



Gilman School Community, Inclusion, and Equity (CIE) Call to Action Statement

Gilman School Mission Statement

Gilman School is a diverse community dedicated to educating boys in mind, body and spirit through particular emphasis upon academic excellence, athletic participation and aesthetic appreciation. Gilman seeks to produce men of character and integrity who have the skills and ability to make a positive contribution to the communities in which they live and work.

Gilman's Statement of Philosophy

Gilman School's educational philosophy is summarized in its commitment to the individual's development of mind, body, and spirit. This approach emphasizes the critical importance of educating the whole boy in every facet of his personality. Each Gilman boy should experience excellent academics, a rigorous athletic program, a cultivated appreciation of the arts and significant attention to the issues of character and spirit for him to realize his full potential and become a contributing member of society. Above all else, Gilman School seeks to help its boys to become men of character. The qualities of integrity, honor, leadership, humility, and service to others cannot be fostered separately by specific programs alone but must be emphasized through all aspects of the school community. To that end, Gilman School emphasizes a strong and comprehensive honor code, significant leadership opportunities, a full community service program, and an assembly program which stresses the importance of core character values, such as respect for the dignity and rights of each individual.

Community, Inclusion, and Equity (CIE)

This comprehensive plan for Community, Inclusion, and Equity (CIE) will serve as a guide for Gilman School, as it nurtures the multicultural aspects of its community. It will set the direction for its students, alumni, parents, faculty, trustees, staff and friends of the School, as we move toward a more inclusive environment.

Statement of Community, Inclusion, and Equity (CIE)

Gilman School's commitment to inclusion and equity is founded on the fact that our community is strengthened by the vibrant exchange that occurs when individuals with different backgrounds, abilities, and heritages share their various perspectives and experiences with one another.

Through the recognition and celebration of our many differences, we learn to appreciate, respect, and value the complexity of the world in which we live, and we develop essential skills that help us forge authentic relationships with others. Gilman's mission to educate the whole boy – mind, body, and spirit – depends upon our commitment to appreciating those qualities that distinguish us, one from another, and to find the common ground that binds us.

We are proud of our history as a school that has for several generations taken the lead on matters of inclusion and equity. We continue to build on that legacy through our steadfast commitment to inclusion programs and initiatives on local, state, and national levels. Gilman does not exist in a vacuum but rather is integrally connected to the Baltimore metropolitan area, and through our vigorous efforts to serve the greater community, we seek to break down barriers that cause injustice, and to equip our students and teachers with the tools to understand and dismantle



injustice. At Gilman, we uphold a standard of inclusiveness that accepts all people, regardless of race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, or socioeconomic status. This commitment guides our formal decisions and policies as well as our informal interactions with one another on campus. A tolerant and respectful community engenders a culture that encourages the free and open exchange of ideas, and it cultivates personal independence as well as intellectual growth. Inclusion and equity in all their forms -- among students, faculty and staff -- are the cornerstones of a healthy, functional school.

Retaining a Diverse Group of Teachers

Gilman is committed to utilizing all available resources to attract and retain a diverse and inclusive faculty. To this end the School must be intentional about hiring committees, mentorship, and new-faculty training in order to maintain Community, Inclusion, and Equity (CIE) and inclusivity, and help the School pursue its mission. We also must ensure that racial, ethnic, and cultural demographics of the student body are reflected in the School's faculty.

Objectives:

Recruitment of Faculty

1. Promote and provide a collaborative and family-friendly work environment that reflects the School's commitment to Community, Inclusion, and Equity (CIE) and appeals to candidates of various backgrounds.
2. Prioritize the development and maintenance of a diverse faculty, reflective of the Community, Inclusion, and Equity (CIE) of our student body.
3. Intentionally create and develop connections with public schools and engage with off-campus educational organizations.
4. Work with diverse search committees in proactive outreach for applicants in underrepresented groups, as well as provide training in unconscious bias.
5. Job descriptions should explicitly engage community, equity, and inclusion.
6. Make productive use of recruitment agencies such as Nemnet or Carney Sandoe, & Associates and AIMS job fairs to proactively seek out diverse candidates.
7. Marketing materials for the school should be inclusive in its approach to recognizing the achievements of diverse members of the community.

