

**Recommendations from the
Summary Assessment of The Climate
for Diversity and Inclusion
At Dana Hall School
Spring 2018**

**Presented to Katherine Bradley
By: Christine Savini, Principal Consultant
And Trina Gary, Consulting Associate**

Note from Katherine Bradley

What follows are the recommendations provided to me in Spring 2018 by Diversity Directions in its Climate Study. It is important to remember that their recommendations are based on interviews conducted in October, 2017. As a result, some comments appear dated, and sometimes conclusions have been drawn based on misinformation. For brevity's sake, not included here are Diversity Directions' commendations, statements of philosophy, and contact information for various speakers or organizations.

Method of Collecting Data

The following recommendations were based on the analysis of a collection of data including:

- A review of the school's web site and admissions materials
- A collection of other Dana Hall publications and documents
- A body of demographic statistics assembled by the school
- A visit to the school October 23 - 27, 2017, including a guided tour of the school, and both one-on-one and group conversations with adults and students in the community.
- A series of follow-up telephone conversations after the visit.

I. A Philosophic Commitment to Diversity and Inclusion

A. Mission and Diversity and Inclusion Statements

RECOMMENDATIONS

1. We recommend Dana Hall consider extending its diversity statement commitment to include a list of goals. *In Progress*
2. We also advise the Diversity and Inclusion Statement be posted around campus. *In Progress*
3. In addition, if a discussion of the school's Diversity and Inclusion Statement is not included in the orientation of new faculty, staff and parents, we advise that it be so. And we suggest faculty evaluations include an expectation that they are fulfilling the goals of the Diversity and Inclusion Statement. This expectation should also be articulated in the annual board review. *In Progress*

B. Institutionalizing Inclusion in a Strategic Plan

RECOMMENDATIONS

1. While the Strategic Plan for Diversity and Inclusion was foundational when it was created in 2011, we advise the plan be updated for 2018 to also include:
 - further increase in the hiring of people of color in the professional adult community *In Progress*
 - on-going development of inclusive curriculum *In Progress*
 - an affective education curriculum in Dana's Forum Program that challenges stereotypes and bias, and promotes an "Upstander" culture at the school *In Progress*
 - the development of adult and student communication skills for a diverse world *In Progress*
 - promotion of social justice through service learning and the curriculum *In Progress*
 - an internal review of the diversity of the adult and student community, hiring and retention, and the progress made on curriculum on an annual basis *Complete and Ongoing*

2. In a diverse community, we need to make sure that all young people feel supported and understand how to support one another. We therefore advise conducting a comprehensive review of affective education in the school's Forum Program to examine program content, consistency, continuity, and delivery. *In Progress*

3. We also suggest the school assess and evaluate students' experiences and the efficacy of support systems for its diverse population. *In Progress*

II. Leadership for Diversity and Inclusion

A. Board Leadership

RECOMMENDATIONS

1. While there are 3 people of color on the Dana board, this is not a critical mass. Therefore, we advise Dana seek 3 to 4 more trustees of color to achieve the 25% that constitutes a critical mass of under-represented groups. *Complete and Ongoing*

2. We also recommend the Board participate in training to develop a common language and understanding of the issues of diversity and inclusion to support the leadership of the school in this realm. *In Progress*

3. We also recommend that all *new* Board members receive training in diversity and inclusion as part of their orientation to the board. *Not Started*

B. Administrative Leadership of Diversity and Inclusion

RECOMMENDATIONS

1. While there are two people of color on the Dana administrative team, there is not yet a critical mass. Therefore, we advise, as openings occur, Dana Hall seek at least one more administrator of color to achieve the 25% that constitutes a critical mass of under-represented groups, and to maintain this critical mass of administrators of color in the senior team. We also urge when hiring administrators who are white, that they be allies, who have had experience advancing the work of diversity and inclusion in their careers. *Complete and Ongoing*
2. All administrators in an independent school need not only support inclusive practices, but also model them for the people they supervise. For the entire administrative team to be effective leaders in carrying this work to its next level at Dana, we strongly recommend all of its members participate in in-depth diversity training over the next two years. Dana has had some of their senior administrators already take part in *Diversity Directions' Independent School Seminar*. It would build a common language and deeper understanding of goals for the other senior administrators to participate in this or comparable programs. *In Progress¹*
3. We also recommend each member of the administrative team have specific responsibilities for diversity and multicultural practice, pertinent to their role in the school. These should be defined in their job descriptions, as leadership needs to evaluate all administrators for their diversity and inclusion roles, which can be much more effectively done when it can be connected to written job responsibilities. *In Progress*

