

Diversity, Equity, Inclusivity, Justice, & Belonging Mapping
The Waverly School, 2021-22

Foundational Documents

Mission:

The Waverly School cultivates curious, resourceful, confident learners who demonstrate intellectual engagement, critical and creative thinking, respect for individual differences, a strong awareness of personal responsibility, and an active commitment to social justice.

Ideals:

Community

Relationships are paramount at Waverly, defined by trust, understanding, and mutual respect. Meaningful, authentic interactions occur everywhere: in the classrooms, on the playground, on the quad, at the farm, and on outdoor trips. Students collaborate to problem solve, discuss, and make connections. Waverly teachers know students on a personal level, with a keen understanding of cognitive and social-emotional needs. Student-teacher conversations are open, challenging, and playful. Waverly teachers model intellectual curiosity, a commitment to a life of meaning, and the highest integrity. Waverly is a community where students, teachers, and families learn from one another.

Progressive Education

Waverly's educational philosophy asserts that students learn best when they are actively involved in their education, when they become responsible for their growth as students, when they are encouraged to work to their highest level, and when their learning is based on life experiences. Children and young adults develop in stages; Waverly respects and supports each child's journey through these stages. The educational program at Waverly incorporates all aspects of human development—intellectual, social, physical, aesthetic, and ethical—and strives to integrate learning by guiding students to be curious about all that the world has to offer. While Waverly is inspired by the work of John Dewey, Jean Piaget, and Lev Vygotsky, amongst others, the school also pays attention to current research and best practices in education.

Equity and Diversity

The Waverly School is committed to social justice education and thus seeks to provide all members of the community with the tools to recognize and speak out against acts of bias and the discriminatory systems of power that produce structural inequalities. The school is committed to treating individuals with dignity and providing an environment where all members of the community can engage in dialogue, question, learn, and contribute fully. This commitment to full participation encourages community members to be self-reflective about their attitudes toward themselves and others. An equitable and diverse school community makes members better informed, more empathetic, and better prepared to effect positive change in the world. To that end, Waverly fosters an environment in which individual differences of race, ethnicity, biological sex, gender identity, sexual orientation, socioeconomic circumstance, national origin, immigration status, ability and disability, physical characteristics, religious belief, and all aspects of identity are acknowledged and celebrated.

Gender Equity Policy (Completed 04.19.2022)

The Waverly School fosters an educational environment that strives to be safe, welcoming, and free from stigma and discrimination for all students, families, and employees, regardless of their gender identity or expression. This gender inclusion policy, in accordance with our Mission Statement, ensures that all community members can express themselves and live authentically. Acts of discrimination, bullying, and harassment based on gender identity are prohibited and will be handled with immediate attention as outlined in the Family and Employee Handbooks.

CONFIDENTIALITY and PRIVACY

The Waverly School shall ensure that all personally identifiable and medical information relating to the gender identity of all individuals is kept confidential in accordance with applicable state, local, and federal privacy laws:

An individual's gender identity is a private matter. Transgender and gender-expansive community members can discuss and express their identity openly, if they choose. It is up to each individual to decide when, with whom, and how much private information to share regarding one's own gender identity.

NAMES and PRONOUNS

Using an individual's chosen name and gender-affirming pronouns fosters a safe, supportive, and inclusive environment. All Waverly School community members will use the name and pronouns with which an individual identifies or requests. The Waverly School shall not require legal or medical documentation when an individual requests a name change or gender marker change.

Pronouns should never be assumed for any person. It is the responsibility of all community members to find out what name and pronouns each person uses. Waverly teachers are encouraged to ask students about their name and gender-affirming pronouns at the beginning of the school year as well as how they want to be addressed in class, in correspondence to the home, and during conferences with the student's parents or guardians.

Students are encouraged to self-advocate and update their name and pronouns using the **Name and Pronoun Update Form**. For younger students who express the desire to change their name or pronouns, it is recommended that faculty members help the student to fill in the form if parents / guardians have not yet made faculty aware of the changes. When a student needs help discussing their gender identity with their family, they can call into action a support team, which will include the school counselor, the division head, and one other trusted adult on campus.

Once a student shares a change of name or pronouns, community members are required to address them as requested. Safeguards (such as updated names and gender on rosters) shall be implemented by the school to reduce the possibility of inadvertent slips or mistakes, particularly among temporary personnel, such as substitute teachers, or coaches.

When misgendering and "deadnaming" occur, school community members should make every effort to correct the mistake, ensure they are not repeated, and immediately address any misuse of a student's name or pronouns.

If a community member consistently uses an individual's incorrect name or pronouns, the individual being harmed should talk to a trusted adult on campus who will intervene on their behalf with the person who is causing the harm, as well as inform the appropriate division head. After this, if there is no resolution and the community member continues to misgender or deadname the individual, the behavior will be treated as harassment with disciplinary consequences.

