

CATLIN GABEL

# STRATEGIC INCLUSION PLAN

Report on Year 3: 2023-2024



Catlin Gabel

# Table of Contents



**01** UPDATE FROM DIRECTOR OF EQUITY AND INCLUSION



**03** GOAL ONE: EDUCATION



**06** GOAL TWO: COMMUNITY VOICES



**07** GOAL THREE: COMMUNITY MEMBERSHIP



January 30, 2025

Dear Catlin Gabel Community,

Last year marked the final year of our Strategic Inclusion Plan, and I'd like to personally thank you for your individual and collective efforts to meet our goals. We have accomplished much together. To ensure greater equity and inclusion in our curriculum, culture, and community, we have built shared understanding and skills, including:

- Increased collective awareness of systemic inequities and the need for improvement;
- Increased empathy and appreciation for the diversity, lived experiences, and stories of our community members;
- Increased pride and sense of acceptance for many;
- Created, for some, a sense of community and shared commonality;
- Increased appreciation for the importance of diverse community members being role models, trusted adults, mentors, and learners;
- Learned to effectively facilitate and honor unique individual voices in group conversations;
- Celebrated diverse cultural practices and fostered appreciation for new experiences; and,
- Developed curriculum that includes nuanced and complex ideas and peoples.

In order to accomplish these goals, we allocated precious resources—time, energy, care, and budget—and created community opportunities we can't imagine disappearing. What would student life look like without affinity groups building relationships and sharing their cultures with others? If Heritage Day and Family Affinity & Discussion gatherings didn't happen, how many of us might feel less connected? What laughter and insights might we miss if we didn't start advisories and meetings by sharing personal perspectives on a thought-provoking prompt?

As we move into the next chapter in our important equity and inclusion work, we are reflecting on wins and challenges, and what we have learned. Our support for historically marginalized community members will continue, and we will seek to ensure a greater sense of belonging and relevance for our students. We will bring students together in new ways to build bridges across differences and teach skills for talking about complex and difficult topics. We will examine curriculum to ensure that all our students are constructing knowledge of our shared histories. In support of these efforts, we will gather data to customize belonging programs and practices for our different groups of students.

In the coming weeks, I and my Equity & Inclusion Team colleagues Jewell Sparks and Tegan Morton will facilitate conversations in meetings with community members to discuss the evolution of this work, learn from your input, and, in March, share a strategic vision for how we will strengthen equity and inclusion at Catlin Gabel. Thank you for your ongoing commitment to helping our children become their best selves. I am honored to be in community with you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Connie Kim-Gervery', with a stylized flourish at the end.

Connie Kim-Gervery, Ph.D.  
DIRECTOR OF EQUITY AND INCLUSION

# GOAL 1

## EDUCATION

Ensure that the curriculum, teaching methods, and school culture reflect our commitment to diversity, equity, and inclusion.

### DESIRED OUTCOMES BY END OF 23-24 SCHOOL YEAR

- All faculty are engaged in ongoing professional learning to effectively develop and employ equity-based and antiracist instructional methods and materials.
- Baseline expectations of equity-based teaching competencies are defined and teachers have support to achieve them.
- The curriculum reflects diverse identities and experiences, including developmentally-appropriate lessons about equity and privilege in society.

### ACTION STEP 1

**Dedicate professional learning time to continue implementation of teaching competencies for equity-based instruction.**

**STATUS: COMPLETED**

In 2023-24, four days of all-school professional learning were dedicated to building identity-consciousness for all employees.

### ACHIEVED GOALS INCLUDED

- Engagement in training for all employees to practice identity-consciousness, defined as “realizing that who we are informs and impacts how we act, interact, and how we see the world around us.” (Taluzan, 2022).
- Taught content regarding identity categories and how to build practices so all identities are supported.

### TOPICS COVERED

- Race, socio-economic status, disability, and gender and sexuality. Though religion and spirituality were also originally planned for the 2023-2024 year, unforeseen scheduling challenges prohibited completing all the planned professional learning.
- Faculty opted into multipart sessions offered by senior administrators, coaches, and teacher leaders on relevant identity-based topics and classroom practices that focused on high support and high expectations for all students.

# GOAL 1 EDUCATION

## KEY TAKEAWAYS

- Teaching content about identities and supporting skill-building and practice in identity-consciousness in concentrated training provides foundational knowledge that is most effective with follow up support and opportunities for practice.

## ACTION STEP 2

**Develop plan to incorporate equity-based teaching competencies into faculty evaluation process for 2023-24.**

**STATUS: ONGOING**

Division leadership reviews and develops competencies with attention to integrating equity and inclusion.

## KEY TAKEAWAYS

- Ensuring all students have access to the positive impact of strong teaching practices rooted in competencies both integrates equity and acknowledges the strong teaching practices faculty have already cultivated.
- Professional learning and growth are established as a way of being that includes dedication to equity and inclusion work for all employees, with the knowledge and understanding that all employees are at different and unique points in their journeys.
- Competencies should be grounded in relevant and measurable individual goals for each educator and employee, and resources applied throughout the year with support from administration.

## ACTION STEP 3

**Create onboarding process for new teachers to understand and learn expectations for equity instruction.**

**STATUS: COMPLETED**

All new faculty participated in equity instruction professional learning as part of their onboarding process.

## KEY TAKEAWAYS

- Including equity instruction as part of teacher onboarding fosters alignment of curricular work as well as expectations of Catlin Gabel community members.
- Streamlining the New Faculty Orientation into two full days that covers progressive education convergent with whole child identity work is well received and fundamental to all student-facing employees.

## GOAL 1 EDUCATION

### ACTION STEP 4

**Outline curricular review process for 2023-24 implementation.**

**STATUS: ONGOING**

Curricular review process began with a collection of materials for surveying scope and sequence across the Preschool-12 student experience. Next step, 2024-2025, is departmental meetings to establish consistency in practice and priority.

### KEY TAKEAWAYS

- Efforts to prioritize departmental collaborations across divisions to reinforce shared values, goals, and practices will continue and grow.
- Establish training opportunities for curricular leads to review curriculum routinely and provide feedback to departmental colleagues and progress reports to administration.