C. Diversity and Inclusion Leadership

RECOMMENDATIONS

1. The Community and Equity Council meeting thirty minutes, nearly once a month, is not adequate time to assess progress in Diversity and Inclusion at Dana Hall, let alone plan for the school's further development in this area. We recommend a

¹ The entire Administrative team will have participated in Diversity Directions Summer Institute by July 2020

meeting model that provides for a more effective DEI leadership group. *Complete and Ongoing*

2. We strongly recommend Dana Hall appoint a Director of Community, Equity and Inclusion, and that this post be a full-time senior administrative team position with a clearly defined job description. In choosing to create a full-time senior administrative office to make more sustained progress in inclusion and multicultural practice, the school will draw new faculty, students, and donors, who will want to be a part of and support this effort, especially if the school's accomplishments are consistently promoted both within and beyond the independent school community. *Complete and Ongoing*
3. Using the Technology change model, we recommend that a core group from the Community and Equity Council, selected for the depth of their expertise in multicultural practices, form an Inclusion Leadership Council to create an all-school initiative that becomes part of the Strategic Plan that imbeds multicultural and inclusive practices in all departments of the school, and gives expectations for which there is evaluation. *In Progress*
4. Providing support for grassroots multicultural efforts is admirable, but not sufficient. Independent school teachers like autonomy and some of those faculty use their autonomy to take initiative, but some do not. So, we also advise goals for the school need to be set by a core group, who reports to the head of school. Better work happens when schools set group goals, rather than pursuing only individual interests. Every school needs to decide what each of its components needs to be doing toward building a more inclusive community. *In Progress*

III. School Climate and Culture

RECOMMENDATIONS

1. We advise that Dana Hall discuss the following questions among administrators and faculty:
 - How does the teaching faculty view its role in affective education and social-emotional learning? *In Progress*
 - How can we (I) be supportive to students and families, especially those from different races and cultures? *In Progress*
 - Where can we create more intimate safe spaces to talk about race and other cultural differences effectively and directly, and across the various

constituencies in the school, including the professional staff and residential faculty? *In Progress*

2. We recommend professional training in diversity and inclusion for all administration, faculty and staff. While Dana Hall does support individual requests for professional development in inclusion, the school also needs to consider its institutional goals and needs in supporting individual professional development opportunities, especially when seeking to improve particular areas. Effective professional development for this work requires:

- Engagement in intensive summer workshops for school administrators and department chairs. *In Progress*
- An on-going in-service program for the teaching and residential faculty and professional staff. *Complete and Ongoing*
- Professional development in cross-cultural competency needs to be included in faculty members' and administrators' evaluation processes, both the participation in the professional development activity and how they have applied what they learned in their teaching and/or leadership roles. *In Progress*

3. We advise the school review its technology use policy, especially the use of phones at meals. *Complete and Ongoing*

4. We also recommend Dana Hall review the social traditions at the school and consider if they are still the most empowering for a diverse community of young women in the 21st century, particularly black days, Revels and the Sophomore-Senior events. While the school may decide to eliminate some events (e.g., black days), others could be refined to be more inclusive and more kind. We are aware that during the first year any "tradition" changes at a secondary school, students (and a few adults) can vocally resist, but we have found that, after a year or two, the change is accepted. *In Progress*

