CSW has data to show that the school has successful results and can pull data to support that underrepresented minorities go to college at a higher rate than area public or area charter schools.
This DEI committee is a good sign that character development and inculcation of mutual respect is of value to the Board.

What allows our Board Members to do well (Opportunities)?
- CSW occupies the middle position - ie, not receiving the full public school funding per student and not having any tuition income is a negative. However, from a development standpoint this can be made into a positive. CSW should target niche funding - foundations especially like to see an institution having targeted goals when seeking funding. We could start be seeking funding for an additional college counselor/college counseling services for our students who will be the first in their families to go to college.
- The right of every admitted CSW student to be at school needs to be emphasized. That will help to minimize the sense of ‘otherness’

What could our Board Members improve upon (Weaknesses)?
- Some Board members think of CSW as a gifted and talented school.
- We would like to expand membership to include purely community-based individuals with specific expertise.
- Unconscious Bias exists.
- Our Board should increase their presence at more school events.
- The Board has not created or administered a parent or student survey in two years.
- The Board should be more involved with development and fundraising.
- Development efforts
- There is a lack of communication to the school community that mutual respect is important to the board. The mission statement is not clear or not clearly and effectively communicated.

What causes our Board Members to act/feel this way (Threats)?
- Lack of training resources
- Lack of self-awareness
- DEI shortcomings are not a short term problem, it’s a long term commitment.
- DEI shortcomings are a societal problem – We can all manage expectations from 7 a.m. to 2:30 p.m. – we need parents/guardians help at home, at the dinner table and on weekends.
- Other schools are seeking funds from same foundations and organizations. Foundations perhaps deeming CSW as less worthy of receiving funding because it is portrayed as already successful. Delaware as a small pool of corporations and foundations to source from.
- The admissions process leaves questions in the minds of students; eg, how do admissions interviews work? Addressing the admissions process directly with the students would help to cement the understanding that every admitted CSW student has a right to be there regardless of race/cultural background, gender, phase placement, or middle school.
- The lack of enforcement or uneven enforcement of admissions policies

Specific to Community Members

What do our Community Members do well (Strengths)?
- Our community supports our DEI work.
- Our community believes in us and supports our mission - there are 800 applicants a year.
▪ Our community is excited about our Open House - over 1,000 guests attended this year.
▪ Community members are engaged as Science Fair judges and mentors.
▪ They actively participate in Board meetings and committee meetings when invited.
  o What allows our Community Members to do well (Opportunities)?
    ▪ None Noted
  o What could our Community Members improve upon (Weaknesses)?
    ▪ There is sometimes a misperception that CSW is only for scientists, doctors, nurses and computer programmers. CSW builds strong teachers, lawyers, and CEOs as well.
    ▪ Ivy League colleges do not instantly make exceptional students— EVERY college can do that – it's up to each student to maximize his/her college opportunity and potential.
    ▪ Some community members think of us as a gifted and talented school.
    ▪ Anonymous emails aren't helpful in solving long term problems.
    ▪ Some lack self awareness and are unaware of their micro and macro aggressions.
    ▪ Blindsports exist with DEI.
    ▪ Unconscious bias exists
  o What causes our Community Members to act/feel this way (Threats)?
    ▪ None Noted
  • Overall feedback (not specified for either group)
    o Parent reported seeing lack of respect
      ▪ Between students to other students - eg, drawing swastikas on the whiteboard as 'jokes'
      ▪ Between coach and students - eg, asking girls if they would ‘rather be shopping’ during powderpuff game
    o Parent feels that CSW can do sensitivity for racism/sexism/etc., but it would not get at root cause of problem. Root cause of problem is lack of respect for each other. We can train this cohort of students, but problems will rise up again. Board needs to communicate and re-communicate expectations of mutual respect between students and between staff every year.
    o Parent has seen rampant cheating with no repercussions. Several teachers give the same or similar tests and quizzes from section to section within a few days. There is communication between kids on material in tests and quizzes. Kids are unclear on what actually constitutes cheating.
    o Teachers who give the same or similar test/quizzes from year to year. There is test banking which unfairly helps kids with access to old tests.
    o Kids are not held to a standard of integrity.
  o What could we do to improve in these areas (Weaknesses)?
    ▪ Terminology of scholar vs. student vs. kid: Parent says there is an overemphasis on the word ‘scholar’ - let’s remember that these are children still and they are already bearing a lot of stress

Key Takeaways for Board Members
  • Focused board recruitment for specific skills
  • Survey stakeholders
  • Know Board Members (be more visible)
  • Anonymous Board
• Transparency - Who are you? What’s happening? Roles?
• Be more present
• Balance of parent representation
• Communicate expectations of integrity and respect
• Review admission policy
• Tell CSW story and advocate
• Fundraising and development
• Be more involved