## GOAL 2

# COMMUNITY VOICES

Ensure that the school's decision-making processes reflect our commitment to include community voices and experiences and inspire engagement, understanding, and action.

### DESIRED OUTCOMES BY END OF 23-24 SCHOOL YEAR

- An inclusion and belonging assessment tool for students, families, and employees that leverages multi-year data to inform institutional decision-making.
- Expectations and consequences regarding behaviors, comments, and actions that demean individual and group social identities are clarified and communicated.
- Annual Report and community data to indicate progress toward goals and inform action steps for the next Inclusion Plan.

### ACTION STEPS 1 AND 2

**Pilot inclusion and belonging assessment tool, and share findings and insights about possible revisions to the tool with the school community.**

**STATUS: ONGOING**

Survey/Assessment Tool chosen; plan for launching a student culture survey was established, to be implemented in spring of 2024-2025.

### KEY TAKEAWAYS

- Extant data practices (including exit interviews, ISACS survey data, divisional survey data, and program-specific data collection such as student affinity group members' goals) are already helpful and useful. The purpose of this additional assessment is to supplement and bring a fuller picture of the Catlin Gabel student experience.

### ACTION STEP 3

**Share annual inclusion report.**

**STATUS: COMPLETED**

Marketing and Communications works with the Department of Equity and Inclusion, Human Resources, and the Office of the Head of School to understand data and help publish the information for this report.



# GOAL 3

## COMMUNITY MEMBERSHIP

Increase the school's student and employee diversity and provide increased access and influence for underrepresented groups.

### DESIRED OUTCOMES BY END OF 2023-24 SCHOOL YEAR

- The enrollment outreach plan results in increased Black/African/African American, Latina/o/x/e, and Native American/Indigenous student representation.
- The racial/ethnic diversity of faculty, staff, and administrators increases through improved recruitment, hiring, onboarding, and retention practices.
- The Board of Trustees membership and leadership reflect the school's commitment to diverse representation.
- Effective structures are in place for student, parent/guardian, and employee affinity groups to build community and voice concerns and needs to the school.

### ACTION STEP 1

Report on enrollment and recruiting plan progress for 2023-24.

**STATUS: ONGOING**

### ENROLLMENT GOALS

Aim to enroll a minimum of two students per grade who identify as Black/African/African American, Latina/o/x/e, and Native American/Indigenous to create affinity.

- 93% of grades enroll at least two students with Black/African/African American identity.\*
- 100% of grades enroll at least two students with Latina/o/x/e identity.\*
- 21% of grades enroll at least two students with Native American/Indigenous identity.\*

Aim for diversity in enrollment that is on par or greater than the demographic representation in the Portland metro area and develop metrics to calculate percentages based on information from the 2020 Census Data. Compared to Portland metro population (as illustrated below on Page 8):

- Black/African/African American, Latina/o/x/e, Native American/Indigenous and White students are underrepresented.
- Multiracial and Asian/Asian American students are overrepresented.