IV. Hiring/Retaining Faculty Diversity

A. Faculty Composition and Recruitment

RECOMMENDATIONS

1. We suggest Dana expand on its statement in position postings of: *Dana Hall seeks candidates who will contribute to and are committed to diversity and multicultural educational practices.* We suggest the school incorporate criteria of inclusion to be included among the requirements in each hiring posting, such as: *Dana Hall seeks candidates who demonstrate skills in cross-cultural teaching and leadership practices, and a dedication to working in a diverse community.* *Complete and Ongoing*
2. We urge Dana make the recruitment and hiring of faculty and professional staff of color one of the major goals for the school's hiring demographic over the next five years. And we also advise that hiring adults of color, who are comfortable identifying as such, also be a consideration in the process. *Complete and Ongoing*
3. In addition to Carney Sandoe, the AISNE website, the NAIS website (as well as accessing résumés posted on their site) and NEMNET, Dana could also expand its notification of openings to also include The Klingenstein Center website, and newspapers for the area's African-American, Latino and Asian communities: the Bay State Banner, La Semana and Sanpan. In addition, if it isn't already doing so, Dana should consider contacting the career services offices at area graduate schools of education at to find out how the school can recruit master and doctoral students graduating from these programs. *Complete and Ongoing*
4. Keeping in mind that Dana is also looking to attract candidates from beyond the Boston area, on Dana's Employment page on the website it is important to note the school's location, and how it provides access to other academic, scientific, technological and medical institutions for possible spousal employment, as well as options for graduate study, culture, travel and quality of life. While Dana's website does describe some of these resources, we believe the section could be expanded to include the technology centers of Cambridge and Route 128, and world-class colleges and universities. *In Progress*
5. When hiring majority faculty, we also remind the school to be sure that candidates have skills in diversity, equity and inclusion, both in their professional development and in their classroom and administrative practices. *In Progress*

B. The Hiring Process

RECOMMENDATIONS

1. We recommend that those who review résumés and participate in hiring decisions, particularly members of the administrative team, review the training they received in unconscious bias, and develop a plan for how administrators who did not attend the training, as well as department chairs (both academic and non-academic), will receive such training. *In Progress*
2. While some schools have mandated that “each search render a finalist of color,” this doesn’t translate to these “finalists” resulting in hires. What is more effective is for Dana Hall to get diverse candidates, whose résumés fit the requirements of the job description, to visit the campus. This gives the school the opportunity to showcase itself to the candidate, and offers the candidate an opportunity to connect directly to all involved in the decision-making process. Meeting candidates better dispels myths that may exist about the candidates, and their requirements. *Complete and Ongoing*
3. In addition, we advise the school also create a set of protocols for the hiring of professional support staff, e.g., administrative assistants, technology assistants, accountants, nurses, etc., and that the business office work with school offices in the recruitment and hiring of support staff to ensure that consistent and equitable practices are followed throughout Dana Hall. *Complete and Ongoing*

C. Mentoring and Retention of Faculty of Color

RECOMMENDATIONS

1. We highly recommend that the Division Directors and new Diversity Director collaborate to develop a strong New Faculty Orientation Program to begin before the opening of school in the fall and to have follow-up meetings at regular times throughout the first year of each new cohort. This program needs to include on-going mentoring and a diversity and inclusion component, such as a seminar on multicultural practice and how to create identity safe classrooms. *In Progress*
2. We also counsel Dana create a social mentoring program through which new faculty are acquainted with the customs and expectations of the school beyond their responsibilities in individual departments, which could take place once a month during their first year at the school. This program could also sponsor activities that expose new faculty, particularly those from outside the region, to local sites and events, such as music, theatre, restaurants, etc. *Not Started*

3. Dana needs to continue to actively promote and support the attendance of faculty at diversity conferences and workshops, e.g. POCC, Diversity Directions Summer Seminar, etc. While it's very supportive of the school to fund faculty to attend POCC each year, we recommend that the priority be given to funding people of color to attend as most faculty of color view POCC as an essential experience for their retention in independent schools. POCC should not be used as diversity training for white faculty, since there is no set curriculum. (There are other workshops available to accomplish this goal.) However, if all people of color who want to attend POCC in any given year are able to do so, and if additional spaces are available, white faculty can use those spaces. *Complete and Ongoing*
4. Also, if a person of color wants to participate in a professional development opportunity in their discipline, they should not be counseled to forego that opportunity because they attended POCC. *Complete and Ongoing*

D. OBSERVATIONS on The Dana Hall Web Site

RECOMMENDATIONS

1. Some schools, concerned about promoting an unrealistic depiction of diversity in their community, have asked, "How many students of color should we have on our website?" A rule of thumb is to depict the same percentage of students of color enrolled in the school. Since Dana Hall has 42% combined US and international students of color, we would recommend having nearly in one in two students, represented on the site, be students of color. *In Progress*
2. Given that the school wants to recruit a more diverse faculty, it would be appropriate for a range of teachers be represented on the site, so that prospective candidates will know they will not be alone at the school, and prospective families will know their children will have the support of adult role models of all races. *In Progress*
3. As many other schools do, we also advise the inclusion of a paragraph on the kind of professional development that Dana funds for Diversity and Inclusion. *In Progress*
4. On the Wellesley and Boston page, we question the choice of photo of girls waiting at the T Stop. Nine out of ten girls are wearing very short shorts. We wonder how families from some religions and cultures view this attire, e.g. Conservative Jewish, Muslim, International students, etc.? We also suggest including some scenic

