GEORGE SCHOOL MISSION STATEMENT:
With Quaker tradition as its touchstone and academic excellence at its core, George School seeks to develop citizen-scholars cheerfully committed to openness in the pursuit of truth, to service and peace, and to the faithful stewardship of the earth. We want our students to treasure learning for its own sake and to use it to benefit a diverse world. Above all, we want them to “let their lives speak.”

GEORGE SCHOOL INCLUSION STATEMENT:
George School’s tenets On Inclusion articulate our intentions for a healthy, engaged community.

• George School seeks to cultivate ethical citizenship in individuals and the institution itself. Rooted in the belief that all have a divine spark, the George School experience aims to inspire a dynamic relationship between self-awareness and social cohesion.
• Alongside encouraging each “to let their lives speak,” George School endeavors to equip those gathered here to be deep listeners—to others and to themselves.
• Adults and students alike are challenged to discover and embody what it means to be neighbor to those down the hall, around the corner, and across the globe.
• George School desires that difference be a resource, that equity be a catalyst for equality, and that justice reflect the Light.
GEORGE SCHOOL’S DEI FOCUSED COMMITTEES, NETWORKS, AND PARENT GROUPS

Inclusion Oversight Committee
The Inclusion Oversight Committee of the George School Board exists to ensure that the George School community understands diversity as an asset and inclusion as an expectation. This committee consists of students, faculty, staff, administrators, parents, and members of the George School Board of Trustees.

Janet Roy p ’08, ’09, ’13, Clerk
Rachel Agosto, Liaison

Faculty/Staff Inclusion Committee
The Faculty-Staff Inclusion Committee champions George School’s intention to create and nurture a community that embraces diversity as an enriching educational and cultural resource, as well as sees an accepting and truly inclusive school community as an ethical and strategic priority. This Committee is a thought partner to the Director of Diversity, Equity, and Inclusion, its Clerk, and a task force for implementing institutional inclusion initiatives. Consonant with the Quaker idea that “there is that of God in everyone,” the Faculty-Staff Inclusion Committee supports and, in some instances, leads the School’s efforts to inspire a more equitable and just community.

Rachel Agosto, Clerk

Student Inclusion Committee
Meeting at least once per term, the Student Inclusion Committee champions George School’s intention to create and nurture a community that embraces diversity as an enriching educational and cultural resource, as well as sees an accepting and truly inclusive school community as an ethical and strategic priority. This Committee is a thought partner to the Director of Diversity, Equity, and Inclusion, its Clerk, and a task force for implementing institutional inclusion initiatives. Consonant with the Quaker idea that “there is that of God in everyone,” the Student Committee on Inclusion supports and, in some instances, leads the School’s efforts to inspire a more equitable and just community.

Rachel Agosto, Clerk

MLK Day Committee
This Committee plans and implements the school’s annual Martin Luther King Jr. Day celebration through programming that alternates every year. In the community focused program, the celebration begins on Sunday night with a special dinner and Meeting for Worship and continues with a special assembly and seminars throughout the day on Monday. The service focused program differs by including a day of serving neighboring communities on the nationally recognized holiday. Both celebrations conclude with an all-school Meeting for Worship.

Steven Fletcher, Clerk

Parent Inclusion Committee
Members of this Committee engage parents in fostering diversity, equity, and inclusion in the George School community through school-wide social gatherings, cultural events, and community-wide conversations.

Cynthia Vandenberg p ’23, Kalpana Sabapathi p ’22, Co-Clerks
Rachel Agosto, Liaison
Cyd Carpenter Alumni Network (CCAN)
In honor of George School’s first black student, Cynthia “Cyd” Crooks Carpenter ’47, the aim of this group is to strengthen the connections between alumni of color and allies, support current students of color, and engage the school around issues of diversity. The Cyd Carpenter Alumni Network (CCAN) was created in the spirit of community and collective enrichment so we welcome all alumni of color and friends to share experiences, whether past or present, and explore any synergies or other networking opportunities that will arise among members of this group.

Adriana E. Essilfie ’03, President
Michael (Levi) Ray ’08, First Vice President
Marilyn Baffoe-Bonnie ’12, Second Vice President
Cyd.carpenternetwork@gmail.com

BlackParents@George School
Black Parents at George School (BP@GS) is an affinity group formed in Fall 2020 to provide a stronger sense of community for parents of Black students to be able to share information, to voice concerns, and to work together to support students. BP@GS is committed to partnering with the George School administration in providing an inclusive and enjoyable experience for Black students and to help parents feel more connected to each other and the school. If you would like to join BP@GS, please email blackparentsatGS@gmail.com.