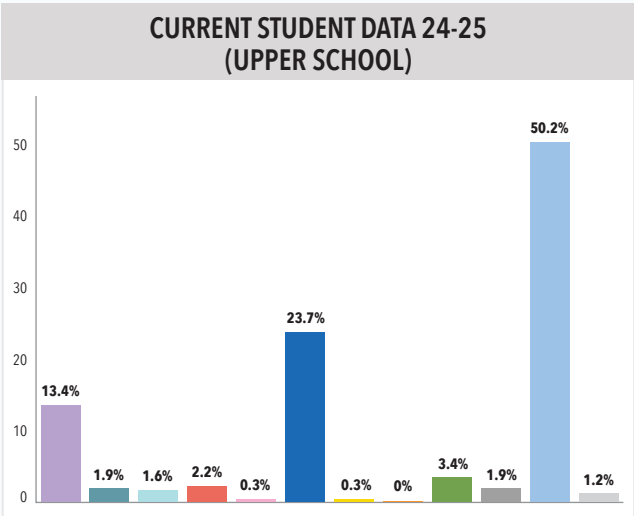
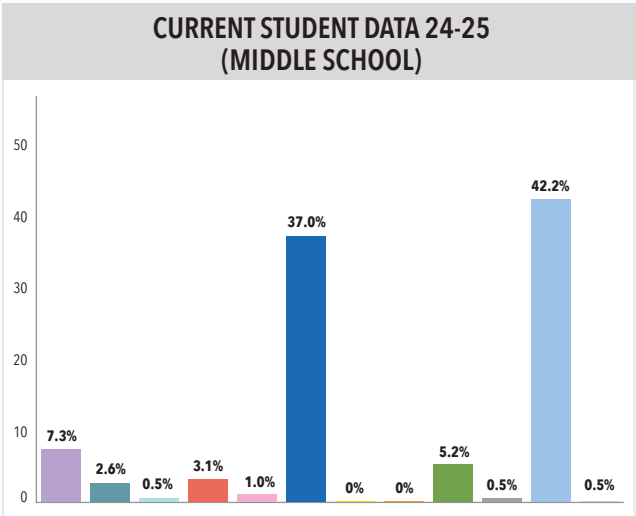
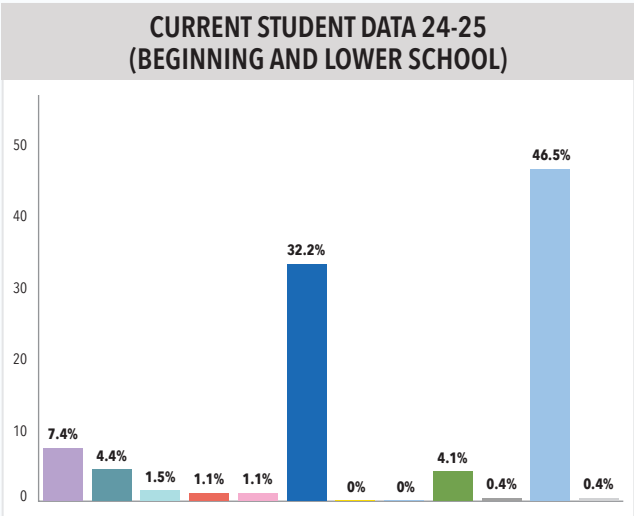
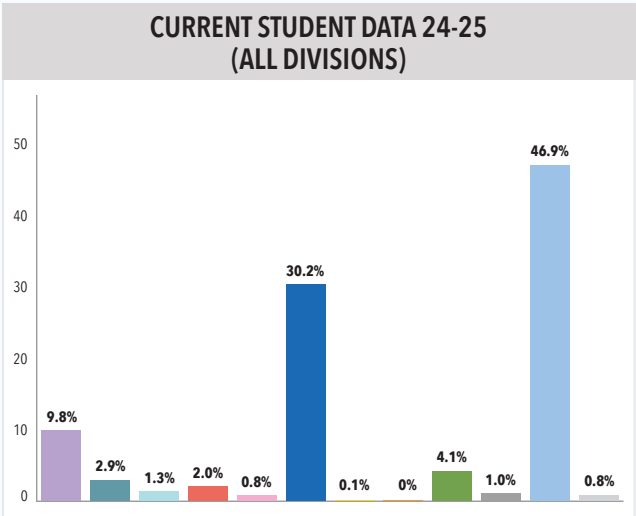
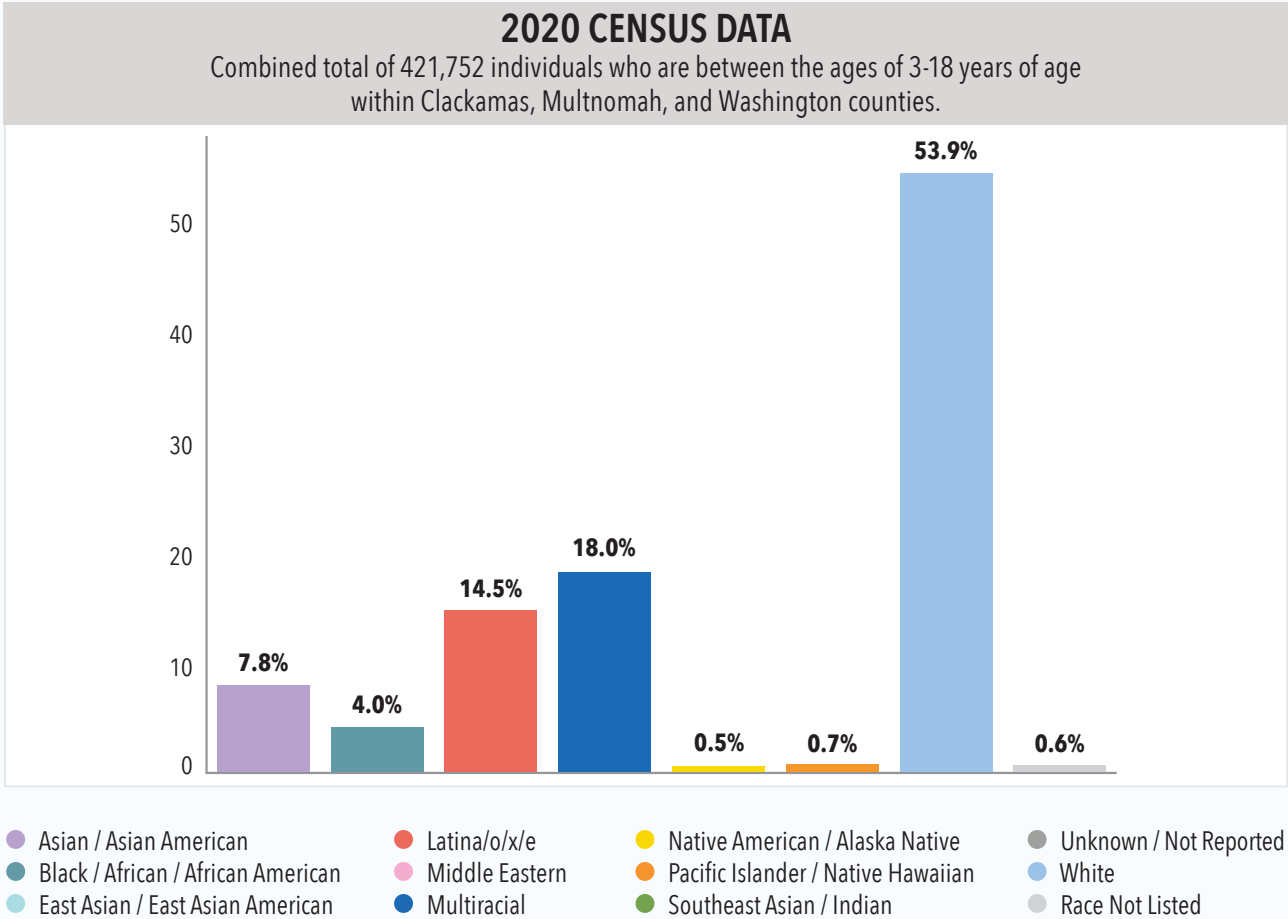
---

\*These enrollment targets include multiracial students.