Boston photos on this page: the Swan Boats, Sculpture of Harriet Tubman in the South End, Chinatown Gate, etc. *In Progress*

V. Diversity of the Student Body

A. Recruiting a Diversity of Domestic Students

RECOMMENDATIONS

1. We understand that financial aid is a significant factor in admitting many Black and Latino students to Dana Hall, and that there are far fewer middle- and upper-income families from these demographics. We advise the school research how Dana is perceived by middle- and upper-income Black families in the area, and consider more promotion and recruitment from this demographic. Having a meeting of Black parents from this economic segment and asking them their suggestions for further networking with parents like themselves would be a good first step. Creating a Dana Hall Parents of Color Ambassadors group from this demographic could be helpful in working with the Admissions Office to network with this segment of the community. *In Progress*
2. We suggest the school establish stronger connections with the Boston and NYC Area *Jack and Jill* chapter and *LINKS* chapter to help promote Dana Hall to more local middle and upper income African-American families. *In Progress*
3. We suggest Dana strengthen its networking with the human resource offices of nearby colleges, universities, hospitals and technology and biotechnology firms, informing them about Dana and how the school has a welcoming diversity environment. The new Director of Community, Equity and Inclusion, together with the Director of Enrollment Management, could collaborate in crafting a plan to expand this outreach. *Not Started*
4. We recommend that the Admissions Office work with the Advancement team to develop strategies to keep graduates of color informed of the school's current efforts to advance diversity and inclusion. *In Progress*
5. Connecting with the Boston/NYC area chapters of black professional organizations would also be a good way of extending outreach to professional black families in the region such as
 - The National Black M.B.A. Association *Not Started*
 - The National Society of Black Engineers *Not Started*

- The National Conference of Black Lawyers *Not Started*

B. Creating an Identity Safe School Community

RECOMMENDATIONS

1. We urge the Dana Hall administration to respond promptly to any incidents of bias, stereotyping, racism and bullying that students, faculty and parents report. Each incident needs to be taken seriously, investigated, and acted upon, whether that be a simple conversation to a disciplinary process. In addition, the school needs to schedule, early in each school year, an annual assembly explaining what constitutes bullying, harassment, cyberbullying and hate speech, and what the institutional channels are for reporting such events, and what some of the possible consequences may be. *In Progress*
2. We suggest that both the Forum Program and Peer Education Program be infused with an anti-bias curriculum (through Grade 12), where cultures are discussed and students learn how to interact with students of different races, economic background, etc. And, therefore, all Forum teachers will need to have had training in cross-cultural communication. *In Progress*
3. Consider developing a more inclusive curriculum overall at Dana Hall. Students requested curriculum about the Civil Rights Movement, and that it be not contained in an elective course, but in one that everyone studied. Also requested, particularly from Jewish students, was more teaching about the Holocaust. *In Progress*
4. We recommend the school consider membership and involvement in The Center for Spiritual and Ethical Education which serves independent school communities so well. This excellent organization assists independent schools with advisor programs, community service, student leadership, honor systems, world religion courses, and character/ethical development initiatives. *In Progress*
5. We also recommend the faculty read, discuss and apply the strategies described both in *Whistling Vivaldi: How Stereotypes Affect Us* and *What We Can Do* by Claude Steele and in *Identity Safe Classrooms: Places to Learn* by Dorothy Steele and Becki Cohn-Vargas. We also recommend a discussion of the texts take place to be facilitated by the new diversity and inclusion administrator, and if possible, it would be most helpful to bring the authors to Dana Hall to work with the faculty. *In Progress*

6. And we advise that evaluation on the establishment of identity safe classrooms be included in teachers' periodic reviews. We also recommend the school consider forming a professional growth team on the Professional Learning Communities model to further teachers' knowledge base of multicultural practice in the classroom. We advise Dana Hall consider creating a new Professional Development Framework, which includes not only Pedagogy/Content and STEAM, but also Social/Emotional Learning and Multicultural Practice. *In Progress*
7. We recommend that both Division Directors partner with the Academic Dean and new Diversity Director to develop a program to apply the multicultural components of the Professional Development Framework in ways that are developmentally appropriate and consistent within all classrooms at Dana Hall. *In Progress*

