Ogden International School of Chicago

Assessment of Multiculturalism, Inclusion, and Diversity (AMID)
Survey & Focus Groups Administered - January & February 2018

Since the 2016 school year, the Ogden International School has partnered with Single Story, Inc. (SSI) in the development of diversity programming and initiatives for its community. In late 2015, Dr. Michael Beyer, principal at Ogden, approached Brian Corley, CEO of Single Story, Inc. (SSI) to learn more about SEED (Seeking Educational Equity and Diversity) and other diversity initiatives that Brian was leading at Near North Montessori School. Because the work of SSI is in alignment with the mission of Ogden, Dr. Beyer invited/contracted SSI to conduct a SEED workshop and other initiatives to support the diversity work the school was already engaged in.

One of the diversity supports SSI provides includes SEED (Seeking Educational Equity and Diversity). In year one, 18 Ogden faculty and staff members began the nine month diversity seminar series in September 2016 to help develop the language and introspective lens necessary to effectively engage in a multicultural and diverse community. Additionally, eight Ogden parent and community members began Parent SEED concurrently with Staff SEED. These groups were separate, yet engaged in similar work.

SEED is a group process of sharing personal stories and listening to the stories of others. For both staff and parent SEED members, SEED offers the opportunity to revisit experiences on gender, ethnicity, race, class, and sexual identity that have influenced perspectives. SEED also creates space for members to become aware of others' views on such topics on a personal, institutional and societal level. Each of the 2.5 hour long sessions delve deeply into current scholarship centered on systemic and pragmatic issues that challenge participants to think about the complexity of problems in a broad and nuanced way. Additionally, each session takes participants on a journey through storytelling and story listening which give context and meaning to systemic issues. Collectively, an experience is created that is transformative for participants.

In its second year, Staff and Parent SEED has grown, beginning with 39 staff members and 42 parent volunteers. Those numbers have decreased a bit over time due to scheduling issues and our *three strikes and you're out* rule; however, the intensity and pace of learning remained. SSI has also conducted specific and targeted trainings for Ogden staff and students, including Managing Implicit Bias training for hiring and leadership teams; Navigating our Politics of Location - understanding the multiple layers of identity; and Celebrating our Multicultural Selves - students exploring their multiple identities and shifting a focus of interactions from intentions to the impact on others. In the coming weeks, we are scheduled to conduct another workshop for students, faculty, staff, and parents, titled - SPEAK UP - Identifying and Confronting Bias and Prejudice.

Since the genesis of our partnership, SSI has helped develop, formalize, and support the parent led Diversity Committee, teacher led Diversity Advocacy Team (DAT), and the Ogden hiring team. The mission of the Diversity Committee is to:

Foster an environment of inclusion in which differences are acknowledged, celebrated, and welcomed. This committee strives to create a community of awareness and deepen understandings of identities like race, gender, sexual identity, socioeconomics, learning differences, able-bodiedness, religion, national origin, etc.

The work of the committee will focus on assessing and addressing the diversity-related needs of the Ogden/Jenner community; sponsoring events and learning opportunities that allow all constituents to feel supported, secure, validated, and important. The committee will advise and provide counsel to the principal on issues of equity and the implementation of the strategic goals. Diversity Committee meetings are open to the entire Ogden/Jenner community.

The DAT task force is committed to strengthening programming, curriculum, and other internal structures that impact the experience of students and faculty members. Their work includes auditing curriculum, exploring new cultural pedagogical approaches to teaching, participating on hiring teams, etc. Its mission and focus is as follows:

DAT comprises of a small, diverse group of faculty, staff, and administration who are committed to organizing and implementing institutional transformation for the benefit of all members of the Ogden/Jenner community. Members will act as advisors in supporting the Principal in meeting diversity initiatives and providing the framework needed to reach planned goals.

The Diversity Advocacy Team's initiatives include:

- Shaping **awareness** of biases within the Ogden/Jenner community through education and analyzing the specific barriers to change;
- Fostering a Ogden/Jenner community wide **commitment** to dismantle biases and establish an inclusive mindset;
- Developing an **action plan** for ways to counteract biases and to dismantle structures that create bias, whether institutional, curricular or personal;
- Developing cultural **identities** within the Ogden/Jenner community based on a group's customs, values, and concerns;
- Attending diversity conferences and trainings that focus on **strategic planning** for advancing diversity initiatives.
- Serve as "gatekeepers" and liaison in the hiring process to make sure **equitables practices** are used and a concerted effort to diversify the faculty is present.

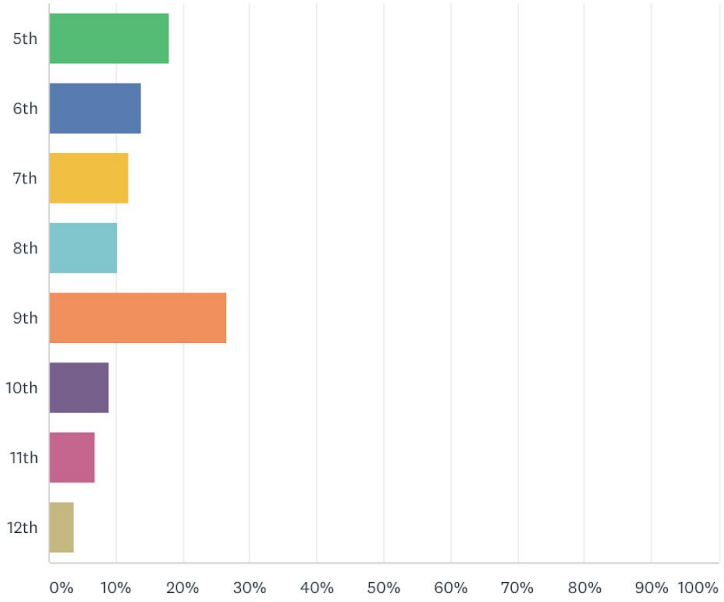
The vastness and complexity of work that Ogden and SSI have partnered on since 2016 is important to acknowledge; however, it is only the beginning of developing an inclusive and equitable diversity program for the community. To give the Ogden/Jenner community direction in its future diversity endeavors, SSI created a custom survey for the Ogden community, along with focus group interviews to draw out diversity imperatives for committees like the Diversity Committee and DAT to engage with. The

survey and focus group sessions focused on a number of questions that were aimed at providing Ogden with a broad, yet nuanced cross-section of community members experiences and opinions. The recommendations outlined in this report are a result of data analysis of both the survey and focus group conversations with members from the Ogden community, which consists of students, administrators, faculty, staff, and parents. The following are demographics from each respective group:

Student Demographics

Grade

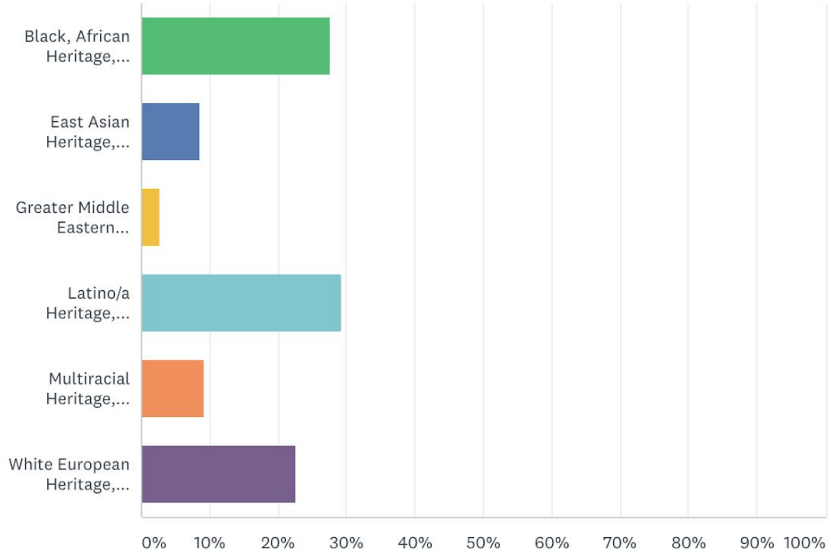
Answered: 591 Skipped: 211



ANSWER CHOICES	RESPONSES	
5th	17.94%	106
6th	13.71%	81
7th	12.01%	71
8th	10.15%	60
9th	26.57%	157
10th	8.97%	53
11th	6.94%	41
12th	3.72%	22
TOTAL		591