Sherrika Fuller p ’23, Shannon Clarke Anderson p ’22, Parent Co-Leaders
EXTERNAL CONSULTANTS

Rosetta Lee
Since 2004, Rosetta has been a diversity speaker and trainer on a variety of topics, including cross cultural communication, identity development, implicit and unconscious bias, and bullying in schools. Rosetta has presented at numerous conferences and nonprofit organizations such as the White Privilege Conference and Junior League. She has served several years on the faculty of the National Association of Independent Schools (NAIS) Diversity Leadership Institute, as well as NAIS’ diversity think-tank cadre, Call to Action. We are fortunate to have Rosetta work with our entire community through implicit bias training during the 2020-2021 academic year.

Jen Cort Consulting
Jen Cort is a diversity, equity, inclusion, and justice consultant working with schools and organizations in multiple countries. As an educator and clinical social worker, Jen has served as an assistant head of lower school, head of a middle school, and senior administrator as well as a counselor in lower, middle, and upper schools and private practice. Jen works with groups to create sustainable and systemic change and to live out their missions regarding diversity and inclusion. Her goal is to create spaces where students, and all community members, can be seen and heard while learning to be visible and use their voices in productive ways.

Jen presents at national conferences, hosts a diversity institute, is a frequent contributor to publications, and her work has been quoted in The Washington Post, and The New York Times. Jen is the host of an internationally syndicated podcast “Third Space With Jen Cort,” and will be partnering with Rachel Agosto for the 2020-2021 academic year to support the implementation of the recommendations of the inclusion self-study.

HIRING, RETENTION, AND ONBOARDING
Our deep commitment to recruit, hire, and retain faculty and staff of color has brought us excellent and more representative candidates, and our staff and administration – particularly the Deans’ Office and dorm staff, is more representative of the student body, particularly students of color.

We have crafted and adopted:
• Equity in hiring practices and guidelines to be utilized during all search committee processes.
• Cultural curiosity questions for all search committees to use when engaging with candidates.
• Explicit inclusion expectations as an integral part of current and future employment position descriptions.
• A threat reporting and follow up protocol ensuring a process for addressing and documenting any on campus or online threat to an individual or group.
• An electronic flyer advertising teaching opportunities at George School has been sent to career offices at Historically Black Colleges and Universities and Quaker Colleges.

In the works:
• The creation of a “Bias Incident Reporting Form” to document any complaint of racism, microaggression, attack on personhood, or inappropriate behavior that can be submitted to the Dean of Students, Director of DEI, and Director of Human Resources.
• Updates to our Diversity Hiring Policy have been crafted and await approval.
• Crafting and approving an onboarding and retention plan for Black, Indigenous, and People of Color (BIPOC) including a BIPOC faculty and staff think tank and affinity group support.
• Establishing relationships with career services at colleges and universities with education programs that identify as liberal arts, minority serving, and/or Quaker.
• The Director of Diversity, Equity, and Inclusion, in conjunction with the Head of School, Associate Head of School, and Director of Human Resources, are committed to drafting a framework for the creation of an internship/fellowship/in-residence program for early-career educators who identify as black, indigenous, or a person of color.
• An accessible breakdown of faculty and staff demographics by ethnic background.

PROFESSIONAL DEVELOPMENT FOR FACULTY & STAFF
Our Director of Professional Development and Evaluation has partnered with our Associate Head of School and Director of DEI and continues to advertise and encourage participation in a range of Diversity, Equity, Inclusion, and Justice (DEI) workshops and readings for faculty and staff throughout the year. As these opportunities arise, we encourage and support faculty and staff attendance.

Recent Professional Development Trainings:
• Our faculty and staff participated in Cultural Competency & Implicit Bias Training with Jen Cort during our first week of faculty and staff meetings in August.
• Several members of the faculty and staff participated in the ADVIS Cultural Competency Training with keynote speaker Rosetta Lee in August and shared about the experience in the Faculty Meeting in September.
• Adult members of the community participated in Implicit Bias Training with Rosetta Lee in September.
• Faculty and staff have created individual inclusion goals that have been shared with Rachel Agosto, Director of DEI, and will be reviewed annually.