# GOAL 3 COMMUNITY MEMBERSHIP

## ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

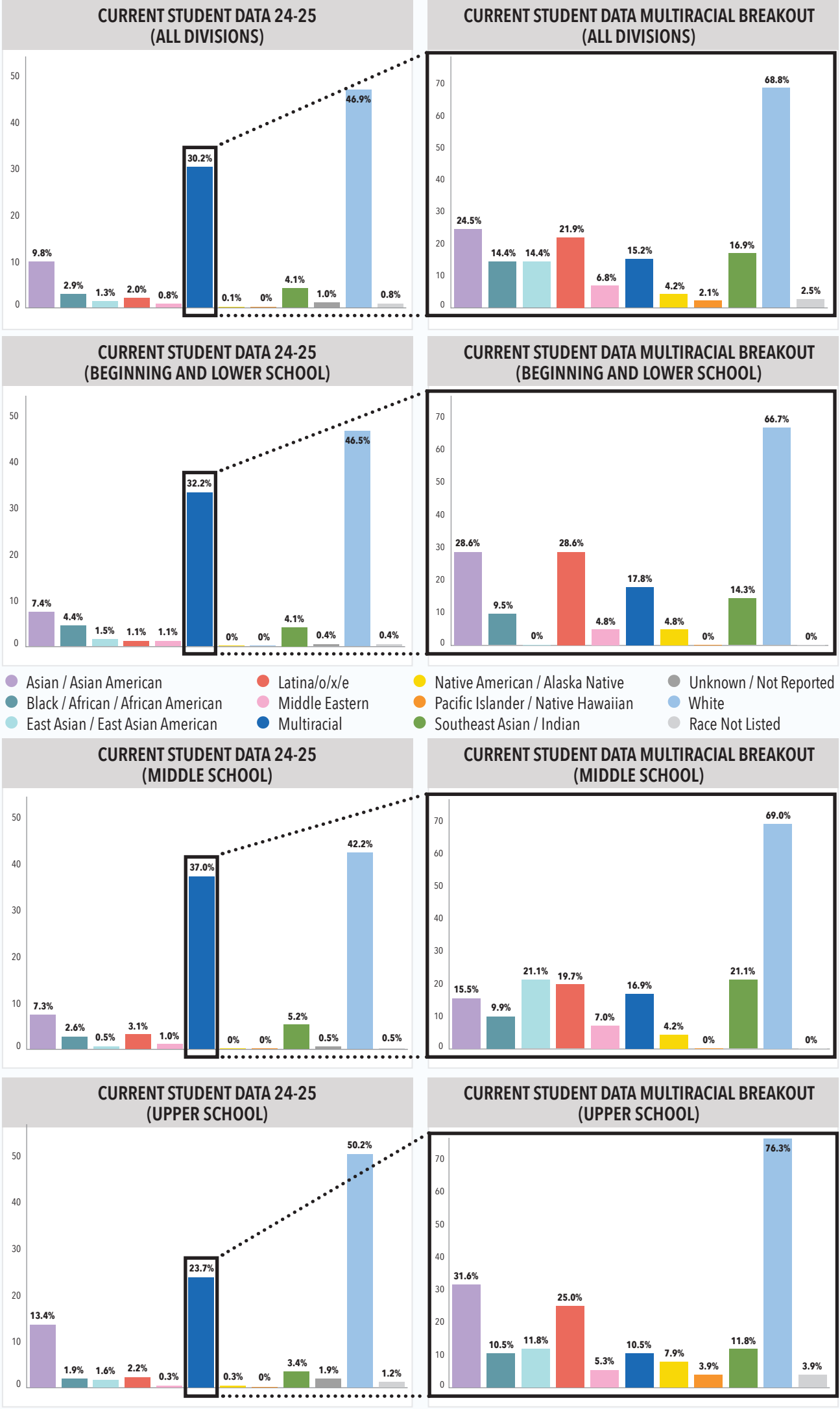
The 2020 Census Data graph’s ethnic and racial categories are taken directly from the Census. The Census defines white as European, Middle Eastern, or North African identities; Asian is defined as individuals who have origins from the Far East, Southeast Asia, or the Indian Subcontinent. Both the Census and Catlin Gabel data are collected as single racial identities. When two racial identities are selected, that person is considered “multiracial.” Catlin Gabel’s data are more detailed than the Census data to help us better understand our students’ self-identifications. For the purpose of these charts, “prefer not to answer” and “race not listed” have been combined.



GOAL 3 COMMUNITY MEMBERSHIP

ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

Students and/or their families who identified as Multiracial were given the option to select the racial identities that are part of being Multiracial for them. Only those who did not select any racial identities other than Multiracial are reflected as Multiracial in the “Current Student Data Multiracial Breakout” charts. We include this information about our Multiracial students/families because consideration of the specific identities that make up being Multiracial inform our understanding about the racial diversity of our community.