Ethnicity/Race

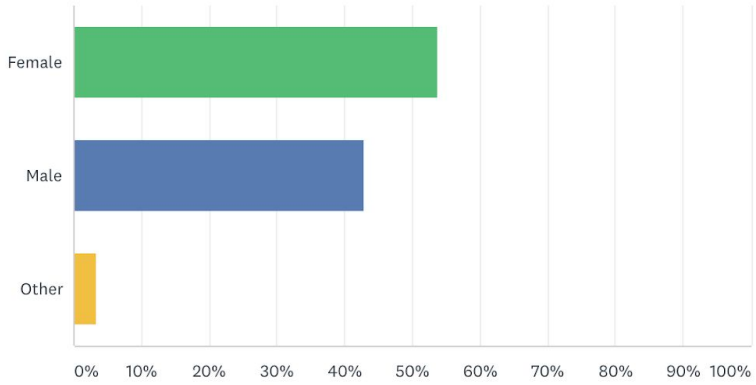
Answered: 591 Skipped: 211



ANSWER CHOICES	RESPONSES	
Black, African Heritage, AfroCaribbean Heritage, African American	27.58%	163
East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian SubContinent	8.63%	51
Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American	2.71%	16
Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American	29.27%	173
Multiracial Heritage, Multiracial American	9.31%	55
White European Heritage, European American	22.50%	133
TOTAL		591

Gender

Answered: 591 Skipped: 211

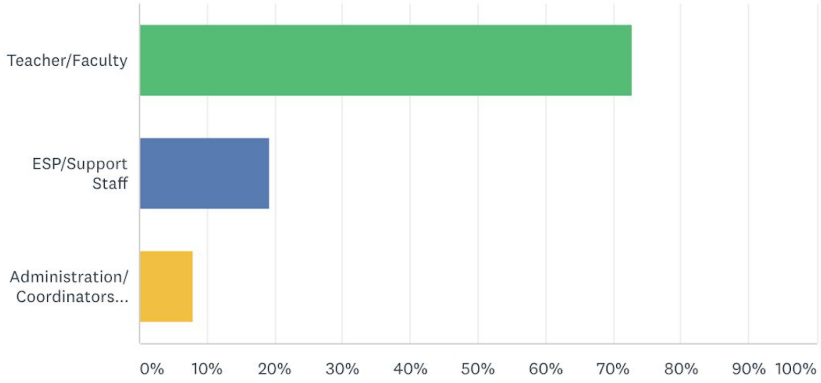


ANSWER CHOICES	RESPONSES	
Female	53.81%	318
Male	42.81%	253
Other	3.38%	20
TOTAL		591

Faculty - Staff - Administration Demographics

Position within the school

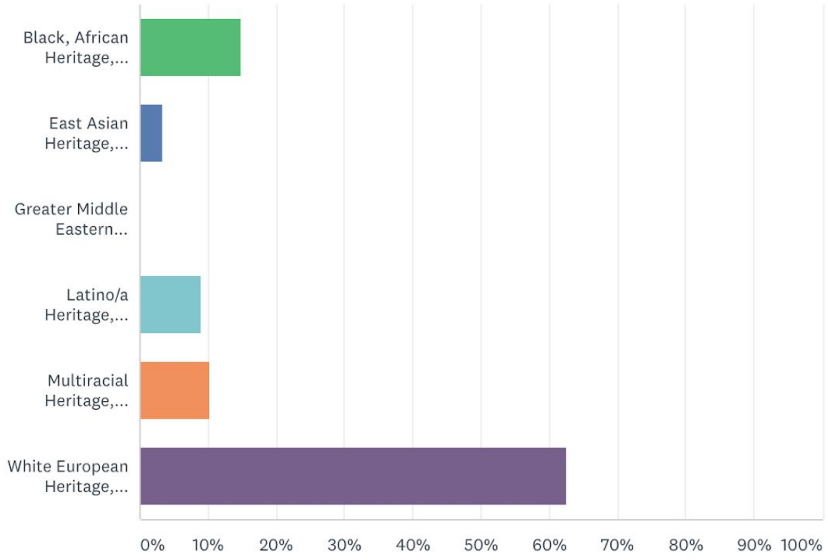
Answered: 88 Skipped: 31



ANSWER CHOICES	RESPONSES	
Teacher/Faculty	72.73%	64
ESP/Support Staff	19.32%	17
Administration/Coordinators/Deans	7.95%	7
TOTAL		88

Ethnicity/Race

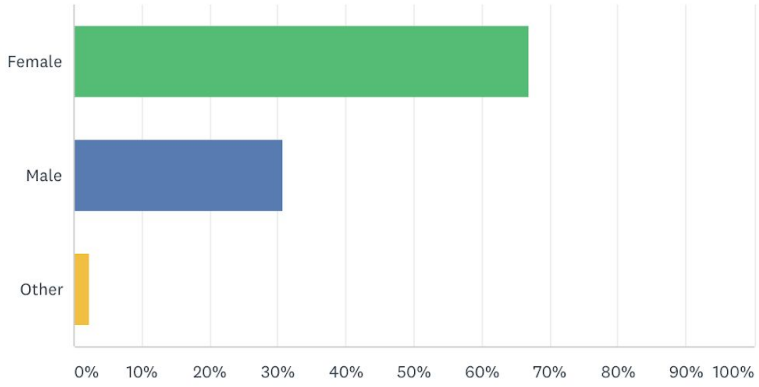
Answered: 88 Skipped: 31



ANSWER CHOICES	RESPONSES	
Black, African Heritage, AfroCaribbean Heritage, African American	14.77%	13
East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian SubContinent	3.41%	3
Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American	0.00%	0
Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American	9.09%	8
Multiracial Heritage, Multiracial American	10.23%	9
White European Heritage, European American	62.50%	55
TOTAL		88

Gender

Answered: 88 Skipped: 31

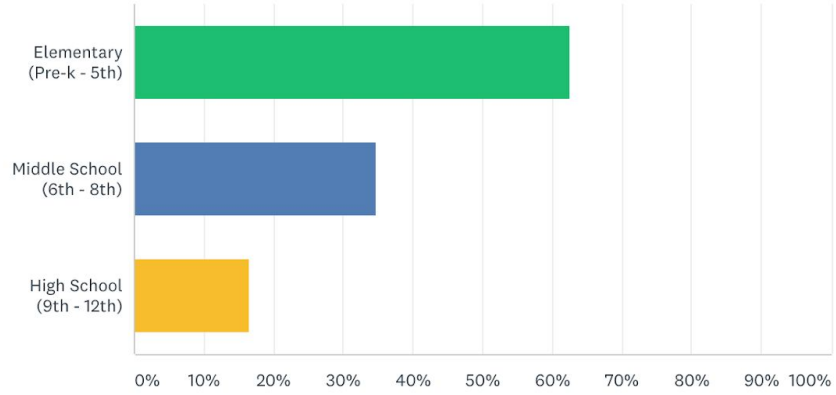


ANSWER CHOICES	RESPONSES	
Female	67.05%	59
Male	30.68%	27
Other	2.27%	2
TOTAL		88

Parent Demographics

Age group of your child(ren)

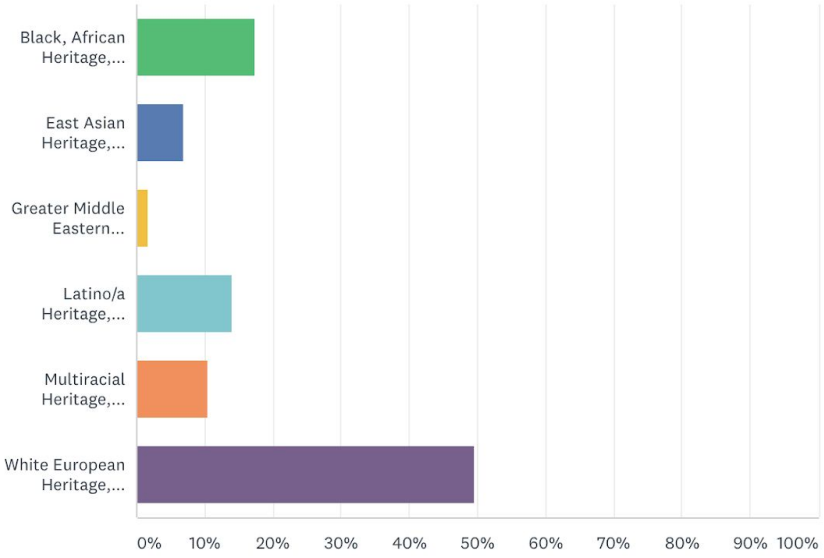
Answered: 115 Skipped: 41



ANSWER CHOICES	RESPONSES	
Elementary (Pre-k - 5th)	62.61%	72
Middle School (6th - 8th)	34.78%	40
High School (9th - 12th)	16.52%	19
Total Respondents: 115		