Key Takeaways for Community Members
• Survey stakeholders
• Define founding members
• Recognize students as individuals
• Advocate in their sphere for CSW
• Encourage additional partnerships
• Reach out for additional support
• Development $ (Targeted supports)
• Increase relationship with Red Clay Schools
• Be involved
• Be mindful of pressure on students
• Know CSW goals rather than being self-seeking
• Stop praising and seeking recognition - realize that students have faults

Homework:
Nothing to prepare for next meeting - we will be discussing final ideas and synthesizing information: **Monday, January 27th** from 330-630 PM in Library at CSW

For planning purposes, please see below for a general timeline and expectations for upcoming meetings:
January 27:
• Review the top three options for community and Board members actionable steps (both groups separately) and discuss which we feel is the most impactful
• Discuss general themes for the work and conduct a gallery walk to share ideas from different stakeholder perspectives
• Moving forward as ambassadors for this work
• Share next steps
January 27, 2020

Please note that these notes are simply a summary of captured thoughts from our stakeholders and should not be viewed as goals/objectives or accurate/inaccurate until the final Action Plan is offered to the Board for approval. Also, please note that some of the notes were simply cut and pasted (and not necessarily grammatically correct) - rather than changing the words to avoid missing the intended message, everything was left in its’ given form.

Discussed possible action steps for the Board and Community Members:

Board:
- Actively participate in CSW activities, including being present and transparent with roles - ultimately leading to a more proactive rather than reactive leadership. This will include governance structure and understanding the roles and responsibilities of the Board.
- Craft and execute a strategic plan leading toward all stakeholders working toward the same vision and mission.
- Review and analyze policies around diversity, equity, and inclusion within CSW (ie, admissions, grades, phasing, discipline, etc.).

Community Members:
- Encourage more participation and relationship building among all community members while realizing that the pressure for CSW students is immense.
- Recruit more support, both financially and socially, for the CSW community. This would include utilizing alumni resources/stories and creating a historical timeline of successes and outcomes.
- Allow the community to be the liaison between stakeholders - without the support of the community, no policy and/or award can support the future potential of CSW.

Discussed large ‘buckets’ for action plan report and crafted statements of importance while collecting data and brainstorming stakeholder involvement:
- Importance of a Vision:
  - Statement of importance: The Strategic Plan sets the vision and roadmap for the work and direction of the school. The plan should be considered a living document reflective of the mission, values, and needs of CSW. It should be known and internalized by all stakeholders while serving as a frame of reference and being applied in the daily operation of the school.
  - Stakeholder Involvement: Representation and participation from all stakeholder groups with equal opportunity to contribute to the conversation; Strive for decision toward consensus; Stakeholders participating in the process shall solicit input from others in their constituencies
    - Admin/Leadership:
    - Staff:
    - Scholars:
    - Parents:
    - Board: Initiate the strategic planning process
    - Community Members:
  - Evidence/Rationale/Anecdotes:
    - Very few individuals can articulate the CSW vision (Are there core values? Are these referring to Cap’s truths?)
- Consider a ‘tagline’
- Consider separate strategic plan, mission, core values, and philosophy statements
- Stakeholders are not necessarily viewing DEI issues as important
- The right of every scholar to feel that they belong here should be nurtured
- We need consistent messaging - we have had 5 presidents and 5 philosophies

- The Impact of Presence:
  - Statement of importance: All stakeholders contribute to the fabric of the CSW community and, therefore, its’ success. It is critical that each stakeholder group understands the importance and impact on the school, individually and collectively.
  - Stakeholder Involvement:
    - Admin/Leadership: Continuous survey of scholars, graduating seniors; Understand student background, culture, homelife; Create a ‘town hall’ for back to school night
    - Staff: More diversity and presence at school functions; Restructure freshmen orientation
    - Scholars: Orientation and recognition of all student activities and accomplishments
    - Parents: Orientation setting expectations (new parents ask existing parents in a ‘mingle’ environment)
    - Board: Attend student events; Mix with staff; Monitor progress; Collect data around diversity and mission policies
    - Community Members: Highlight CSW commitment to Red Clay students

- Evidence/Rationale/Anecdotes:
  - Graduating seniors are not utilized to serve in roles
  - Curriculum is not inclusive (this is the teachers’ role)
  - Board is not present at functions (especially open houses)