Retention of Faculty

1. Design and develop a meaningful mentoring system and provide ongoing support for new teachers via mentors, departmental meetings/workshops, the New Teacher Institute in the fall, and affinity group spaces.
2. Clarify the community's expectations for new teachers beyond the parameters of the faculty handbook. Policies and expectations should be communicated clearly and early.
3. Administrators and department chairs should meet with new faculty regularly to provide and receive feedback, recognize good work, monitor workload, and help faculty feel heard and supported.
4. Provide ongoing training for all faculty in cultural sensitivity and responsiveness. Begin to develop a common language among faculty and staff for matters relating to Community, Equity, and Inclusion.
5. Create opportunities for growth, leadership, and innovation.



6. Foster meaningful relationships within the community, including those amongst students and faculty, students and staff, and faculty and staff. Facilitate networking opportunities for underrepresented faculty.
7. Grow as a community through work, play, and open discourse. Seek inter-divisional events that meet these objectives, showcase talent, and celebrate accomplishments.
8. Regularly evaluate all efforts concerning Community, Inclusion, and Equity through analyzing qualitative and quantitative longitudinal retention data. This can be done through climate surveys such as AIM, as well as through exit interviews.

Principle of Good Practice

Teachers and Supervisors of Teacher - <http://www.nais.org/Series/Pages/Teachers-and-Supervisors-of-Teachers.aspx>

Hiring Process - <http://www.nais.org/Series/Pages/Hiring-Process.aspx>

**Director, Community, Inclusion, and Equity (CIE), Head of School, Division Heads*

Recruitment and Retention - <https://www.nais.org/articles/pages/recruiting-and-retaining-people-of-color.aspx>

Student Recruitment and Retention

In recruiting students of color, we must maintain a working relationship with the community and public schools to create an environment of cooperation among all parties. We must also set up a support system that will assist our students of color in every aspect of their education while here at Gilman. We must ensure that the racial, ethnic, and cultural demographics of the student body reflect the mission of the school.

Objectives:

1. Establish a relationship with communities and schools where prospective students are located.
2. Utilize and cultivate contacts with civic organizations, educational consultants, and current families.
3. The Office of Community, Inclusion, and Equity (CIE), the Office of Financial Aid, and the Admission office must communicate, in collaboration with the Development office and the Board of Trustees, to help increase the socio-economic Community, Inclusion, and Equity (CIE) of the student body.
4. Cultivate an awareness of the cultural nuances of all families by celebrating our diverse community and by fostering meaningful relationships among our community members.
5. Establish and maintain a support system to assist students meet with success in all facets of their Gilman experience using data to track their progress throughout the program.
6. The Office of Community, Inclusion, and Equity (CIE) will assist the Admission office in its recruitment through outreach and other efforts.



Principle of Good Practice

Admissions - <http://www.nais.org/Series/Pages/Admissions.aspx>

**Director, Community, Inclusion, and Equity (CIE), Director of Admissions*

Professional Development

Professional development, including Multicultural Education, is integral for Administrators, Teachers, Staff, Parents, and Students of Gilman School. The Community, Inclusion, and Equity (CIE) office will provide annual professional development opportunities both on and off campus. These will include the best practices for teaching and counseling in a diverse community. Some of these developmental programs include:

Objectives:

1. Sexual orientation for students/families.
2. Anti-Racist, Anti-Bias training
3. Multiple-intelligence, brain based teaching and learning.
4. Sponsorship for faculty and staff to attend NAIS programs such as Summer Community, Inclusion, and Equity (CIE)
5. Institute, People of Color Conference.
6. Sponsorship for faculty and students to attend The Student Community, Inclusion, and Equity (CIE) Conference, the
7. Student Community, Inclusion, and Equity (CIE) Leadership Conference.
8. Town Hall meetings, to acquaint the Parents and students with various aspects of the
9. school and Community, Inclusion, and Equity (CIE) issues.
10. Co-sponsoring programs with the Black Alumni Group/ Asian Awareness, Parents
11. Association and others for the present student body.
12. Schedule workshops/discussion sessions during professional days to encourage
13. faculty to discuss Community, Inclusion, and Equity (CIE) issues and initiatives.
14. Schedule meetings for the C&D committee with student Community, Inclusion, and Equity (CIE) groups to
15. encourage discussion and for faculty to hear about what the students are doing. To
16. include but not limited to student led presentations similar to those conducted at
17. POCC/SDLC and the local Student Community, Inclusion, and Equity (CIE) Conference.
18. Encourage faculty to pursue summer grants related to Community, Inclusion, and Equity (CIE), including attending
19. Community, Inclusion, and Equity (CIE) workshops at conferences in their subject.