Ethnicity/Race

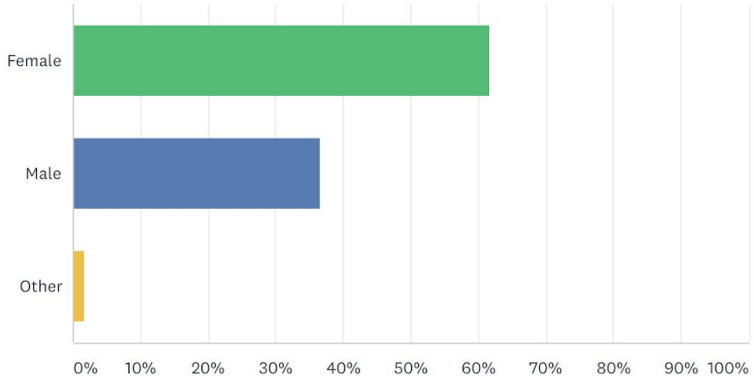
Answered: 115 Skipped: 41



ANSWER CHOICES	RESPONSES	
Black, African Heritage, AfroCaribbean Heritage, African American	17.39%	20
East Asian Heritage, Southeast Asian Heritage, South Asian Heritage, Pacific Islander Heritage, East/Southeast/South Asian, Asian American, Heritage from the Indian SubContinent	6.96%	8
Greater Middle Eastern Heritage, Arab Heritage, West Asian Heritage, Middle Eastern or Arab or West Asian American	1.74%	2
Latino/a Heritage, Hispanic Heritage, Latino/a or Hispanic American	13.91%	16
Multiracial Heritage, Multiracial American	10.43%	12
White European Heritage, European American	49.57%	57
TOTAL		115

Gender

Answered: 115 Skipped: 41



ANSWER CHOICES	RESPONSES	
Female	61.74%	71
Male	36.52%	42
Other	1.74%	2
TOTAL		115

The survey was organized into eight distinct categories: School Culture and Climate; Bias and Discrimination; Engagement with the School Community; Experiences with Staff (student only) - Collegial Experiences (staff only); Classroom Experiences; Availability of Resources; Inclusiveness and Multiculturalism; and Overall School Experience. Each section had a number of questions that were aimed at providing Ogden with a greater insight to student, staff, and parent experiences and opinions. The recommendations outlined in this report are a result of data analysis of both the survey and focus group conversations with members of the Ogden community.

AMID Survey Summary

The Assessment of Multiculturalism, Inclusion, and Diversity (AMID) survey, addressing an individual's perception of how they exist within Ogden, was offered online in January 2018 with 802 student; 119 staff; 156 parent constituent participation. The following overview summarizes the findings of the 2018 Ogden International School of Chicago Assessment of Multiculturalism, Inclusion, and Diversity.

Each category of the AMID survey will receive an overall score followed by areas of strength and concern. **Strengths** at Ogden are identified as all questions receiving a score of 4.5 or greater out of 5.0 by constituents. **Concerns** at Ogden are identified as all questions receiving a score of 3.5 or lower out of 5.0 by constituents. A color coded scoring system was assigned, using the following scale:

4.5+ are excellent scores, indicated by **blue** highlighting
4.0 - 4.4 are proficient scores, indicated by **green** highlighting
3.6 - 3.9 are satisfactory scores, indicated by **yellow** highlighting
3.5 and below are weak scores, indicated by **red** highlighting.

Staff Report

Ogden's **School Culture and Climate** received a score of **3.7 out of 5.0** by constituents.

School Culture and Climate Concerns

- Most staff have personally witnessed exclusionary, intimidating, offensive or hostile conduct.
    - *Correlating focus group references in respect, belonging, and empowerment.*
- Most staff members feel like they do not belong at Ogden International School.
    - *Correlating focus group references in respect and belonging.*

Ogden **Staff Experiences with Bias and Discrimination** received a score of **4.5 out of 5.0** by constituents.

Staff Experiences with Bias and Discrimination Strengths

- Most staff believe that they are able to readily recognize *ethnic/racial, cultural, gender, religious, socioeconomics, ability,* and *sexual orientation* bias when they see it.
- Most staff have never personally experienced overt or implicit bias, discrimination, or harassment when interacting with *colleagues* due to their *religious affiliation, socioeconomic status, ability,* or *sexual orientation*.

- Most staff have never personally experienced overt or implicit bias, discrimination, or harassment when interacting with *students* due to their *religious affiliation, ability,* or *sexual orientation.*
- Most staff have never personally experienced overt or implicit bias, discrimination, or harassment when interacting with *families* due to their *religious affiliation, ability,* or *sexual orientation.*
- Most staff have never personally experienced overt or implicit bias, discrimination, or harassment when interacting with *administration* due to their *ethnicity/race, gender, religious affiliation, socioeconomic status, ability,* or *sexual orientation.*
- Most staff have rarely witnessed/heard overt or implicit bias, discrimination, or harassment when interacting with *colleagues* due to their *religious affiliation* or *sexual orientation.*
- Most staff have rarely witnessed/heard overt or implicit bias, discrimination, or harassment when interacting with *students* due to their *religious affiliation.*
- Most staff have rarely witnessed/heard overt or implicit bias, discrimination, or harassment when interacting with *families* due to their *gender, religious affiliation, or sexual orientation.*
- Most staff have rarely witnessed/heard overt or implicit bias, discrimination, or harassment when interacting with *administration* due to their *ethnicity/race, gender, religious affiliation, socioeconomic status, ability* or *sexual orientation.*

Ogden **Staff Engagement with the School Community** received a score of **2.8 out of 5.0** by constituents.

Staff Engagement with the School Community Concerns

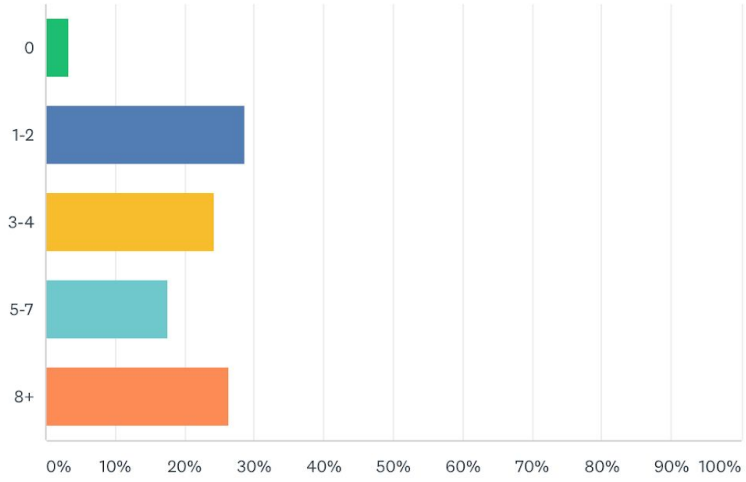
- Most staff only *sometimes* or *rarely* engage in conversations about diversity, race, or inclusion when interacting with *colleagues, students, families* or *administration*.
- Most staff only *rarely* or *never* speak up about injustices that they observe against themselves when interacting with *colleagues, students, families,* or *administration*.
- Most staff only *sometimes* or *rarely* speak up about injustices that they observe against others when interacting with *colleagues, families,* or *administration*.

Ogden **Staff Collegial Experience** received a score of **3.8 out of 5.0** by constituents.

Staff Collegial Experience Concerns

- Staff feel that they have to work harder than their colleagues due to their *ethnicity/race* or *gender* to be perceived as a good teacher/staff member.
- Staff have heard other staff members express stereotypes based on *ethnicity/race, gender, socioeconomic status* and *ability*.

The following reports the breakdown on the number of colleagues that staff members feel comfortable asking to meet for advice or personal support on bias and discrimination.



ANSWER CHOICES	RESPONSES	
0	3.30%	3
1-2	28.57%	26
3-4	24.18%	22
5-7	17.58%	16
8+	26.37%	24
TOTAL		91

Ogden staff's **Knowledge of Availability of Resources** received a score of **3.6 out of 5.0** by constituents.

Staff's Knowledge of Availability of Resources Concerns

- Most staff is unaware of resources to help address or combat *ethnic/racial, gender, religious, socioeconomic, ability* or *sexual orientation* harassment.
- Most staff that approached a colleague or administration with an issue related to *ethnic/racial* or *religious harassment,* did not feel that their concern was taken seriously.

Ogden's level of **Inclusiveness and Multiculturalism** received a score of **3.9 out of 5.0** by constituents.

Inclusiveness and Multiculturalism Concerns

- Most staff do not feel that multiculturalism is integrated into every aspect of the curriculum.
- Most staff do not feel that communication is effective at Ogden International School.
- Most staff do not believe that their concerns, ideas, and opinions are heard and valued.
    - *Correlating focus group references in belonging and empowerment.*
- Most staff believe that socioeconomic status does limit the ability of students to participate fully in the educational (curricular, co-curricular, and extracurricular) programs available at Ogden International School.
- Most staff do not believe that faculty members use resources or take advantage of professional development opportunities needed to help them create and provide multicultural learning experiences for students.

Ogden **Staff's Overall School Experience** received a score of **3.8 out of 5.0** by constituents.

Staff's Overall School Experience Strengths

- Most staff respect and follow the school rules.

Staff's Overall School Experience Concerns

- Most staff do not believe that the discipline policy at the school is used/implemented fairly on everyone.

Student Report

Ogden's **School Culture and Climate** received a score of **3.5 out of 5.0** by constituents.