Annual Commitments:
• We commit to working with each department as they craft and adopt annual inclusion goals.
• We commit to supporting faculty and staff who desire to seek professional development through training as DEI practitioners through external organizations annually.
• We commit to offering professional development, mentorship, and leadership support for adult affinity group sponsors.
• We commit to sending faculty and staff to the NAIS People of Color Conference, ADVIS MCRC conference, and Mid-Atlantic Regional Diversity Conference on an annual basis.

CURRICULUM EVALUATION:
“With Quaker tradition as our touchstone and academic excellence at our core,” we are currently revising our curriculum and in two years we will have a new academic calendar, new graduation requirements, and a renewed commitment and understanding of rigor, cultural curiosity, and creativity.

Commitment to improvement:
• Ensuring that the curriculum presented incorporates people, experiences, and narratives from all over the world so our students can see themselves and their family histories reflected in our curriculum.
• Focusing on DEI and Social Justice related resources in every department.
• Fostering a classroom environment that is equitable, inclusive, and safe for all members of the community

In the works:
• Evaluation and revision of our curriculum with a focus on pedagogy, diversity of content, tracking student participation and performance across the curriculum, equitable access to all courses, and pathways to college—beginning with new student enrollment and course selection.
RESIDENTIAL AND COMMUNITY LIFE:

• With our commitment to a thriving George School student and interwoven community, the Director of DEI partners with the George School Deans’ Office, Student Council, Affinity Group leaders and adult sponsors, as well as existing committees, student, parent, and alumni networks to continuously evaluate and reimagine our co-curricular opportunities, student activities, and cultural climate.

Recent Updates:

• All new students and student leaders participated in Inclusion Training led by our Director of DEI in August.
• The entire community participated in Implicit Bias Training with Rosetta Lee, national DEI expert in September.
• The Director of DEI will continue to work with the Student Inclusion Committee and its working groups throughout the year.
• The Director of DEI and Faculty/Staff Inclusion Committee will plan and execute a Town Hall for the entire community with regards to DEI, Social Justice and Engaged Citizenry for the 2020-2021 academic year.
• The Dean’s Office and student affinity group adult sponsors have partnered with the George School bookstore to ensure the availability of an array of items meeting the needs of all members of our diverse community.
• The Director of DEI, Head of School, and Inclusion Oversight Committee of the board has met with the head of the Newtown Business Association to discuss various ways in which we can ensure that our students are safe when frequenting local establishments in Newtown Borough and the local community.

Ongoing and Future Initiatives:

• Creating a clear policy regarding harassment and racially charged language such as use of the N-word.
• Clarifying and affirming our commitment to student participation at the NAIS Student Diversity Leadership Conference.
• Craft and adopt ongoing DEI and social justice components of our residential life and community life curriculum; more specifically: Inclusion during a pandemic – taking a deep look into campus wide inclusion efforts during the 2020-2021 school year and beyond.
• Cultural Competency Training and Anti-Racist Training for all student leaders.
• Work towards equitable institutional support for all student led affinity groups and adult sponsors so that all students have a voice and are seen and heard on campus.
• Hiring a counselor in the Student Health and Wellness Center who identifies as a person of color or BIPOC.
• The Director of DEI and George School students will present to the Newtown Business Association and offer education around implicit bias and the harmful impact of microaggressions while raising awareness about inclusive customer service for the community.
• George School students plan to create a pledge to share with local business owners who will affirm their commitment to equal, equitable, and inclusive customer service practices for all of our students.

THE ARTS:
• The George School arts department is committed to creating inclusive community conversations regarding student artwork in visual arts and performing arts in the way of gallery talks, and talk-backs following performances. We have a commitment to highlighting a diverse range of artists who reflect the students in our community and the world, and we commit to expanding our curriculum to add a broader representation of artists who address inclusion, equity, and social justice.

Recent Updates:
• The theme of the year for the performing arts department in 2020-2021 is “Healing Dialogue”.
• A new play-reading group that reads the plays of Black authors of prominence will be hosted by Mo West, Arts Department Head.

Ongoing Commitment:
• As teachers, to utilize open statements regarding our own life experiences or perspectives on artistic expression.
• To ask for student input more frequently, before making our own statements or assumptions.
• To welcome a diverse array of visiting artists to display work, speak at all school assemblies and town halls, and teach master classes with our students.