The Waverly School community should be mindful of gendered language utilized in phrases like "ladies and gentlemen," "boys and girls," or circumstances where groups are divided by binary genders as these can cause unnecessary stress and anxiety for transgender and gender-nonconforming students. Other ways to address or group individuals should be considered:

ungendered language: everyone, folks, friends, y'all, or colleagues

ungendered grouping practices: divide by birthdate, favorite colors, or random numbering, rather than by binary genders.

SCHOOL RECORDS

The Waverly School will make name and gender identity changes in the school database when such a request is received. ID cards, school publications, and diplomas will be printed with the individual's preferred name. Waverly-generated documents requesting an individual to identify their gender shall offer transgender and non-binary as options. It should be known, however, that there are instances when documents containing an individual's legal name and gender must match those that appear on government-issued documents.

SCHOOL FACILITIES

With respect to all restrooms, locker rooms, or changing facilities, individuals shall have access to facilities that correspond to their gender identity. The Waverly School currently offers ungendered, single-occupant restrooms on all campuses. Separate restrooms, locker rooms, or changing facilities for male and female students, provided that all individuals have equal access to facilities that are consistent with their gender identity, may still be maintained.

Transgender and non-binary individuals should determine which facilities they feel safest and most comfortable using. Students uncomfortable with using shared gender-segregated facilities will be given a safe and non-stigmatizing alternative, when they request it. Under no circumstances will students be required to use a facility that is inconsistent with their gender identity. Finally, transgender and gender-expansive students shall not be required to only use a single-user facility because they are transgender or gender-expansive.

The Waverly School is committed to providing all-gender facilities with increased privacy in future new construction or renovation projects to improve accessibility for people with disabilities, transgender and nonbinary individuals, and others.

P.E., SPORTS, and EXTRACURRICULAR ACTIVITIES

Students shall be permitted to participate in all physical education, athletics, and other extracurricular activities according to their gender identity. Participation shall not require legal or medical documentation of an individual's gender.

Participation in interscholastic sports is currently governed by the Foothill Sports League for middle school sports and the International League for high school sports. The Athletic Director is responsible for assuring that league policies do not exclude the participation of transgender and non-binary students. Alternative sports leagues should be considered if the policies of the Foothill Sports League and the International League do not align with our Mission Statement. The Waverly School cannot guarantee that gender-neutral facilities will be available at opponents' sites. When gender-inclusive facilities are not available, coaches will be responsible for ensuring the safety of all athletes.

OVERNIGHT TRIPS

The Waverly School will offer gender-inclusive accommodations for all people participating on school-organized trips. Trip chaperones will share details about accommodations, facilities, and behavioral expectations while on the trip with students and families well in advance. Matters of personal privacy, bathroom use, and sleeping arrangements will be addressed on a case-by-case basis. No person shall be denied the opportunity to participate in any overnight trip due to their gender identity or expression.

DRESS CODE

At The Waverly School any dress code policy is and will be gender-neutral. The school must not enforce a dress code more strictly against any group of students, including transgender and gender-nonconforming students.

TRAINING, COMMUNITY EDUCATION

As an institution built on the foundation of knowledge and education, The Waverly School is dedicated to ensuring all students, families, and employees are prepared with the information necessary to create a safe, welcoming, and inclusive learning environment. To foster this environment of learning and inclusivity, the school will offer forums, workshops, guest speakers, or training programs for all community members on topics specific to the needs of supporting transgender and gender-expansive individuals. These training sessions will help to ensure that people new to Waverly are informed about the gender inclusion policy and practices of the school.

Areas of Focus

- Curriculum (**C**) - *Ensuring that our program cohesively and coherently meets our foundational documents*
 - *Progressive foundational researchers*
 - *Scope and sequence*
 - *Physical education*
 - *Syllabi*
 - *Curricula road map*
 - *Community service*
 - *Representation of authors*
 - *Inventory of materials*
 - *Anti-Bias framework*
 - *Learning for social justice standards*
 - *Definition of family*
 - *Social & emotional program*
 - *Human development courses*
- Representation (**R**) - *Ensuring that we represent the broader community in our membership through the lens of the multiple [cultural identifiers](#) in the mission statement.*
 - *Students*
 - *Families*
 - *Faculty*
 - *Staff and Administration*
 - *Trustees*
 - *Alumni*
- Policies and Practices (**P&P**) - *Ensuring that we document, demonstrate, and communicate actions that support our foundational documents*
 - *Employee handbooks*
 - *Evaluations*
 - *Family handbooks*
 - *Board bylaws*
 - *Budgets*
 - *Benchmarking and goal setting*
 - *Hiring practices & retention*
 - *Restorative justice practices*
 - *Admissions processes*
 - *Use of consultants*
- Spaces and Places (**S&P**) - *Ensuring that community members have supportive groups in which to gain knowledge, generate fellowship and empowerment*
 - *Affinity groups*
 - *Ally groups*
 - *Professional development*
 - *Parent education*
 - *Public displays*
 - *Decorations*
 - *Classroom appearances*
 - *Shared & public spaces (including the Farm)*
 - *Clubs & extracurricular activities*