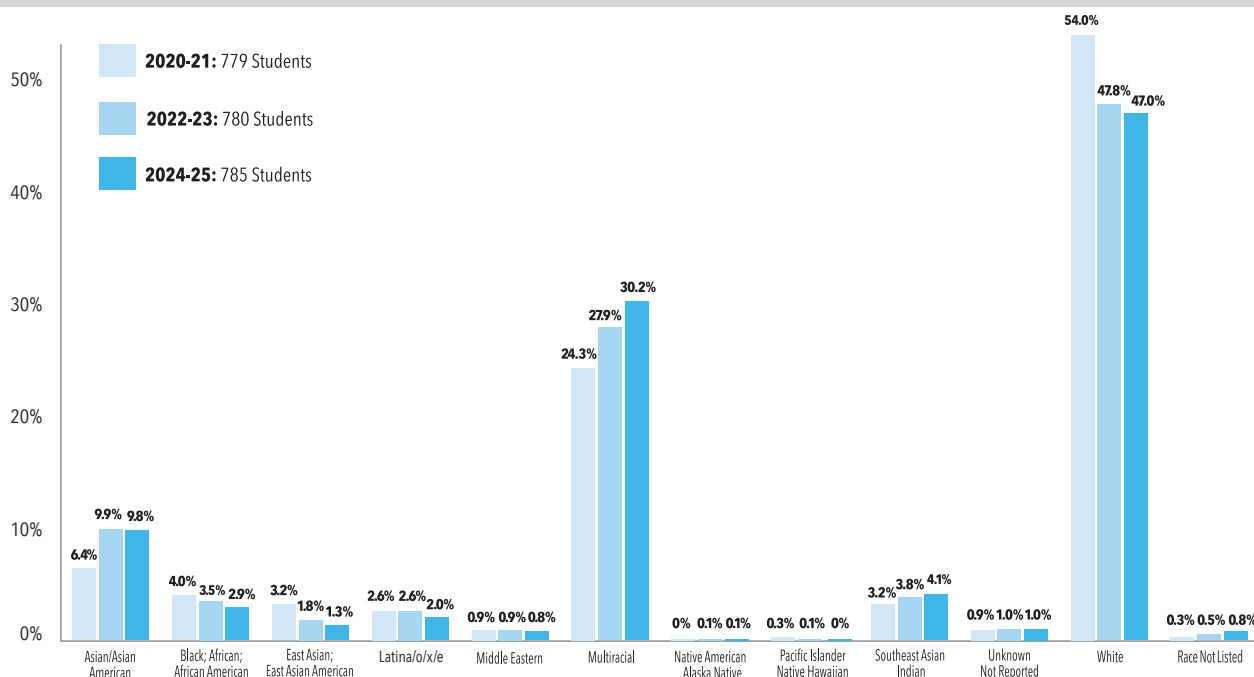


## GOAL 3 COMMUNITY MEMBERSHIP

### ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

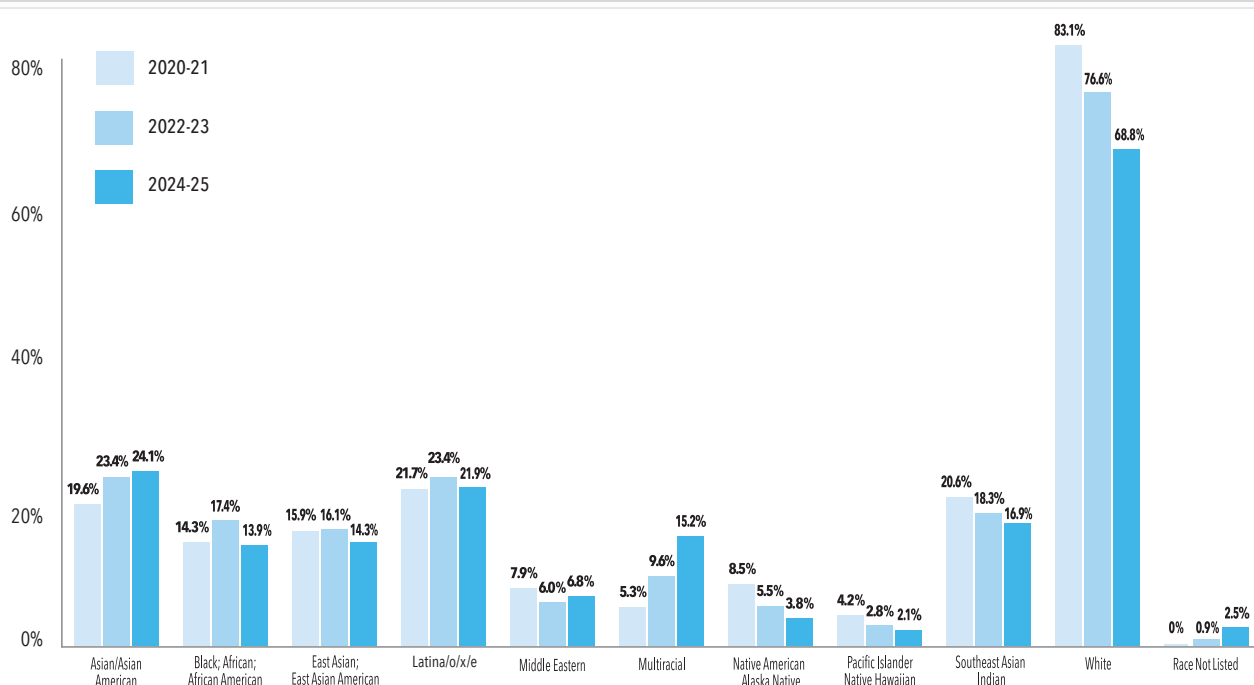
These charts help show how the overall student population of the school has changed over three nonconsecutive years, as well as the different identities that are part of being Multiracial for our students/families.

#### SCHOOLWIDE ENROLLMENT TRENDS (2020-2025)



#### SCHOOLWIDE ENROLLMENT TRENDS MULTIRACIAL BREAKOUT (2020-2025)

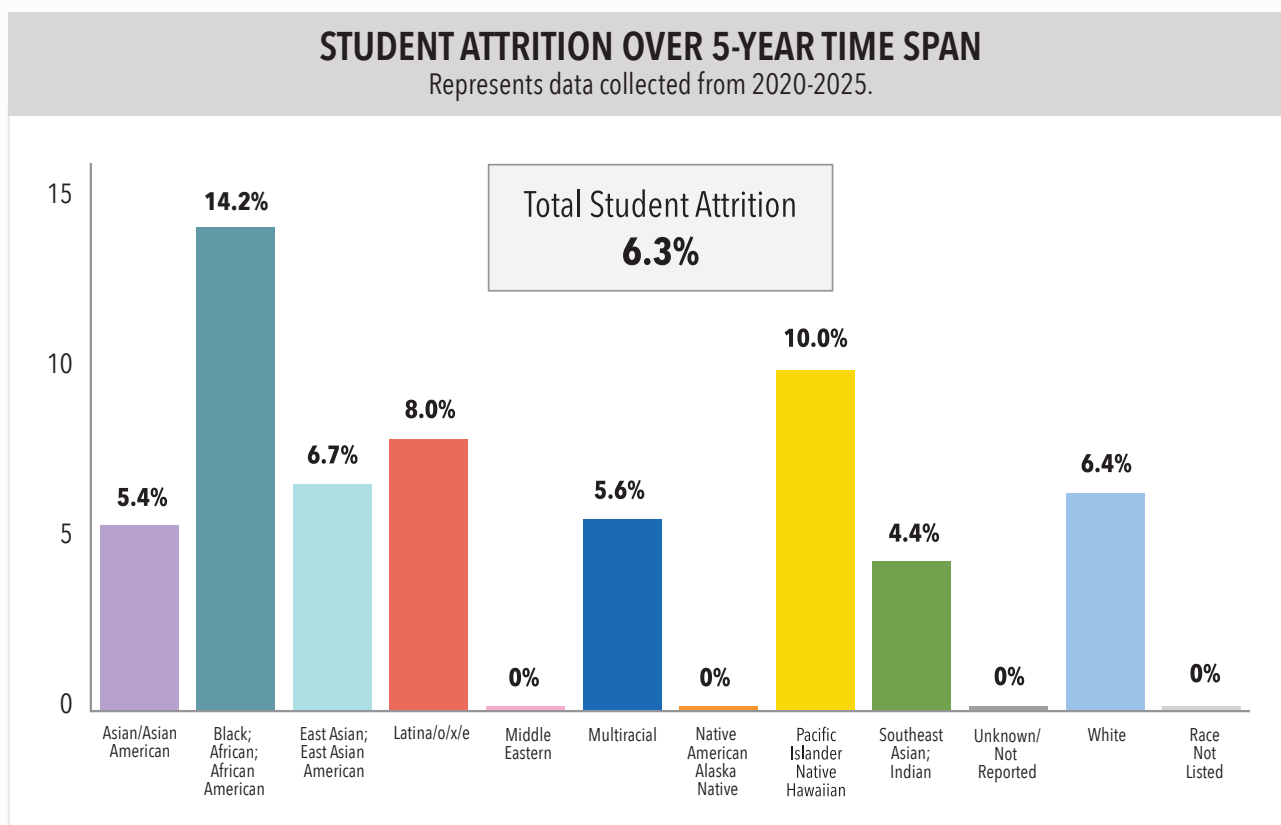
This chart represents ethnicities selected by students who identify as multiracial. Some students only selected multiracial.