- Understanding Equity Issues:
  - Statement of importance: Planned DEI exposure enriches everyone. In order to facilitate meaningful progress towards a truly inclusive school community, DEI concepts must be embedded with the classroom and broader school experience. The efforts shall be one of inculcation as opposed to surface-based application - deliberate and persistent! Make DEI training and opportunities a priority - utilize community of alumni to provide training.
  - Stakeholder Involvement:
    - Admin/Leadership: Schedule time and organize finances (ensure professional development)
    - Staff: Positive attitude, honesty, modeling behavior, open-mindfulness
    - Scholars: Be thoughtful about words and actions, have opportunities and engage in activities set in place
    - Parents: Allowing children to be where they are, modeling behavior, encourage scholars to participate
    - Board: Support PD (financially) around DEI, ensure broad scope is mission-aligned; More diversity on Board
    - Community Members: When invited, show up; Keep school accountable; Be honest about perception

- Evidence/Rationale/Anecdotes:
  - Need more student-led events surrounding DEI topics (trust)
- Look at student union (application and recommendation)
- Redefine roles of other student organizations
- Rotating leadership in clubs
- Continue having admission audit
- DEI student-led club
- Educate parents on how to de-stress students and raise considerate students

**Inclusive Policies & Curriculum:**

- **Statement of importance:** Identify our core values so that we may develop and align our curriculum and policies to support such values, thus creating a learning environment where all students grow and learn to be global citizens.

- **Stakeholder Involvement:**
  - Admin/Leadership: Listen and collect input; Fair and equitable implementation to learn and understand effectiveness of learning initiatives
  - Staff: Exercise diversity in teaching and learning methodology
  - Scholars: Be comfortable with open-mindedness; Be receptive and responsible to both give and receive feedback
  - Parents:
    - Board: Monitor and Set Policies
    - Community Members: Be a support by learning the school, not what you assume about the school (become an informed supporter)

- **Evidence/Rationale/Anecdotes:**
  - Music policy - when applicable, involve multiple stakeholders
  - History/English curriculum could be improved by sharing their own story and adding perspectives
  - Create policies for what we want to see and not what has always been
  - Curriculum should be diverse and inclusive, while reflecting not only the demographics of the school, but also the global community
  - Curriculum should incorporate a multitude of approaches to learning
  - Curriculum should foster curiosity and create a safe space to develop students’ own answers
  - Policies should be enacted so that all students feel welcome
  - Are our policies avoiding or addressing? We went to make policies to address and educate, not hide from reality
  - Create a process for reviewing policies using an intentional DEI lens

**Commitments from Committee Members**

- **I will support CSW efforts within DEI by…**
  - Finding opportunities to promote DEI at school functions and as a parent of a student
  - Promoting diversity as a guiding principle for board discussions
  - Encouraging students to speak out on pivotal issues by soliciting community funding for identified areas of need and volunteering training support to staff in areas of race relations and learning challenges
  - Attending important meetings and having conversations with families regarding CSW efforts surrounding DEI. Additionally if concerns are shared, I will openly share with CSW staff. I will encourage students in the community to investigate CSW for themselves
• Making sure I don’t lose sight of why I spoke up in the first place and be patient and trust the process. Also, by continuing to use my voice to advocate for what I believe in
• Working on my battle fatigue in regards to issues surrounding DEI and continuing open conversations with fellow staff and faculty
• Championing DEI efforts
• Continuing to be an advocate, cheerleader, and defender for CSWs DEI efforts within my community and continuing DEI conversations in my own home
• Continuing to foster and encourage honesty through communication
• Spreading the word about how and why we need DEI
• Being involved in the community and representing CSW (as an alumni) and advocating for position changes I see implemented in the school’s atmosphere
• Modeling global citizenship through forward failings and openness to new experiences
• Being authentic and mindful in all my conversations with our shareholders, especially with our scholars
• Be more considerate and mindful and stand up for change in this area while not promoting negative attitudes
• Being a vocal supporter of agreed-upon action steps and working in a supportive manner with colleagues as we expand our DEI horizon

• As a result of the action plan, CSW will...
  o Become an institution that educates the whole child and represents the best qualities of Red Clay School District
  o Be a more welcoming environment for all students
  o Become aware of its' academic, environmental, and judicial needs of students, teachers, admin, and community for tangible growth and positive development
  o Survey/Talk to students about their thoughts, feelings, and ideas to allow them to feel more included in the decision making and direction of CSW
  o Be a better support system for students so that students feel more comfortable and safe
  o Be a school where addressing issues is the focus and not avoidance of the issues
  o Develop/Enhance diversity, equity, and inclusion efforts so it's an innate part of culture
  o Realize its' full potential in supporting and educating and, therefore, changing the trajectory of young lives
  o Become a safe space for kids to be themselves
  o Become a more inclusive and welcoming place as well as a place to learn more about inclusion
  o Gain awareness and a better understanding of how to advocate for its’ students
  o Be an environment where all feel heard and comfortable
  o Evolve into a more welcoming, equitable, diverse, and inclusive community so authentic learning can become a priority
  o Become more diverse and inclusive in their policies and procedures
  o Identify specific, realistic steps that can be implemented to help all students feel like a valued and loved member of our school community