School Culture and Climate Concerns

- Most students do not feel seen or heard within the Ogden International School community.
    - *Correlating focus group references in respect and belonging.*
- Most students do not feel that they are a respected and valued member of the Ogden International School community.
    - *Correlating focus group references in respect, belonging, and empowerment.*
- Most students have personally experienced exclusionary, intimidating, offensive or hostile conduct within the Ogden International School community.
    - *Correlating focus group references in respect, belonging, and empowerment.*

- Most students have witnessed exclusionary, intimidating, offensive or hostile conduct within the Ogden school community.
    - *Correlating focus group references in respect, belonging, and empowerment.*
- Most students do not feel like they belong at the Ogden International School community
    - *Correlating focus group references in respect, belonging, and empowerment.*
- Most students do not respect each others' *socioeconomic status, ability,* or *sexual orientation*.
- Students do not regularly see staff, faculty, or administration that reflect them.
    - *Correlating focus group references in progression.*
- Students do not regularly see themselves reflected in the student body.

Ogden **Student Experiences with Bias and Discrimination** received a score of **4.2** **out of 5.0** by constituents.

Ogden **Student Engagement with the School Community** received a score of **2.7** **out of 5.0** by constituents.

Students Engagement with the School Community Concerns

- Students rarely engage in conversations about diversity, race, or inclusion in the classroom setting or in common school spaces.
- Students rarely speak up about injustices that they observe against themselves in the classroom setting or in common school spaces.
- Students rarely speak up about injustices that they observe against others in the classroom setting or in common school spaces.

Ogden **Student Classroom Experiences** received a score of **4.1** **out of 5.0** by constituents.

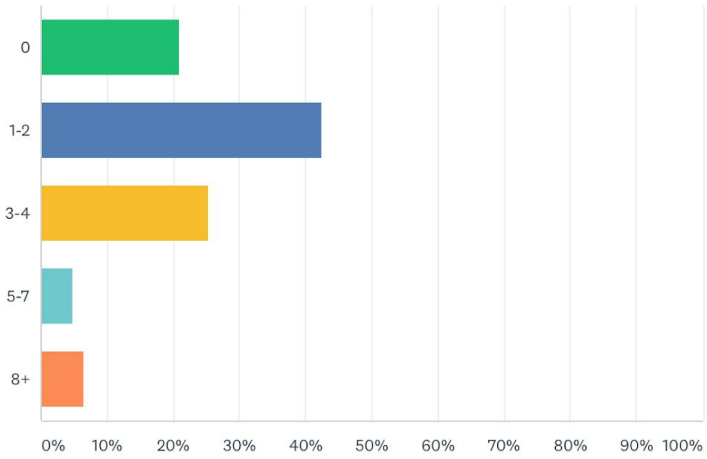
Ogden **Student Knowledge of Availability of Resources** received a score of **3.7** **out of 5.0** by constituents.

Student Knowledge of Availability of Resources Concerns

- Most students do not know about or feel comfortable using the resources that the school offers to combat *ethnic/race, gender, religious affiliation, socioeconomic, ability,* or *sexual orientation harassment.*
- When issues of *ethnic/race, gender, religious affiliation, socioeconomic, ability,* or *sexual orientation* are brought to teachers or adult staff members, students do not believe that they were taken seriously.

Ogden **Student Experiences with Staff** received a score of **3.6 out of 5.0** by constituents.

The following reports the breakdown on the number of Ogden teachers that students feel comfortable asking to meet for advice or personal support.



ANSWER CHOICES	RESPONSES	
0	20.85%	143
1-2	42.42%	291
3-4	25.36%	174
5-7	4.81%	33
8+	6.56%	45
TOTAL		686

Ogden's level of **Inclusiveness and Multiculturalism** received a score of **3.5 out of 5.0** by constituents.

Inclusiveness and Multiculturalism Concerns

- Most students do not feel proud being associated with Ogden International School.
- Most students do not feel comfortable sharing their perspectives and experiences in class.
    - *Correlating focus group references in respect and belonging.*
- Most students do not believe that multiculturalism is integrated into every aspect of the curriculum.
- Students do not see textbooks and lesson that include people that look like them in their school subjects.
- Most students experienced high levels of teasing during the past year at school.
    - *Correlating focus group references in respect.*
- Most students do not feel that staff or teachers intervene at high levels when they are teased, harassed, or discriminated against.

- Most students do not believe an atmosphere of inclusiveness exists at Ogden International School.
    - *Correlating focus group references in respect, belonging, empowerment, and progression.*
- Most students do not believe that the school takes high action to create a diverse faculty and staff.
    - *Correlating focus group references in respect, empowerment, and progression.*
- Most students do not feel that communication is effective at Ogden International School.
- Most students do not feel that their concerns, ideas, or opinions are heard and valued.
- Most students do not feel that the adults who work at the school are responsive to the needs of others in the Ogden International School community.
    - *Correlating focus group references in respect, empowerment, and progression.*
- Most students do not feel comfortable speaking up about their religious beliefs at Ogden International School.
- Most students do not feel respected by leaders of Ogden International School.

Ogden **Students' Overall School Experience** received a score of **3.7 out of 5.0** by constituents.

Students' Overall School Experience Concerns

- Most students do not feel supported by Ogden International School when they stand up for their human rights.

Parent Report

Ogden's **School Culture and Climate** received a score of **3.8 out of 5.0** by constituents.

School Culture and Climate Concerns

- Parents have personally witnessed exclusionary, intimidating, offensive or hostile conduct.
    - *Correlating focus group references in respect and belonging.*
- Families do not readily respect each other's socioeconomic status.
    - *Correlating focus group references in respect.*

Ogden parents' **Experiences with Bias and Discrimination** received a score of **4.7 out of 5.0** by constituents.

Experiences with Bias and Discrimination Strengths

- Most families believe that they are able to readily recognize e*thnic/racial, cultural, gender, religious, socioeconomics, ability,* and *sexual orientation* bias.
- Most families have not experienced overt or implicit bias, discrimination, or harassment when interacting with other families due to their *gender, religious affiliation, ability*, or s*exual orientation.*
- Most families have not experienced overt or implicit bias, discrimination, or harassment when interacting with staff due to *race/ethnicity, gender, religious affiliation, socioeconomic status, ability,* or *sexual orientation*.
- Most families have not experienced overt or implicit bias, discrimination or harassment when interacting with school administration due to *race/ethnicity, gender, religious affiliation, socioeconomics status, ability,* or *sexual orientation*.
- Most families have not witnessed/heard overt or implicit bias, discrimination or harassment when interacting with other families due to *gender, religious affiliation, ability* or *sexual orientation.*
- Most families have not witnessed/heard overt or implicit bias, discrimination or harassment when interacting with school staff due to *race/ethnicity*, *gender, religious affiliation, socioeconomics, ability* or *sexual orientation.*
- Most families have not witnessed/heard overt or implicit bias, discrimination or harassment when interacting with school administration due to *race/ethnicity*, *gender, religious affiliation, socioeconomics, ability* or *sexual orientation.*

Ogden **Parent Engagement with the School Community** received a score of **2.9 out of 5.0** by constituents.

Parent Engagement with the School Community Concerns

- Most families rarely speak up about injustices they observe against their child with *their children, other families, staff, or administration*.
- Most families rarely speak up about injustices they observe against others with *other families, staff, or administration*.

Ogden's level of **Inclusiveness and Multiculturalism** received a score of **3.9 out of 5.0** by constituents.

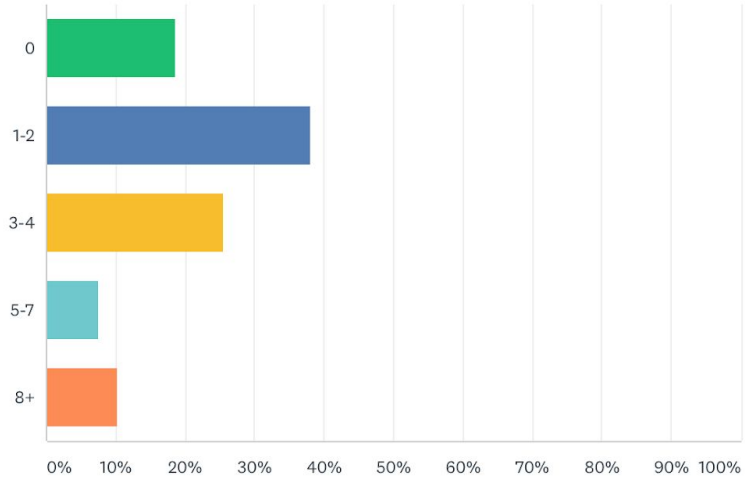
Inclusiveness and Multiculturalism Concerns

- Most families believe that socioeconomic status limits the ability of students to participate fully in the educational (curricular, co-curricular, and extracurricular) programs available at this school.

    - *Correlating focus group references in belonging, empowerment, and progression.*
- Most families believe that the school does not actively take appropriate steps to ensure that single parent families can participate in school activities.
    - *Correlating focus group references in belonging, empowerment, and progression.*
- Families have not been informed about the school's mission, policies, and/or programs with regard to diversity and multicultural education.

Ogden parents' **Classroom Experience** received a score of **4.2 out of 5.0** by constituents.

The following reports the breakdown on the number of Ogden staff members that families feel comfortable asking to meet for advice or personal support on bias and discrimination.