C. Affinity Groups - Mitigating Cultural Isolation

RECOMMENDATIONS

1. Affinity groups need to be understood by all constituencies at Dana Hall: parents, trustees, faculty and students. The groups also need to be explained to the various constituencies by the new administrator for diversity and inclusion, together with the appropriate Division Head, stressing why this is beneficial for the identity development and success of students of difference, and providing more references to the research as to why this is important in a diverse school. *In Progress*
2. Dana Hall both needs to continue encouraging students of color to become involved in all student organizations, and supporting clubs that focus on culture and identity. Since student affinity groups are dependent on institutional demographics, the school also needs to support student requests for other culture and identity groups that may arise, such as Black, Latino and Asian affinity groups. *In Progress*
3. Also, having white students take part in some cross-cultural activities with students of color helps white students become multicultural leaders as well, and provides students of color with white allies they can trust. *In Progress*
4. To give students in the 5th grade an option for cross-cultural discussion, we also suggest the Middle School offer two *Dana All* meetings, one for a pairing of grades 5 and 6, and a second for a joint meeting of grades 7 and 8. *In Progress*

VIII. Diversity Beyond Black and White

A. Asian/Asian-American Students/International Students

RECOMMENDATIONS

1. We urge Dana Hall respond to Asian students' request for an Asian Affinity group for both Asian-American and Asian International students. Bringing boarding Asian International students together with Asian American day students is beneficial for both groups. We also recommend the school ask an Asian-American faculty member to serve as faculty advisor to the group. *Not Started*
2. We recommend that the faculty read and discuss the book *Quiet* by Susan Cain, particularly the chapter on Asian students, as well as the Winter 2011 issue of *Independent School* magazine, which is completely devoted to Asian students in independent schools. *Not Started*
3. Since we were told that the Chinese students were eager for Asian food, we advise the dining service provide a steamer with brown rice at lunch each day, and try to have some Chinese options, such as a stir-fry dish, at least twice a week. Not only would Chinese students benefit greatly, but other students would also appreciate a multicultural option from a popular cuisine. We also urge the dining manager meet with Asian International students to learn what else they would like to see on the school's menu. Also, an occasional trip CK Shanghai in Wellesley Hills, an excellent Chinese restaurant, could be offered as a weekend activities option for all students. *Complete and Ongoing*

B. Latina/International Latina Students

RECOMMENDATIONS

1. There are large Latino communities in Eastern Massachusetts. For example, Latina students in Jamaica Plain and Dorchester can commute to Dana Hall, and those from Lowell and Lawrence could board. We urge the Admissions Office, working with the new Director of Diversity, to continue connections with Latino communities in the area for further recruitment efforts. Schools such as Mother Caroline Academy in Dorchester, Esperanza Academy in Lawrence and Our Sisters' School in New Bedford are three schools with which Dana has already established such connections. *Complete and Ongoing*
2. We also suggest Dana consider engaging Gloria Fernandez-Tearte, who is also Director of Diversity and Staff Development at Greenwich Academy. Ms.

Fernandez-Tearte was the founding Director of REACH Prep and consults on recruiting and retaining Latino students in independent schools. *Not Started*

C. The Boarding Community

RECOMMENDATIONS

1. We agree with those who called for expanding the boarding program at Dana Hall. *In Progress*
2. To mitigate some of the isolation of students in the boarding department, we also suggest that Dana Hall consider affiliating day students with a dorm to create day and boarding clusters, and perhaps linking parents in this way as well. These clusters could be used for a range of student activities. *Not Started*
3. Since there are both domestic and international students of color in the boarding community, we believe it is essential for boarding staff to receive training in diversity and inclusion. *Complete and Ongoing*
4. We also strongly recommend the Student Activities Director create a more varied weekend activities program beyond trips to shopping malls. While an occasional mall trip could be timely (e.g. at the opening of school for needed items), shopping is not the best recreational option for students of varying economic means. For example, several boarding schools have bought blocks of tickets to recent multicultural films, e.g. *Hidden Figures*, *Lion*, *Black Panther*, etc. Also, the A.R.T. and Huntington Theatre have diverse offerings during their seasons to which area independent schools have brought students. And weekend outings to Dim Sum in Chinatown are low cost and could provide Asian international students an opportunity to share their cultures' foods with domestic students. There are many other options. We urge the new diversity and inclusion administrator to collaborate with the Student Activities Director to assist her in expanding her weekend offerings to Dana students. *Complete and Ongoing*