**Director, Community, Inclusion, and Equity (CIE)*

Curriculum Development

Multicultural and inclusive content must be incorporated into the core curriculum at Gilman. Achieving this academic equity requires a focus on cultivating positive identity formation for our students while providing opportunities to confront racial, ethnic, gender, and social injustice. Along with the academic focus of each class, administrators and teachers will weave social justice topics into their content and practice culturally responsive teaching motivating our students to learn. This motivational framework incorporates a safe inclusive environment with a respect for Community, Inclusion, and Equity (CIE), which will promote equitable learning. The pillars of our curriculum must include recognizing differences as assets and creating a caring



learning community where all individuals are valued. Challenging stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression must be an expected practice in our Gilman Community. Strengthening cultural consciousness and intercultural awareness will encourage our students to critique society in the interest of social justice. Our goal is to develop the necessary skills to function in a pluralistic democratic society and successfully communicate in a complex world.

Objectives:

1. Integrate a diverse reading list that demonstrates the universal human experience across cultures throughout each division of the school.
2. Encourage cross-division and cross-curriculum collaboration to deliver Community, Inclusion, and Equity (CIE)-related content in Gilman's academic and extracurricular activities.
3. Supplement curriculum with current events and news stories and draw parallels between experiences of the past and the world today.
4. Content will promote an education that incorporates history, texts, values, beliefs, and the perspectives of people of different cultures and experiences.
5. Create multicultural projects that require students to choose a background outside of their own.
6. Foster educational benefits of Community, Inclusion, and Equity (CIE) by allowing students of different backgrounds to learn from each other in the context of equal status, common goals, and mutual respect.
7. Include topics in all academic courses that encourage students to explore the concepts of power, privilege, and micro-aggression in our society.
8. Continue and enhance Gilman's partnership programs with various schools in Baltimore and the international programs to widen students' understanding and effective interaction cross-culturally and globally.
9. Teach facts about sexuality, gender identity and expression.
10. Encourage classroom discussions to help students critically engage with issues that affect them.
11. Turn social justice learning into community service action in Baltimore.
12. Evaluate Community, Inclusion, and Equity (CIE) and flexibility in teaching methods and assess course offerings programs and extracurricular activities.
13. Include diverse experiences and backgrounds in classroom materials.
14. Expand global education:
 - a. Partner with Passport Schools that are infused with global content, themes, and experiences, and are dedicated to building global aptitude.
 - b. Improve international education to develop global competence in students by exploring their own culture, making comparisons with other cultures, and investigating global issues and challenges.
 - c. Think critically and problem solve on issues that demand perspective taking and research skills.

Principle of Good Practice



Early Childhood Educators – <http://www.nais.org/Series/Pages/Early-Childhood-Educators.aspx>

Elementary School Educators - <http://www.nais.org/Series/Pages/Elementary-School-Educators.aspx>

Middle School Educators – <http://www.nais.org/Series/Pages/Middle-School-Educators.aspx>

Secondary School Educators - <http://www.nais.org/Series/Pages/Secondary-School-Educators.aspx>

**Director, Community, Inclusion, and Equity (CIE), Dean of Academics*

Professional Development

Professional development will promote inclusive and culturally responsive curricula to facilitate a multicultural education which is integral for administrators, teachers, staff, parents, and students of Gilman School. The CIE office will provide annual and on-going professional development opportunities both on and off-campus. These will include the best practices for teaching and counseling in a diverse and equitable community. Some of these developmental programs include:

Objectives:

1. Sexual orientation for students/families. And gender identities (should this be lumped in with orientation or a separate item. Risk conflating the two which is already a problem).
2. Anti-Racist, Anti-Bias Training Is there somewhere where we can or should include some of the specific areas? Included but not limited to racism, anti-semitism, misogyny, islamophobia, LGBTQ bias, etc. PD will work to eliminate broad-based and systematic biases and replace barriers with acceptance and inclusion for every individual.
3. Multiple-intelligence, brain based teaching and learning.
4. Sponsorship for faculty and staff to attend NAIS programs such as Community, Inclusion, and Equity (CIE) Leadership Institute, Community, Inclusion, and Equity (CIE) Practitioners Workshop.
5. Sponsorship for faculty and students to attend The Student Community, Inclusion, and Equity (CIE) Conference, the Student Community, Inclusion, and Equity (CIE) Leadership Conference.
6. Town Hall meetings, to acquaint the parents and students with various aspects of the school and Community, Inclusion, and Equity (CIE) and equity issues.
7. Co-sponsoring programs with the Black Alumni Group/ Asian Awareness, Parents Association are these the only groups we co-sponsor with, and others for the present student body.
8. Schedule workshops/discussion sessions during professional days to encourage faculty to discuss CIE issues and initiatives.
9. Schedule meetings for the CIE committee with student Community, Inclusion, and Equity (CIE) groups to encourage discussion and for faculty to hear about what the students are doing. To include but not limited to student led presentations similar to those conducted at POCC/SDLC and the local Student Community, Inclusion, and Equity (CIE) Conference.
10. Encourage faculty to pursue summer grants related to Community, Inclusion, and Equity (CIE), including attending Community, Inclusion, and Equity (CIE) workshops at conferences in their subject.