ANSWER CHOICES	RESPONSES	
0	18.64%	22
1-2	38.14%	45
3-4	25.42%	30
5-7	7.63%	9
8+	10.17%	12
TOTAL		118

Ogden **Parent Knowledge of Availability of Resources** received a score of **3.8 out of 5.0** by constituents.

Parent Knowledge of Availability of Resources Strengths

- Most families know where to go if they had a problem or complaint about *ethnic/racial, gender, religious, socioeconomics, ability* or *sexual orientation* harassment.

Parent Knowledge of Availability of Resources Concerns

- Most families are not aware or do not believe that the school's current resources are effective at combating issues of *ethnic/racial, gender, religious, socioeconomics, ability* or *sexual orientation* harassment.
- When issues related to *religious, socioeconomics, ability,* or *sexual orientation* harassment are brought to school administration or staff, families do not strongly believe that their concerns are taken seriously.

Ogden **Parents' Overall School Experience** received a score of **4.2 out of 5.0** by constituents.

Parents' Overall School Experience Strengths

- Most families respect and follow the school rules.

Focus Groups Summary

A relatively significant sample size of the Ogden community participated in focus group sessions to share their perspective and experiences as either a student (4th - 12th grade only), staff, or parent/guardian. The topics addressed were: members' feelings on being **Respected** at Ogden; members' sense of **Belonging** at Ogden; members' feelings on **Empowerment** to contribute and succeed at Ogden; and members' experiences on having a fair chance of **Progressing** their academic and/or professional careers at Ogden. Additionally, there was a question presented as **Next Steps**, which will be referenced in the commendation and recommendation sections. The following information is a summary of the data collected during SSI's visit.

On Respect: Inclusive organizations recognize and value individual differences. When an employee feels that their uniqueness is valued, they are more likely to bring their whole selves to work, including those aspects of their identity that distinguish them from the dominant or leadership group. In the same manner, when a student feels that his/her uniqueness is valued, he/she is more likely to bring their whole selves to the learning environment. Families share in this same sentiment with their child(ren).

Staff Report on Respect

The top reported aspects of identity that staff say they mask are religion, cultural identity, ability level, and socioeconomics.

- Reasons for masking disabilities included not wanting others in the community to say that they are making excuses for anything. Staff said that disabilities that are not obvious create challenges for members of the community to understand. Additionally, one staff member explained that revealing your emotional or mental state can cause power struggles, as staff may not think you are well suited for leadership and/or your position.
- Cultural identity was also discussed by several staff members of color as being an aspect of themselves that they mask. Reasons included not feeling comfortable on how he/she would be accepted in the Ogden community and also to ensure that they did not appear to be favoring one group over another.
  "We have a diverse group of students and I don't want to make it seem like I'm playing favors. I don't want it to get misinterpreted, so I just try to play neutral."
- Sentiments of this nature resonated among staff participants of color, as some went on to explain that they downplay their native languages because they can see that it makes their colleagues feel uncomfortable.

- Several staff discussed a heightened sensitivity in revealing their religious identity and beliefs along with their cultural identity aside from their physical attributes to prevent families and students from feeling uncomfortable. One example included a staff member reporting that they engage in muslim practices but would never make this public.
- Socioeconomics was also an area of identity that many of the staff members reported that they masked within the school community. Some participants reported that there are many assumptions made about the socioeconomic statuses of Ogden staff member which yields a level of insensitivity surrounding class.

The majority of staff reported feeling overall valued at the school.

- Staff reported feeling highly supported by administration and celebrated for their expertise and teaching experiences.
- Many of the participants explained that administration affords leadership opportunities and provides the space for them to try new things to further strengthen their skills.
- The majority of the West Campus participants explained feeling very supported and valued by their colleagues and in their departments, but there was a slight disconnect between them and administration.
  "I feel recognized when I have the opportunity to work with other people. Administration doesn't really know me - they know my data, but not me as a person."
- Participants at the East Campus expressed a more personal connection with administration, noting that leadership knows them intimately as people but they struggle with gaining the value and support needed from their colleagues often times.
  "Administration definitely recognizes my attributes. My colleagues, however, it is something that I had to gain and earn but sometimes there is resistance."
- One member went on to explain that although they felt supported, they also felt that it was coming from a place of privilege because many of their beliefs and ideas seemed to be the ones highlighted and celebrated within the Ogden community.

A few East Campus participants explained that one attribute that is not seemingly welcomed in the Ogden community is discussions on race and bias. These are skills and attributes that many of them reported as being important yet not readily valued by staff.

> *"I have been very encouraged by administration, but they have been limited to academics and SEL things. There is some resistance still of monitoring your bias to inform your instruction and this is a skill set that is not readily valued across the school."*

Staff members reported that the culture of the Ogden community makes it important for them to keep their professional and social lives separate. Family dynamics, childhood struggles, spirituality, and socioeconomics were the top reported identities that staff felt should be kept separate from the workplace (the Ogden community).

Student (High school, 4th & 5th grade) Report on Respect

There were mixed views from the Ogden High School students on their level of comfort in revealing their authentic selves within the school community.

- There was a 50/50 split on students' report of feeling the need to or not downplay or mask their physical, cultural, spiritual or emotional selves.

  "I know that I'm black and I do things that I learned from my grandma, like singing old church songs and I'll just start singing."

  "You're not going to know more than I disclose. The way I behave in my neighborhood is

  different than the way I act at school."

  "I'm proud of who I am and I don't leave anything behind."

- A notable pattern in these reports was that the majority of those students feeling a need to downplay aspects of their identity were seniors. One senior went on to share that she purposefully keeps her personal life separate from the school because she does not feel that her community involvement would be appreciated at Ogden.

  "I really keep my community work away from school. I don't necessarily bring it to the school, because I don't feel comfortable bringing it to school."

Some students explained that there are situations in which they may not speak up about something out of fear of people looking at them but overall high school students believe that the school attempts to show value for the diverse groups.

Religion is an aspect that the high school students discussed as still being somewhat "taboo" within the community, although they have observed how teachers may try to accommodate certain religious practices/customs.

Fourth and Fifth grade students at the East Campus revealed that they feel very much respected and valued by their teachers.

- They described their teachers as nice people.
- They however, did not readily experience the same level of respect and value among their peers. Students reported that their is a negative culture within the student body for those that have disabilities, are foreigners, or children of color.
- All participating children of color or of immigrant descent reported being made fun of or hearing teasing due to their cultural identity.

  "Sometimes I feel valued and sometimes I don't. The teachers do a lot to help with our education, but students judge us on the way we speak, our disability and even our

skin tone."

"Last year, students told me to go back to my country, and they mocked me about doing things differently. It really hurt."

The majority of the participants described the student body as engaging in practices that normalizes insensitivity, isolation and hurtful behaviors. This included reports of free use of the N-word among students, using profanity, and constantly picking on students within the community that are new.

"*People sometimes just isolate people who are new and from different places. Students call it joking but it's really not. There was a student who was called Big Mac. He didn't appreciate it but everyone else seemed to like it, so I feel like he didn't say anything."*

Parent Report on Respect

Overall, parents within the Ogden community feel valued.

- Parents feel that there are opportunities for them to get involved and contribute.
- Parents of the East Campus expressed that administration executes high levels of communication which helps them to stay informed about volunteer opportunities and happenings throughout the life of the school.
- West Campus parents expressed a level of disappointment with the lack of communication from the school and administration.
- Participants also reported that there seems to be a higher level of respect for parents that are able to volunteer at the school, which puts single or working parents at a disadvantage and sometimes made to feel as if they are not valued within the school community.

Parents of immigrant descent reported that although they believe that the school values diversity, they do not always feel that the school is supportive of them.

- There were concerns about the lack of communication and supports for students required to take the ACCESS test, where multilingual parents explained that their children are often pulled out of class for this test without proper notification to the parents.

The most noted aspects of identity that families express downplaying included culture, religion and socioeconomics.

- The majority of the parents reported that they felt that the Ogden community was welcoming but there are parts of their identity that they have had to mask to fit in.
- Families of color expressed varying views on the need for masking their ethnic and cultural identities.
- Some parents explained that they teach their children to be proud of their culture and identity, however it can still be a challenge when their child is the sole member of an ethnic group in their classroom.
- There were several participants that candidly stated that they definitely felt the need to downplay their culture within the school community.

"We have to suppress certain things because we have a Mexican culture and this is for home. I teach my children that they should keep these things to themselves and we mask it to prevent bullying or people criticizing our customs and traditions."

Families of religious faith reported a need to downplay and mask their beliefs within the school community.

- One family went on to express challenges with the school honoring their family's religious practices, especially with the female attire of only wearing dresses and skirts, because the school forces all students to wear shorts for gym class.

Socioeconomics status was a recurring identity aspect that families reported having to downplay within the school community.