D. The LGBTQ Community

RECOMMENDATIONS

1. We recommend the school consider appointing a graduate or parent who identifies as LGBT to the Board of Trustees and to the Alumnae Council, if it has not already done so. *Not Started*

2. We also suggest the school create a *Rainbow Families* affinity group for LGBT parents and parents of LGBT students, to provide a space for these families to connect with each other and share resources. *Not Started*
3. We advise the faculty advisor to Bridge and the new Diversity and Inclusion administrator fully avail themselves of the resources of GLSEN (Gay, Lesbian, Straight Education Network) including implementing some of their excellent programs such as *Ally Week*, and the *Think Before You Speak* campaign. We also suggest they download copies of the *GLSEN National School Climate Survey* and the GLSEN Report, *The Experiences of Transgender Youth in Our Nation's Schools*, which provide exceptional research on these subjects that they can use in programming at the school. *In Progress*
4. To not only better support LGBT students at the school, but also students of color, and those representing religious minorities and those from differing socio-economic levels, we recommend the faculty view the film *Bully* and discuss the film to create ways in which the school can use and process the film with students, perhaps as part of the Forum program. The free viewing guide for the film is located on their website, which provides a wealth of information for educators, parents, and students. *Not Started*
5. And if the school is not already involved, we highly recommend the program *Facing History and Ourselves*, which has a very effective program addressing bullying and ostracism. *Complete and Ongoing*

VII. Other Components of Inclusion

A. Socio-Economic Class

RECOMMENDATIONS

1. We also suggest that Dana Hall explore establishing a Work Program as a graduation requirement for all students. Such a program provides students with the opportunity to serve the school and to value the people who do all the jobs at the school that supports their education. Hours spent in the school's Work Program could also count toward an expanded Community Service requirement. *Not Started*
2. We also advise that class rings be included in the cost of tuition in the "Activities Fee." The business office can work out pricing for all that could also cover students on financial aid. We also suggest the school only offer one kind of class ring in

either silver or gold vermeil, given the expense of solid gold. *Complete and Ongoing*

3. We recommend the school evaluate additional costs that economically exclude students. For example, if not all students can afford team jackets, does a team really need to have jackets? In the same spirit, we recommend that Dana Hall look to *Land's End*, rather than *Patagonia*, for school clothing. Land's End is well made, more affordable and has a long tradition of providing schools with clothing at good prices. *Complete and Ongoing*
4. Given how much U.S. students need to learn about those from other regions of our own country, combined with the cost of trips abroad, we advise the school review school-sponsored trips. We also suggest Dana Hall develop more cost-effective travel within the US. Some examples are:
 - Travel to Santa Fe, New Mexico and service work at a Native Pueblo. *Not Started*
 - Civil Rights trip through Southern states connected to US History curriculum. *In Progress*
 - New Orleans excursion and the study of Jazz Music and Creole culture. *Not Started*
 - Washington DC's National Museum of African-American History & Culture, Holocaust Museums, National Museum of American Indian (DC branch) and MLK Memorial. *In Progress*
 - New York City visits to Ellis Island, the Tenement Museum, Museum of Chinese in America, The Jewish Museum, National Museum of American Indian (NYC branch). *In Progress*
5. We suggest that the school build a common understanding and language about socio-economic class with faculty and parents by considering both sides of the class divide through examining:
 - how the school has institutionalized the privilege of wealth in the community, ranging from trips abroad, to gold rings, to athletic teams that benefit those with prior training. *Not Started*
 - how the school can set up systems to better support students with financial needs beyond tuition (and room and board). *Complete and Ongoing*
 - ways the school can raise issues of unearned advantage with students and parents of privilege. *In Progress*

Four resources that can assist with this conversation are: *Talking About Class: Honest Conversations about Socio-economic Class* by Mark Stanek in *Independent School Magazine*; *The Color of Wealth: The Story Behind the US Racial Wealth Divide* by Meizhu Lui, Barbara Robles, et al; *Class Lives: Stories from across Our Economic Divide*, by Chuck Collins, Jennifer Ladd, Maynard Seider, Felice Yeskel; *Black Wealth/White Wealth: A New Perspective on Racial Inequality* by Thomas Shapiro and Melvin Oliver.