## GOAL 3 COMMUNITY MEMBERSHIP

### ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

Within the different racial identities listed, the attrition percentage reflects the total within that specific identity. For example, out of the total percentage of students who identify as Asian/Asian American, 5.4% of that total left the school over the last five years.



### ACHIEVED GOALS INCLUDED

- Expanded promotional outreach to schools, and faith-based and non-profit organizations to meet and share information about Catlin Gabel with increased numbers of BIPOC students and families.
- Expanded marketing efforts to reach a larger scope of BIPOC families including media placements, print materials, and web strategy.
- Expanded programming specific to retaining Black/African/African American students given they are leaving at disproportionate rates. Specific strategies include:
  - Early school year (and ongoing) relationship building between Division Heads and families of Black/African/African American students.
  - PDX community outings led by Black/African/African American students for Black/African/African American students and their families across divisions (e.g., OMSI Black Science Night, roller skating outing, Blazers Black History Month Celebration), led by TRIBE students and Black/African/African American employees, resourced and supported by the E&I Team.



## GOAL 3 COMMUNITY MEMBERSHIP

### ACTION STEP 1 ENROLLMENT GOALS (CONTINUED)

- Regular E&I Team support and check-ins with trusted adults of our Black/African/African American students.
- Thorough consultation and planning for student placement in advisories.
- Exit interview data and learnings from conversations with families to directly inform customized program for improving our Black/African/African American students' experiences.
- Established sponsorships budget line intended to provide opportunities for employees to attend events hosted by organizations that support BIPOC community members, and build connections by sponsoring those events.
- Expanded enrollment events to target BIPOC prospective students including at Open House, events for admitted students, and online events with our Family Affinity and Discussion Groups.
- Parent Inclusion Coordinators serve as PFA liaisons for Family Affinity and Discussion (A&D) groups to enhance collaboration and support for parent-school connections.

### KEY TAKEAWAYS

- The school needs to decide how committed it is to the enrollment and retention of Black/African/African American, Indigenous, and Latina/o/x/e students in terms of resources. At a minimum, to make durable progress on increasing enrollment, the school needs to more substantially invest in financial assistance, student programming, and BIPOC employee recruitment.

### ACTION STEP 2

**Establish a baseline plan for recruiting and retaining employees of color.**

**STATUS: COMPLETED**

Development of a plan specific for employee retention is underway. A baseline plan for diversity-specific recruiting efforts was updated in 2023.

### ACHIEVED GOALS INCLUDED

- Expanded learning and outreach for recruiting employees of color, resulting in more comprehensive knowledge about career fairs, attendance at college fairs for early-career educators (Pacific University of Oregon and Oregon State University), and increase in number of fairs attended (including Oregon Professional Educator Fair and Pacific Northwest Independent School's Diversity Fair).
- Increase in postings and listings on job boards (e.g., Indeed, LinkedIn) and networking with organizations focused on recruitment and organizations focused specifically on recruitment of employees of color (e.g., community colleges, Partners in Diversity, Strategenius).

## GOAL 3 COMMUNITY MEMBERSHIP

### EMPLOYEE RECRUITING AND RETENTION GOALS (CONTINUED)

- New programs for retention established, including:
  - Comprehensive employee onboarding, including ongoing cohort gatherings throughout the school year.
  - Increased support of wellness through sponsorship of community-building activities, including Catlin Gabel Team for the Portland Marathon and Catlin Gabel Team for Bike MS Oregon.
  - Specific support of Black/African/African American employees through stipends, project management structure, and funding for helping Black/African/African American students lead outings and activities intended to build community for Black/African/African American students and families across divisions.
  - Increased HR availability for supporting employee concerns through regular office hours and improved practices and policies (Catlin Cares program to demonstrate care of employees in need such as flower delivery for bereavements).
  - Annual attendance opportunity for faculty of color to attend the National Association of Independent Schools (NAIS) People of Color Conference (POCC). Consistently, 10+ employees attend. Plans to continue cohort gatherings to further community-building established.
  - Training with stipends for attendance, resources, and regular check-ins arranged for student affinity group faculty leaders to further define shared purpose across affinity groups, foster community across affinity group leaders, and support leaders' steady and committed work to support our students of historically underrepresented identities—launching in 2024-2025.
  - Plan for consistent and clear student behavior support and documentation pilot built, launching in 2024-2025.
  - Increased support of integration of equity and inclusion in curriculum, including racial literacy curriculum in the Beginning and Lower School, increased engagement with individual teachers and departments, and specific support of teaching about cultural humility for global trips.
  - Alignment of cultural observances and accompanying planning and implementation support for teachers and students to help honor different cultures across the school.
  - Regular check-ins across trusted adults to support them and align efforts in their care for our students, particularly but not limited to those of historically underrepresented identities.