- Many families explained that the school implicitly demonstrates favor to those of higher socioeconomic status/class.
- Examples of such ways included hosting parent meetings during morning hours where many working parents can not attend.
  "When I walk into the room I can tell this space is not for me. I would love to be at a meeting at 10am but I work. And that is the space where other ideas are cultivated and voices are left out."
- Another example included the locations of meetings for the Friends of Ogden. Parents reported that these meetings are usually held at upscale venues that many families do not have access too, and these typically are meetings in which big decisions are made.
- The school's soirée was also mentioned by several parents as another example of the school showing favor to those of upper class.
  "I find the ticket prices to be offensive. We do not go."
  "The soirée. . . The tickets were quite steep and I'm not sure people can afford that. It was a lot of money. In ***[identifier omitted]****, that type of event would not have happened. $10 tickets are fair, but $175 is offensive."*

On Belonging: Belonging refers to the perception that you are part of a community and an essential member of that community. Inclusive school communities nurture all constituencies' (including students, employees, and families) social and emotional needs for connection with others. When members of a school community feel that they belong, they feel emotionally supported and safe. Belonging is the experience of being part of a collective whole in a meaningful way.

Staff Report on Belonging

Staff reported that a sense of belonging within the Ogden community increases with time.

- The majority of the staff expressed that they felt heard and seen by administration and most colleagues, but it came with time and being vocal.
- The longer a person stays within the community, along with being an extrovert, the more he/she becomes heard and seen.
- One teacher explains that even with being vocal about things, there is a fine line between expressing yourself and being seen as a "trouble-maker" which could lead you to discipline and/or put your job in jeopardy.

Staff at the West campus revealed that there are colleagues within the community that are left unseen, specifically among their peers.

"I haven't personally, but I have seen it happen to colleagues. I've seen some of my colleagues not greeted in the halls, ignored. It may be unclear as to the why, it could be race, gender, etc. but

I've definitely seen it."

Participants reported that interactions with colleagues is an ongoing challenge within the Ogden community.

- The size of the school was noted as a factor in limiting the amount of staff-to-staff interactions.
- Staff also explained that different cliques are formed at the school. Both of these were noted as reasons that people feel sometimes left out in the Ogden community.

  "I have felt left out of things, but as a teacher in the middle and high school, it's hard to talk to people because you're on your own."

  "There are some people that I used to hangout with but because I am getting involved with things that perhaps they are not interested or value, they just don't even speak to me anymore."

- Additional times when staff reported feeling left out included with the dissemination of information. Some explained that they are not made aware of things that are pertinent to the

students that they teach and that many times they find out about important things after the fact or through a third party.

The major examples of intercultural misunderstandings and/or conflicts reported centered on socioeconomics and cultural insensitivities between student-student interactions, staff-student interactions, and staff-staff interactions.

- Participants discussed the misjudgments and assumptions that are made about the socioeconomic status of students, families, and staff simply because the school is located in the Gold Coast.
- Some staff members went on to explain that there is a false perception shared by some members of the community that higher socioeconomic families are more involved and care more about their children than working families who "appear" to be less involved.
- Additionally, it was reported that Ogden students that are part of the *options for knowledge* track are not necessarily viewed in the same positive light as students that live within the Ogden attendance boundaries, and that the families of these students do not care about their child's progress.

Staff spoke candidly about the interactions between staff and students based on race, ethnicity and cultural differences.

- Participants explained that there are several instances in which students of color are treated differently simply because of the color of their skin and/or discussed publicly in a way that is insensitive and offensive.

  "Behaviors can be misconstrued and/or magnified because of a student's color and they face more punitive consequences than others. The bias may be that children of color have behavior problems, therefore they are going to be a behavior problem, as opposed to making sure we're looking at the whole context of what's going on with the child."

- Almost all groups spoke about a perceived negative correlation that existed within the Ogden community, linking misbehaviors to Black students.
- Participants also expressed how this perception has caused several families and staff members to view students from the Jenner community as potential threats and behavior problems that Ogden will now have to face due to the merge.

Staff at the East campus expressed how language used by colleagues about immigrant and minority students are often insensitive, which is another example of intercultural conflicts within the Ogden community.

> *"Staff have had comments about Asian students, grouping them all in one bubble, saying that they all share the same characteristics, and are very smart in math. Or I have heard comments like, 'He knows 0 english,' right in front of the children. Calling students a mafia. Praising them in insensitive ways, like 'They bow to me everyday, I love them.' These things have been hurtful to me."*

Staff went on to explain that the references made to Jenner students follow a similar pattern of insensitive language.

West campus staff discussed a contrasting view of the staff-student interactions.

- Staff expressed that they believe Black students often "play the race card" when they are redirected and/or asked to complete work that is required of all students.
- Teachers explained that they struggle with teaching humanity curriculum because they feel that Black students challenge the material, push back, and call instructors racists.
- Some teachers also revealed that they find it difficult to hold Black students, especially males to high standards because they believe that the students cry to administration that they are being targeted due to their skin color.

> *"Black males are just doing enough to get by. Black students that will not do too much work, and know that they can go to administration who will get mercy C's and extensions with work. If you approach Black children, the culture is that you cry 'Racism'."*
>
> *"It's challenging for me at times because I am a white **[identifier omitted]** and the African-American students sometimes state that I am a racist. It's very sad that they think this, that they think I will have different thoughts about their behavior because of their color. In talking with another staff member and they too have experienced this. Simple redirections like, you have to go to class, and then the students play the race card."*
>
> *"I feel that materials that I am teaching, I'm being challenged on all the time because I am a white **[identifier omitted]**. I try to make it inclusive and I acknowledge that I won't fully understand all of the various cultural differences, but it's challenging. Even the use of the word, 'excluded', I have seen students rolling their eyes and making it known that that's an understatement."*

Staff-staff intercultural conflicts reported included colleagues not acknowledging peers based on race such as refusing to speak to them while speaking to others within the same vicinity who shared the same racial makeup.

- A recent all-staff professional development session on race was also brought up by more than 85% of the participants as another example of an intercultural misunderstanding within the community, where staff explained that the workshop had a divisive impact on participants.

> *"The conversation was weird because it was appalling to make so much efforts to make white people feel comfortable talking about race. The speaker glossed over a lot of historical context. She [the speaker] was trying to explain the roots of racism in a benign way that left out slavery and that offended many people. She took it from a legal context. It ignored a lot of people and voices."*

Student Report on Belonging

West Campus

High school students reported feeling welcomed within the Ogden community.

- They explained that teachers try to make students feel comfortable.
- Freshman participants noted that there are cliques within the school that make it challenging to fit in at times, but overall they feel a sense of belonging at the school.

Students explained that the level of emotional and social supports you receive are entirely dependent on the type of teacher that you have.

- Seventy percent of the participants stated that they do not look to their teachers for emotional support because the teachers are only there to teach.
- One student expressed, *"I feel that the teachers only engage when you're misbehaving/discipline. That's when they want to start caring, but aside from that it's like do your work and that's it"*.
- Another student went on to explain that they did not feel that the school was structured in a way that encouraged students and teachers to engage in a personal way.

  > *"I feel that there should be a connection between teachers and students to help with our academic progress, but that's not present here at Ogden. Students don't feel comfortable necessarily going to teachers to get support. I talk to a lot of underclassmen and they don't feel supported. There should be relationships to help students feel supported. It's like if you don't have a social relationship with a teacher, then you won't be successful academically."*

- Additionally, the high school students went on to reveal that they believe that the culture at Ogden is data driven, which creates more barriers for students and teachers to develop supportive relationships.

  > *"There's this battle between administration and valuing students. I get it that coming to school is important, but there is more to students than just being tardy or getting A's. We are diverse culturally, emotionally, spiritually, and that should be recognized and celebrated. It's like if you don't make the benchmarks that they have like grades, tardies, etc, then you're not valued."*

The major intercultural conflicts and misunderstandings reported by high school students was the school's lack of acknowledgement of the diversity within the student body.

- A student of a minority ethnic group made this observation, *"I feel that not all of the races are being recognized. It's like you get clumped into Black or Latina/Latino."*
- Students went on to explain that although the school is diverse the school does not really promote culture or celebrate diversity.

- Students used the lack of cultural celebrations or historical heritage month recognition as evidence for this conclusion.
  "This school is not really diverse. It has the different people, but they don't talk about diversity. It's not celebrated. . . No one is recognizing the diversity and celebrating the different cultures and traditions, like Asian American History or Black History."

East campus

Students at the East campus expressed a high level of feeling supported and valued by their teachers but those feelings did not always translate the same among their peers.

- Eighty percent of the participants described incidents of what they called bullying, where their peers were making fun of other people, vandalizing the bathrooms and writing threatening messages on the walls.
- Incidents such as this caused many of them to feel unsafe at times at the school. Although all of the students acknowledged that teachers always intervene, they did not feel that much is done to alleviate the problem or stop students from engaging in such activities.
- One student stated, *"Just because you don't like a person doesn't mean that you shouldn't help. It*
  just doesn't seem like people really care when someone is hurt. Everyone is really nice and the teachers come to help, but students don't really care."

This student's conclusion was validated by another student who admitted that she did not care about the vandalism and threats written in the bathroom until her name showed up on the walls.

Parent Report on Belonging

Parent involvement was repeatedly the most common experience that families reported as areas in which they felt unseen and/or unheard.