*Director, Community, Inclusion and Equity, Division Heads, Assistant Head and Head of Schools

Parents

Parents must feel invested in the school and its mission. A variety of activities will be offered throughout the year to encourage their involvement with the Gilman community. The school will also utilize a liaison in order for parents to voice their concern.

Objectives:

1. Encourage parents to participate in, organize, and lead the Parent Association, Community, Inclusion, and Equity (CIE) Parent Reception and the Cultural Arts Festival.
2. Establish and support a variety of parent affinity groups.
3. Establish opportunities for the liaison to speak to parents on an ongoing basis so that parents may voice their concerns/comments about their family experiences at Gilman.
4. Continue to foster an environment where parents can feel like a valued part of the community even if they cannot consistently participate in endeavors, like those listed above.
5. Create forums for parents to attend so that they will be educated on the inclusive and equitable community that Gilman promotes.
6. Establish regular communication to parents about Gilman's commitment to inclusivity and equity as early as the admission process.
7. Certify that the Parent Association is reflective of the parent body.
8. Confirm that all school leaders and, indeed, all school personnel have received some form of Community, Inclusion, and Equity (CIE) training in order to serve our diverse parent community.

Principles of Good Practice

Parents and School Relationship - <http://www.nais.org/Series/Pages/Parents-Working-with-Schools-Schools-Working-with-Parents.aspx>

** Director of Community, Inclusion, and Equity (CIE), President of Parent Association, Director of Parent Relations*

NAIS Principles of Good Practice - Equity and Justice

[NAIS PGPs Equity & Justice Article](#)

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



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

Principles of Good Practice

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

Gilman Principles of Good Practice - Equity and Justice

Preamble: The following principles provide common ground for interaction between Gilman School professionals and their many constituents (parents, students, colleagues at other schools, and the public). The Gilman Principles of Good Practice define high standards and ethical behavior in key areas of school operations to guide Gilman School in becoming the best education community we can be, to embed the expectation of professionalism, and to further our core values of transparency, excellence, and inclusivity. Accordingly, Gilman's membership in NAIS is contingent upon agreement to abide by the spirit of the PGPs.



Overview: Gilman values the representation and full engagement of individuals within our community whose differences include—but are not limited to—age, ethnicity, family makeup, gender identity and expression, learning ability, physical ability, race, religion, sexual orientation, and socioeconomic status. Gilman welcomes and celebrates the Community, Inclusion, and Equity (CIE) of our school community. Gilman will create and sustain a diverse, inclusive, equitable, and just community that is safe and welcoming for all. We recognize that to do so requires commitment, reflection, deliberate planning and action, and ongoing accountability. The following Gilman Principles of Good Practice for Equity and Justice provide the foundation for such an independent school community. (Adapted from NAIS Principles of Good Practice for Equity and Justice)

Principles of Good Practice

1. Gilman School establishes the foundations for its commitment to equity and justice in our defining documents (mission, core value, and/or philosophy statements).
2. Gilman School respects, affirms, and protects the dignity and worth of each member of our community.
3. The board of trustees and the head of school articulate strategic goals and objectives that promote Community, Inclusion, and Equity (CIE), inclusion, equity, and justice in the life of Gilman School.
4. Gilman School develops meaningful requirements for cross-cultural competency and provides training and support for all members of our community, including the board of trustees, parents, students, and all school personnel.
5. The board of trustees and the head of school keep the school accountable for living its mission by periodically monitoring and assessing school culture and ongoing efforts in admission, hiring, retention, financial aid, and curriculum development.
6. Gilman School works deliberately to ensure that the board of trustees, administration, faculty, staff, and student body reflect the Community, Inclusion, and Equity (CIE) that is present in the rapidly changing and increasingly diverse school-age population in our country.
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