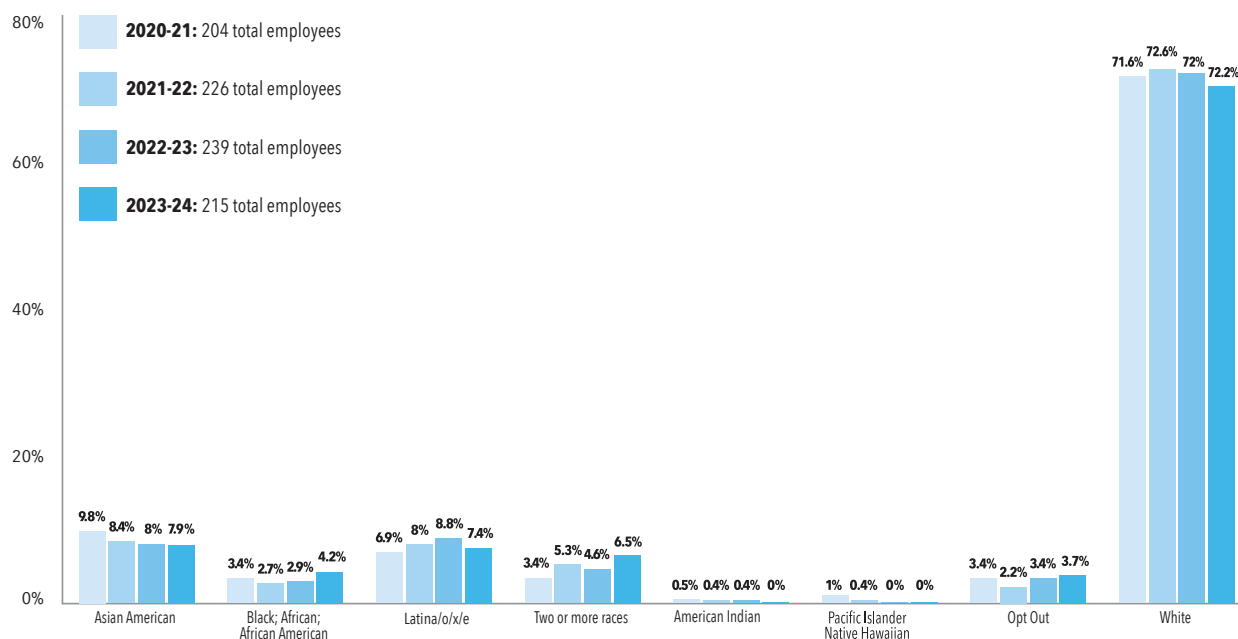
## GOAL 3 COMMUNITY MEMBERSHIP

### EMPLOYEE RECRUITING AND RETENTION GOALS (CONTINUED)

#### EMPLOYEE DATA

Reflects employees who work 0.5 FTE to full-time.

For reporting purposes, employee data is tracked with racial groups that match the Census.



A summary of what changed:

- American Indian/Alaska Native: Increase of 1 employee
- Asian American: Decrease of 1 employee
- Black/African/African American: No change
- Latina/o/x/e: Increase of 6 employees
- Pacific Islander/Native Hawaiian: Decrease of 1 employee
- Two or More Races: No change
- White: Increase of 2 employees

#### KEY TAKEAWAYS

- Support of employee retention has increased in intentional programming; reliable care; and specific efforts to integrate equity and inclusion into daily work.
- The school needs to decide how committed it is to the recruitment of Black/African/African American, Indigenous, and Latina/o/x/e employees in terms of resources. At a minimum, to make durable progress on increasing recruitment efforts, the school needs to more substantially invest in program and outreach.

## GOAL 3 COMMUNITY MEMBERSHIP

### ACTION STEP 3

Begin affinity group communication process to share themes and recommendations.

**STATUS: ONGOING**

#### ACHIEVED GOALS FOR STUDENT AFFINITY GROUPS

- Plans for affinity group training of adult and Upper School student leaders occurred in November 2024.
- An intentional paradigm shift to “we’re all in this together” in student affinity programs planned and launching in 2024-2025. Program promotes unity and solidarity between affinity groups, specifically including idea sharing, collaboration, and peers helping peers.
- Increased student leadership support for alignment with faculty leaders and across affinity groups planned to foster greater sense of community and shared practices, and increase possibilities of cross-affinity group gatherings, for launch in 2024-2025.
- Building connections with student affinity groups at other schools in the Portland area (OES, Jesuit, NW Academy, Valley Catholic, St. Mary’s, Cascades Academy - Bend), for launch in 2024-2025.

#### ACHIEVED GOALS FOR FAMILY AFFINITY GROUPS

- Community-building support from the E&I Department built practices and shared purpose across family affinity groups. Greater sense of connection and support between the school and affinity groups, as well as streamlining of process, was created. Possibilities for cross-affinity group and all school community building was developed.

#### ACHIEVED GOALS FOR EMPLOYEE AFFINITY GROUPS

- Time and resources for affinity groups during all-school professional learning days increased.
- Plans for increasing support and programs for employee affinity group in process, for launch in 2025-2026.

#### KEY TAKEAWAYS

- Increased support, alignment, and connection to each other and the school are well underway for family and student affinity groups. For employee affinity groups, the school must assess its commitment to providing workday time for affinity group meetings, which remains the biggest impediment for robust employee affinity group engagement.