- Families explained that if you are not actively involved in the Parent Teacher Association (PTA), then you can feel unseen, which they noted speaks to the issue of class.
- Participants noted that many of these meetings and events are held at times that working families are not always able to attend and this excludes a whole group of the Ogden community.
  "I can take advantage of it [events at the school] as an upper middle class person with money and time but other opportunities are not readily available for those that don't have those means. There are a lot of time and money obligations here."
- Families went on to say that it is more challenging to feel welcomed into the East campus community than the West as the East campus was described as both "intimidating and snooty".
- The Friends of Ogden events, fundraisers, and meetings were reported as too exclusive which was another example of families feeling unseen and/or unheard if they are not a part of that group.
- West campus families reported that although they do not feel excluded, they do not feel that there are many opportunities for parent involvement on the campus.

Some families discussed that the lack of diversity in the school's curriculum leaves them feeling unseen.

- They celebrated the diversity of the school, but stated that this diversity needs to translate into the learning so that students are learning about a variety of cultures and their history.
  "There is still not much diversity in the curriculum and all of our students need that. We should visit more cultural museums. Kids were talking about women suffrage and students started talking about slavery and the teacher could not adapt to that view point. Our history is being erased and I feel like teachers are pushing this under the rug."

Parents went on to reveal that the language surrounding school fees and student absences in communication sent home can leave them feeling disrespected.

- Parents explained that communication about attendance is insensitive, especially for families with children that have illnesses.
  "I feel disrespected and detached when my child missed a number of days for school and the letter went home implying that we do not care. There is also conversation around the fees that seems quite negative."
- Additionally, participants noted that the requirement for families to do community services if you can not pay the school fee outs families of lower socioeconomics and does not yield an emotionally or socially supportive environment.

Intercultural misunderstandings reported by parents included student curiosity with peers of varying ethnic groups, such as touching of hair without permission or the lack of understanding of different cultural beliefs and/or ways of being.

- There was a repeated concern discussed for the lack of supports for international families aside from Eastern European families.
  "We do have a lot of international families that are here. The Eastern European folks seem to assimilate well. Other folks from places like India and Asian do not connect easily. I feel like there is a disconnect in communication. I'm not sure we do a good job ushering people into the community."

When asked how families would feel if they had to leave Ogden, 100% of them reported that they would be sad to leave the school community.

"My daughter is graduating from Ogden and I'm going to be sad. With any school, there are issues, but it's great to have administration that listens. I'm going to miss it."

Families expressed appreciation of the staff and the high level of organization and communication within the school community. They praised the school for its diversity and responsiveness to families.

"This school has the right electives, mix of students, the diversity is real, the classroom is very diverse in both appearance in colors and cultures. Everything is very well recognized- we have spelling words for the whole year! The organization is impeccable. There's no chaos. If there is a question to be asked it is already answered. The school thinks about things ahead of time. They know their community."

Some families did however reveal that the merger could influence their decision to leave the school community for fear of the negative recoil from other families, staff, and even students.

> *"The merger and the way people are reacting it tough for me. It's very troubling, not the merger, but the transition. There is so much focus on that but there is looming anger that troubles me."*

On Empowerment: A common misperception is that inclusion involves treating all organization constituencies the same. Rather, inclusion involves recognizing that different members of the community face unique challenges within the organization. Inclusive schools recognize the varied needs of diverse students, staff, and families and ensure that practices accommodate for those differences to ensure all members can contribute fully to the school community.

Staff Report on Empowerment

Staff listed a number of obstacles that interfered with their career progression and/or ability to fully engage with members of the Ogden community.

- The most noted were ethnicity/race, language, gender and age.
- The majority of the participants revealed that they face these barriers mostly with families, as there are alleged "assumptions" that are made about them based on these aspects of their identity such as expressed discomfort with male elementary teachers; power dynamics with a white, middle-aged male running meetings with parents; bilingual teachers being able to properly support English acquisition skills; or younger aged staff not having adequate experience in their positions.

Staff expressed that having people in leadership with similar identities to them is important and that they are appreciative of the gender balance on the leadership team.

- Some staff noted that although there is not necessarily ethnic diversity on the leadership team, there is a strong push to diversify the staff, so they deem it as evident that leadership believes in the importance of diversity.

Staff revealed that the process of evaluating and observing their practices are the times in which they feel the most intimidated.

- Many participants acknowledged that they understand the demands of administration in trying to run two campuses, but they wish there was more time to build relationships with them so that they could see more of the work that they do outside of just the formal observations.

  "Every meeting is high stakes and there is never a chance to build a relationship with them and for them to get to better understand my attributes and unique skills that I bring to the classroom. Everyone's approach is different and not every classroom is going to look the same way."

Unique challenges that staff discussed that are not readily supported and/or recognized by the school included medical situations that require frequent doctor appointments (i.e. pregnancy, not so apparent diseases and other health conditions), staff child care obligations that limit the time they are able to stay after school, and staff members that are caretakers for ailing parents/family members.

Student Report on Empowerment

High School Students

There were mixed feelings from the high school students about the level of supports that their teachers provided to help them succeed.

- Most students said that if you ask, teachers would be willing to stay after school or before school to work with them on things.
- One student explained that when his mother lost her job, he went to his teachers to tell them that he was balancing being in school, playing sports as well as taking on a job to help support his family.
  "I told my teachers about the situation and they tell me not to fall asleep in class and to keep trying. They accept my late work, and mark it down because it's late, but they still give me credit."

East Campus Students

Students revealed a number of obstacles that prevent them from fully participating and/or succeeding in the Ogden community.

- Participants described difficulties concentrating in class due to concussions, being a daydreamer, being dyslexic, social differences (not making eye contact), and vision impairments as barriers for them in both their academic and social progression.

Parent Report on Empowerment

The most common obstacle that parents described was getting the proper supports if their child was not performing at the level that was expected of them.

- This was shared by parents at both East and West campus, where some parents explained that a lot is placed on parents to ensure that their child is doing well.
- Parents explained that there are assumptions made about the resources that students have access to and they feel that they and their child are punished and/or labeled if they do not have access to these resources.
  "The stuff students have to do is very dependent on parents to help them. Financially and specific skills are needed at a high level that is not fair. If your parent is not an engineer then it may be difficult to help. This ends up being how good your parents are than you [the student] are at

doing some things."

Another obstacle that was described by families of color included their children being clumped into a group and labeled simply based on their ethnicity.

"One black boy and two latino boys have been labeled as the bad boys. My son joined the two that were labeled and now has been dealing with these issues. They are the kids that are being called out all the time. They are missing out because of it. They may be tough, but it's still problematic."

A limited amount of differentiation offered by the school was also mentioned by families as an obstacle for the academic progression of their child.

- Parents discussed the school not offering options for gifted children and not providing clear criteria for how students are selected for more advanced classes.
- Additionally, families expressed concerns about the lack of supports and accommodations for students with mild learning disabilities and/or difficulties.

"How do you choose how some kids get in some classes versus another? Do you have to know someone to get into some class?"
"How do we get into more advanced classes?"
"Learning disabilities are tougher to get support in higher elementary and middle school."
"There needs to be a gifted program. My child needs more differentiation and options."

On Progression: Ultimately, the extent to which an organization is inclusive is reflected in its development and promotion of diverse initiatives and its commitment to diversifying the faculty and leadership team. Inclusive schools recognize the role of bias in instructional and workplace inequality, scrutinize the student and employee life-cycles for institutionalized bias, and train leadership and teachers in objective selection to ensure that members of non-dominant cultural or social groups have a fair chance of progressing in the organization alongside members of the traditionally dominant group.

Staff Report on Progression

Staff described Ogden teachers in the following matter: kind, caring, very supportive, team-players, dedicated, experienced, majority white, midwesterners, native English speakers, and young to mid-older range.

- West and East staff had contrasting views on the support staff, where West campus staff noted that support staff are burnt out, lack initiative, minorities, and operate without clear understandings of their roles.
- East campus staff described the support staff as fully present with students, knowledgeable, educated, underappreciated, overworked, dedicated, fairly diverse, majority female, and student advocates.

Staff said there is "*no such thing as a typical Ogden student*".

- West campus students were broken into two groups, where one half was described as overachieving, stressed-out, and all American.
- The other half was described as a group that "*don't do anything- we just breath*."
- One teacher described the middle school student body in the following matter:

  "The middle school has socioeconomics differences. Seventh grade is white, type-A students, caring about their grades. Eighth grade is culturally diverse with Black, Latino/Latina, and international students. They are still active about their grades and they lead fairly privileged lives. They're emotional. Ninth grade has very few white students- it's majority Latino and Black. They are academically oriented and still fairly well-to-do and supportive backgrounds."

- East campus parents described students as cultured, diverse, protected and uneasy.

- Families were broken up in a similar fashion as the students by West campus staff and categorized in the following groups: overly involved, the "*pushers*" that stress their kids out; and the "*at least my child came*" group.
- Overall staff from both campuses did conclude that the majority of parents are accessible, active and are willing to do whatever is needed of them to keep their child at the school.