6. We suggest Dana Hall consider the ways in which faculty and parents can assess the downside of privilege. Two books that can lay the foundation for this conversation, and that the school may want to suggest as summer parent reads are: *The Price of Privilege: How Parental Pressure and Material Advantage Are Creating a Generation of Disconnected Unhappy Kids* by Dr. Madeline Levine; *Too Much of a Good Thing: Raising Children of Character in an Indulgent Age* by Dr. Dan Kindlon.
Not Started

7. To begin building a more seamless and meaningful service-learning program, it is suggested Dana Hall examine more ways to connect service to the curriculum. *In Progress*

B. Ability - Cognitive

RECOMMENDATIONS

1. We recommend that the Academic Support department work with the Academic Dean to create a plan for the faculty to engage in a robust conversation about how teachers differentiate instruction within classes to respond to the range of learning styles among the students. *In Progress*
2. We also advise the Academic Dean create an improved and ongoing system for faculty observation and evaluation. *In Progress*
3. We suggest that the faculty in both divisions receive in-service professional development on the science of learning differences and of differentiated assessment. *In Progress*
4. To reduce misinformation existing at the school regarding this department, we suggest renaming the department The Academic Skills Center or The Teaching and Learning Center. *In Progress*

5. We have found it unusual that Dana Hall is not promoting the Academic Support to students on their website, and recommend that the school do so. *Complete and Ongoing*

C. Parent Education and Parent Support

RECOMMENDATIONS:

1. We suggest the new DEI administrator a create a series of parent workshops, perhaps two a year, each on a different theme of inclusion. We also advise that as part of the re-enrollment contract all parents from a family be required to attend at least one parent diversity education event each year. Connecting this education event to a Parents Day, or another event where a large number of parents are already on campus, may be helpful. *In Progress*
2. We recommend the school create a SEED (Seeking Educational Equity and Diversity) book group, open to all parents, to take place on campus, perhaps three times in the course of a year, fall, winter, spring. It would be particularly helpful if the group can focus on books that can help parents raise their children in a multicultural world. Such a group can provide parents a way to come together socially on economically neutral ground, can give them information that would be helpful with their children and would be beneficial in raising parent awareness of issues of inclusion. *Not Started*

Books such as *Waking Up White*, *Quiet*, and *Too Much of a Good Thing* would all be good selections to begin the series the first year. The school will need to appoint someone to be trained in the SEED process and be willing to lead the group. The new DEI administrator should be involved in the SEED leader's appointment, and work in collaboration with that person. We also suggest those parents who are officers in the Parent Association be required to take part in this education program, as it is necessary for their leadership of a diverse parent body.

3. In all of our parent meetings we observed how much parents of children of color enjoyed meeting and connecting with each other, sharing parenting stories and resources. For these reasons and others, we suggest Dana Hall create a Parents of Children of Color group. *Complete and Ongoing*

4. We advise that all parent volunteer committees at Dana Hall have parent representation in percentages that parallel the diversity of the student body at the school. *In Progress*
5. We also urge that officers and representatives of the Parent Association, as ambassadors of the school, actively reach out to new parents and parents of color at school events to make sure they are not socially isolated. *In Progress*

VIII. SUMMARY

Dana Hall is a school filled with many dedicated, capable, and caring educators. Many of the faculty, administrators and staff, who participated in the assessment, not only conveyed a genuine desire to support students and families from a range of backgrounds and experiences, but also to build a school community committed to diversity and inclusion.

The school has a good balance of faculty and administrators, of those who are new to the school and those who have spent much of their careers at Dana Hall. And it appears that most in the adult community are sincerely dedicated to the school's social justice principles, but for some, personal dedication is viewed as sufficient for making the commitment a reality, but taking action is equally necessary. Many are looking for all of the adults to possess a common skill set to implement their commitment into an effective and excellent inclusive reality in all aspects of school life.

To do so, the entire faculty administration and board needs professional skill development in inclusion and multicultural practice, so each of them possesses the tools to do their best work. We urge all faculty and administrators to actively participate in diversity and inclusion conferences, workshops and seminars to develop further skills in cross-cultural competency, as well as to promote the good work that has been accomplished at Dana Hall.

We would be happy to talk further with you about any of these observations, commendations and recommendations.