## GOAL 3 COMMUNITY MEMBERSHIP

### ACTION STEP 4

**The Board Governance committee develops a more intentional plan for diverse trustee recruitment.**

**STATUS: ONGOING**

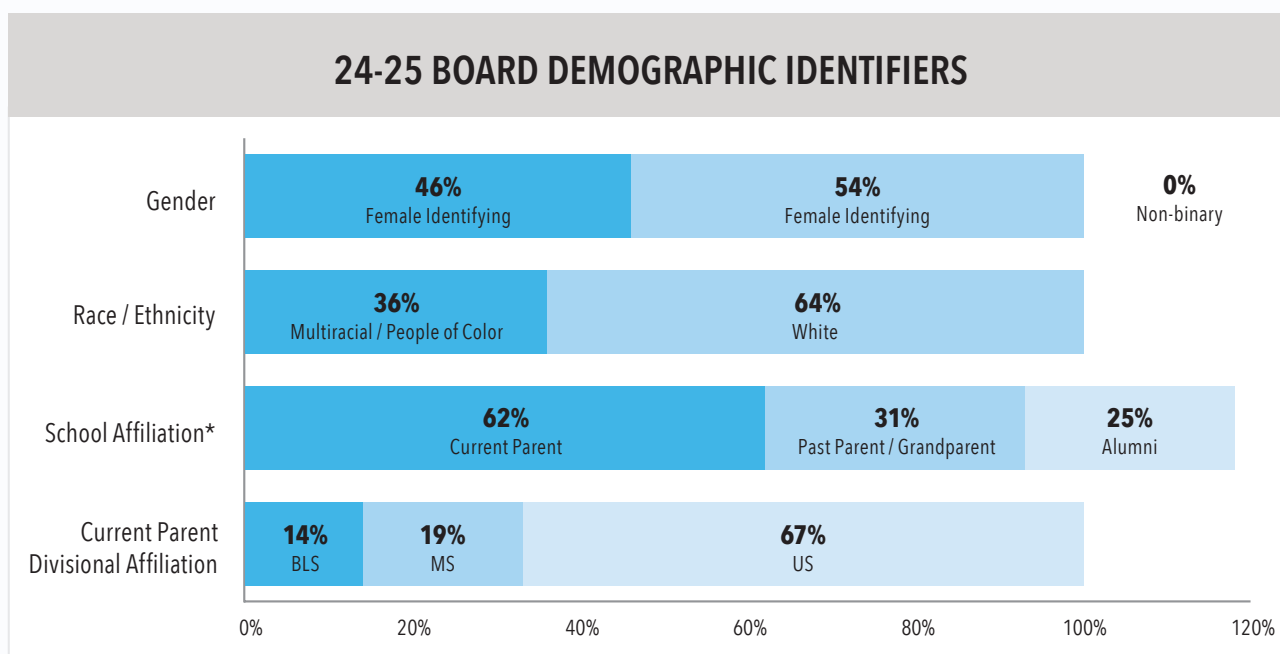
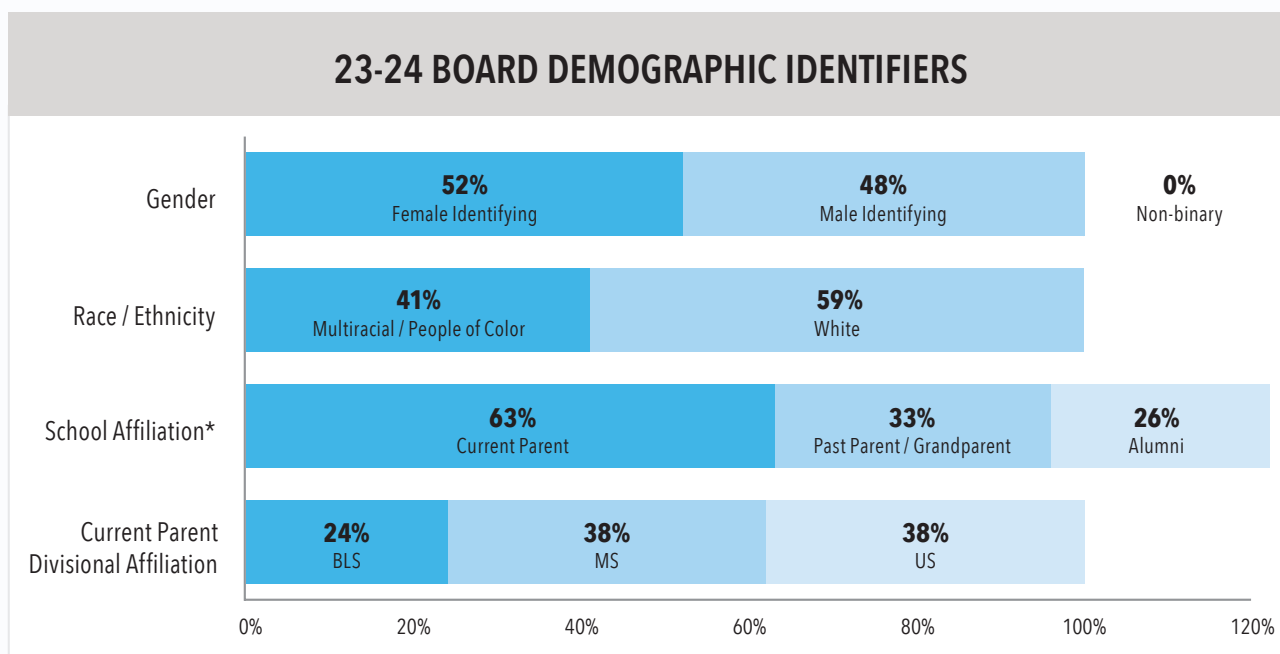
- The Board Governance Committee, which is responsible for the recruitment, nomination, and evaluation of trustees and the board, continues to follow a diversity recruitment plan to reflect current practices and ensure future success.
- From this plan, the Governance Committee sets recruitment priorities on an annual basis and invites names and suggestions from a variety of sources, including the Board of Trustees; Board Inclusion and Diversity Committee; PFA Executive Council; Parent Affinity Group Leaders; Alumni Council; and Portland community.
- Trustees are selected based on a proven commitment to the mission and values of the school and an understanding of the strategic, generative, and fiduciary responsibilities of the board. We seek to ensure representation by gender, race, and ethnicity that is on par or greater than demographic representation in the Portland metro area, and to balance divisional, affiliation, and professional representation in support of the school's strategic priorities. Current professional skills sectors represented on the Board include: education, medical/dental, finance/business, construction/landscape architecture, government, marketing/communication, non-profit, law, technology.
- The Board Inclusion and Diversity Committee tracks inclusion and progress in accordance with the Strategic Inclusion Plan, and identifies training and education to ensure all trustees understand the value and purpose of a diverse board.

### KEY TAKEAWAYS

- A diverse board is essential in helping the school assess the impact of strategic and financial decisions, in keeping with the school's mission and values. Meetings and decisions are organized to invite diverse perspectives, questions, and ideas to strengthen our effectiveness. A diverse board ensures we identify and consider tension or conflict between equity and inclusion goals and financial or strategic needs and opportunities.



## GOAL 3 COMMUNITY MEMBERSHIP



\*Board members may fall into more than one category, reflecting overlapping affiliations.