The custodial team was described by staff from both campuses as friendly, kind, hardworking, understaffed and overworked, and consisting majority of male Latinos. School leaders were described as supportive and resourceful.

Staff reported that taking initiative, buy-in, collaboration, and getting involved in the school (i.e. extra-curricular activities, attending optional meetings, joining committees) are the apparent top behaviors and contributions that are celebrated within the Ogden community.

- Some staff went on to explain that they were not 100% certain what was valued by administration.

  "It's not clear what is valued by administration. It's clear what is not valued. I'm not sure what staff values either, because there is a clear division in the staff."

- Staff went on to explain that there is a platform for peer recognition and celebration, "Owlsome" awards, although not all staff believe this is a true representation of the work that should be celebrated within the community.

- Attendance, student test scores, and high levels of communication were also mentioned as highly celebrated attributes at the school.

Staff's reports on discrimination were all centered on race/ethnicity at all levels from peer-to-peer, staff-to-staff, families-to-staff, and staff-to-students.

- Staff explained that groups that identify as the same ethnicity/race are often seen together.
  "There is very much a culture where students that are Black really stick together. They are the strongest tight-knit communities."

- Additionally, staff described various incidents in which students are heard using insensitive language, racial slurs, mocking peers' accents, and calling each other racially charged names.
- Some staff reported witnessing discrimination against colleagues that they believed were racially charged, where parents question black staff on policies that have been in place for some time that they do not question white staff members about.
- Additionally, staff revealed that there have been incidents where families have actively tried to have students and teachers of color removed/fired from the school.
- Staff described events in which students were deemed as "behavior problems" simply because of their skin color.

  "A black child was blamed for a behavior that she didn't do, that she actually wasn't even present at school on the day. The family and a teacher blamed it on this child and she wasn't even there. It seems that what parents know about children is very dangerous. They can be very damaging in starting gossiping."

- Staff vulnerably revealed that student behaviors and expectations continue to be an area in which they witness discriminatory actions taken against children of color.
- One staff member reflected:

  "Why are some students' behaviors escalated versus other students that look differently but have the same infraction and are not always responded to the same way? There is a tendency to not treat all students the same way. Expecting less from students who are categorized as not being able to do the work. I see more black students given "breaks" or being putting out in the hallways more. Can I hold them to the same expectations?"

Student Report on Progression

High School Students

The majority of the high school students described the teachers at West campus as helpful and caring.

- They revealed that teachers are willing to stay behind and assist them if they ask, and that most of them do make an effort to build some type of relationship with the students.
  "They make an effort to build relationships with you. The teachers want to know you outside of school."

- Students went on to describe their teachers as young and wanting to engage with students about things that are taking place outside of school.
- About 25% of the participants acknowledged teachers' efforts to connect with students, but revealed that these connections do not always feel authentic.
- One student explained that not having enough teachers that share a similar ethnic group has created a barrier for connecting with staff.

> *"There's not a lot of teachers that look like me so I can't connect with them so easily. Most teachers are young, but there is still a barrier because there are not a lot of teachers of color. The teachers of color want to see you do well, but they don't really care about you, they just want to make sure you're doing well. They want to relate to you so much because you're the same color, but they don't help you. They really want us to succeed, because we're people of color, but they're not connecting with us."*

Participants unanimously reported that grades as the single thing that was celebrated, valued and recognized within the Ogden community.

> *"Grades! IB is the only thing that is preached and supposed to be the motivating force. This is what Ogden is all about. The grades are the most important thing."*

Parent Report on Progression

Families described the typical Ogden teacher as a "*happy, white lady*" and with limited skills on serving a diverse student body. The support and custodial staff was described as friendly and proficient at their jobs, and high minority.

> *"Hispanic and African-Americans are cleaning and supporting the school. Leadership and LSC is white. I just feel that for a school like this, we need to see representation across the board in all positions and on all levels. Children should see people that look like them across the board. It should look like United Nations here at Ogden."*

Families listed a number of things that were valued within the Ogden community.

- Parents spoke about the IB principles as evident through the beads that their children receive at the East campus.
- Some parents expressed how they were pleased with the opportunities that the school has provided through the IB curriculum.

> *"The opportunities for my child to grow [is valued]. She has an opportunity to visit Germany. The*
>
> *school tries to make people happy and that is important. Students, parents, families, teachers feel important here and that's important."*

- Parents also noted grades and attendance as things that were heavily celebrated.

When describing their own contributions, parents explained that families with availability of their time and finances appeared to be valued more.

- Participants reported that parents that are able to come to the school and volunteer frequently are called on for more leadership opportunities and celebrated by the school. One parent went on to say,*"People that have corporate jobs, like. 'We need a lawyer on this board," which I find strange. We downplay class; however, we highlight certain jobs for leadership positions- people with connections. Particularly with Friends of Ogden."*

Families overwhelmingly gave examples of discriminatory comments that they have heard from other families directly linked to the merger.

- All of the participants expressed disapproval and offense to the negative things that they have heard.

> *"I'm frustrated with the dismissal of the Jenner community. I think it's prejudices. I want everyone in my community to have the same great education. Building productive citizens is our mission."*

A parent also reported some discriminatory events that his/her child shared where a teacher allegedly publicly humiliated a student of color so severe that it cause the student to cry in the presence of his peers. This parent went on to give examples of how Black male students were punished wrongfully for misbehaviors that they did not do and/or while a White student is not issued similar consequences.

AMID Report Summary

Major Commendations

- All Ogden constituency groups feel proud being associated with the school.
- All Ogden constituency groups believe that diversity in the curriculum, faculty, administration, student body, and board is an important aspect of Ogden's educational excellence.
- Staff feel that Ogden families are accessible, active and overall supportive of their child's progress in the school. .
- There is a strong parent base that backs the school and trusts the intentions of Ogden teachers and administration.
- Ogden families would be sad to leave the community. There is a strong passion and connection for the IB curriculum and the vast diversity of the Ogden student body.
- Ogden parents feel a high level of respect from the current administration, regardless of their race, class, or gender.
- Faculty and staff feel that the current administration has not and does not discriminate against current employees regardless of position, race, age, religion, gender, or class.
- International day and similar programing is highly supported and appreciated by Ogden East. There is a strong desire for this program to continue on West campus.
- The IB program and Ogden's intentionality in developing *global citizens* is extremely important to all constituencies and is a pivotal part of the Ogden identity.
- Faculty and staff help and support each other. Faculty collaborate at a high level.
- Students and parents overall have a positive classroom experience at Ogden.

Major Recommendations/Imperatives

- Create a Director of Diversity or Diversity Coordinator position to give vision and focus to diversity initiatives for the school community.

- Work intentionally toward having skilled and diverse applicants in the pipeline for LSC Board Representatives.
- Continue to work with consultants for cultural sensitivity and inclusion trainings/professional development for the community to build more cultural competency and a common language of diversity amongst faculty, staff, students, and families.
- Create a platform or club for students to have discussions regularly about injustices that are important to them. Provide leadership opportunities for all age level students through a lens of social justice and a mission of action.
- Convene a task force to identify gaps in available resources and best practices for supporting parents and students with learning differences.
- Actively continue to recruit diverse applicants for faculty, administration and LSC positions. Improve hiring practices to address lack of people of color and age diversity and educate each other on the value and benefit of contributions from those employees at Ogden.
- Explore ways to more completely integrate multiculturalism into the curriculum. Consider a pedagogical coach with specific skills in multicultural and diversity education. Workshops that focus on critical cultural pedagogy is essential for the Ogden community.
- Determine and implement best practices for ensuring that socioeconomic status does not limit the ability of any student to participate *fully* in the educational (curricular, co-curricular, extracurricular) programs available at the school.
- Invest time and money into faculty social development and engagement. Consider utilizing substitutes to provide time for intercampus engagement across disciplines and grade levels.
- Continue to celebrate different cultures but look for ways to make the learning experiences more meaningful. There should be a natural progression from *surface* to *shallow* to *deep cultural experiences*.
- Develop a new module to communicate information to parents, staff, and students more clearly and efficiently.
- Build a "One School" campaign to foster a community of cohesiveness. Currently, East and West campuses feel like two different schools with different leadership, teacher-student relationships, and parent engagement.
- Invite more families to storytell and share their cultures on ALL campuses. Normalize internationalism by dispelling myth of traditional "American" culture or customs.
- Look for new and equitable solutions to providing transportation for students outside the attendance boundaries.
- Explore curriculum options for supporting English Language Learners and international students in all subjects including foreign languages and humanities.

**These commendations and recommendations were derived from a comparison of the AMID survey results and Focus Group reports.*

What's Next?

Completing the AMID survey and focus groups has given Ogden qualitative and quantitative evidence for issues and ideas that previously had only anecdotal backing. Most importantly, the findings of the study

will be used to guide the work of Ogden leadership and the Diversity Committee, together with SSI, in setting goals for the direction of the Ogden culture and climate to ensure that all students, parents, and employees feel comfortable being their full selves which will positively affect Ogden's local and global communities.