ATHLETICS:
In alignment with the Friends Schools League (FSL) values and the George School Mission Statement, the athletics department has a commitment to an anti-racist, safe, and supportive environment for our athletes and coaches both on and off the field.

Recent Updates:
• The Director of DEI will conduct cultural curiosity and inclusion training for all George School coaches to create a space for conversation, belonging, safety, and respect for all of our student athletes.
• The Friends Schools League (FSL) has created a Bias Incident Report Form that will go “live” this fall for all of our athletes and coaches.
• The FSL has created a survey on inclusion that will go “live” this fall for all of our athletes and coaches.
• The FSL has formed five committees with a DEI lens that will have a focus on the following areas:
  o Bias Incident Reporting and Accountability
  o Coaches Coalition
  o Student Engagement
  o Professional Development
  o Internship programs – High School and College level
COLLEGE COUNSELING:
The college counseling office commits to center inclusion, equity, and social justice in our daily practices as we support all students and families through the college counseling process.

Recent Updates:
• We have made a commitment to provide intentional opportunities for students to explore HBCUs, such as the May 2020 program “George School Student Panel: Exploring and Celebrating the Path to HBCUs.” In addition, we will continue to work to establish stronger relationships with HBCU admission professionals with concrete and direct outreach, including but not limited to, an invitation to our annual spring college fair, panel representation, and visit engagement opportunities for our students.
• We will host an HBCU Admission Representative Panel with the goal of inviting representatives from HBCUs where George School has current students, while also creating inroads at other institutions.

Ongoing Commitments:
• As we continue to work with each student during the course selection process, and partner with advisors and the school office through one-on-one meetings, we will ensure that all students are seeking the most challenging academic pathways possible as they seek academic excellence.
• Continue to be aware of campus climate conditions, through continued attendance at admission/national organization events, and serve as a resource for students who might not be able to make campus visits. This includes, but is not exclusive of, all levels of DEI, including acceptance of LGBTQ+ students, POC, and first generation college students.
• Continue to work closely with all students with high financial need to ensure they are informed and understand the financial aid process; we recognize that this is different for international students seeking aid vs. domestic students seeking aid. We will continue to program around the Financial Aid process, while furthering our own knowledge, to best assist families in all one-on-one conversations. (Programming Examples: October Pennsylvania Higher Education Assistance Agency presentation, Spring Financial Aid Overview)

ADMISSION:
The George School Admission Team is committed to creating a welcoming, inviting, and supportive environment for all prospective students, families, schools, counselors, and consultants, as they engage with our entire school community and navigate the admission and financial aid processes.

Recent Updates:
• Through implicit bias training with our Director of DEI and an outside consultant, we aim to be more cognizant as we examine our own internal biases: explicit and implicit, as well as assumptions made throughout the admission process.

Ongoing Commitments:
• To ensure that all incoming families have equitable access to resources, supplies, etc., that are essential to the full authentic George School experience.
• To think about cultural and/or religious dates of significance for prospective families and ensure that admission dates, events, and processes are not in conflict with these dates.
• To ensure that members of the Admission team, including Admission Ambassadors, are aware of resources available to students at George School (religious service, health and personal care, food, cultural centers, affinity groups, etc.) on campus and within the larger Bucks County community that will help ensure families feel their child’s transition to George School will be smooth.
THE GEORGE SCHOOL BOARD OF TRUSTEES:
The George School Board is the guardian of the school’s mission, and has primary oversight responsibility for the collective interest, overall health, and long-term vitality of the School. *Unity in Diversity*, one of George School’s *Core Values*, attests to George School’s commitment to “being a community where people with vastly different backgrounds, identities, and perspectives are united both in their respect for the unique gifts that each brings and in pursuit of a common good. We place a high value on diversity and on the ways that our convictions, both individually and collectively, are broadened, strengthened, and enlightened when we appreciate and respect a range of perspectives. This belief is reflected in the school’s motto, “Mind the Light.”

Recent Updates:
• The George School Board of Trustees has committed to Implicit Bias Training with Rosetta Lee and Jen Cort during the month of September 2020.
• The Inclusion Oversight Committee of the board has expanded membership of the Inclusion Oversight Committee.

Ongoing Commitment:
• The George School Board of Trustees continues to endorse and support the George School Inclusion Self-Study report and the implementation of its recommendations for a healthier, interwoven, equitable community-wide experience.