Waverly Groups (as of April 2022)

Group: **Board DEI Committee**

Charter:

- Ensure that The Waverly School implements institutional practices that:
 - cultivate a diverse school community of students, faculty and staff, administration, Board of Trustees, and parent leadership through the Waverly Parent Organization that is rich in multiple aspects of identity, and
 - promote inclusion and equity within the school community, allowing all community members to fully participate and prosper at The Waverly School

Responsibilities:

- Recommend strategic diversity and inclusion priorities and goals **(P&P)**
- Work in collaboration with the administration to continuously educate and train the Board of Trustees about DEI topics and to identify and implement DEI best practices for the Board of Trustees **(P&P, S&P)**
- Work in collaboration with the Board Trustee Affairs Committee to ensure that the Board of Trustee membership represents the diversity of The Waverly School and the greater Los Angeles area communities **(R)**
- Support DEI goals, priorities, and practices with visible leadership and resources, financial or otherwise **(P&P)**
- Develop metrics to analyze outcomes related to inclusion and diversity goals **(P&P, R)**
- Work in collaboration with the administration, faculty, and staff, and the WPO to ensure that all families and employees feel that the school community is safe and inclusive and welcomes and respects their unique contributions **(R, S&P)**

Membership:

- Trustee Chair, who is selected by the Trustee Affairs Committee, and who selects membership from the Board
 - *Membership on the Board DEI Committee shall be governed by Article VI.C.1 of the Bylaws of the Waverly School.*
 - *Article VI.C.1.: The Audit Committee, the Trustee Affairs Committee and other committees established by Board resolution shall be governed by the following provisions: 1. **Membership.** Membership on any committee with the power to act without Board approval shall consist of at least six Trustees. The Chair or the Vice Chair(s) of the Board and the Head of School shall be members ex-officio of each such committee with vote, except that the Head of School may not be a member of the Audit Committee. A Chair of a committee shall be elected from and by the members of the committee.*
- All first year trustees
- Head of School

Group: **Waverly Parent Organization (WPO)**

Charter:

- The Waverly Parent Organization strives to create an environment that is welcoming and inclusive to all members of the Waverly Community by supporting the school's mission through community building, volunteerism, and fundraising.

Responsibilities:

- Encourage a diverse membership of volunteers to support school and parent activities with consideration to timing of meetings, invitation to new members **(R, S&P)**
- Work with Admissions to welcome and support new families to the community. This applies to those families accepted during the normal admissions window as well as those who start after the school year starts **(R, S&P)**
- Fundraise through the annual fund and various events to support program costs, including the financial aid program **(R, P&P)**
- Communicate with families about school activities and events in coordination with school administration **(S&P)**
- Develop community activities and discussion groups to ensure inclusivity **(R, S&P)**
- Support classrooms on all campuses through Room Parents **(C, S&P)**

Membership:

- The President is appointed by the Board of Trustees (as per bylaws)
- All Waverly parents/guardians are members of the WPO (as per bylaws)

Committees (typically)

Current / Typical Committees

- Dines Out
- First Fridays
- Emergency Backpack
- Music
- Audio/Visual
- Graphic Design
- Choice Lunch
- Pizza Fridays
- Book Fair
- Halloween
- Staff appreciation
- Winter Fair
- Jogathon
- Auction
- Room Parent Coordinator

Group: **Employee Handbook Task Force**

Charter:

- To ensure that the handbooks align to mission and secures congruence through a lens of equity and justice.

Responsibilities:

- Ensure a diverse membership of employees to present a range of views **(R)**
- Make recommendations to Head and HR Director for possible changes, for eventual legal review as well as Head approval **(P&P)**

Membership:

- Head selects from volunteers, with representation from all divisions and from teachers as well as staff and administrators
- Meet roughly every 2-3 weeks

Group: **Gender Equity Task Force**

Charter:

- To develop gender inclusive policies and procedures for student and employees (to be completed 2022)

Responsibilities:

- Draft gender equity policies as they relate to all aspects of student and employee life **(P&P)**
- Present to the DEIJ Board Committee for adoption and approval **(R)**

Membership:

- Head selects chair, who gathers interested volunteers from faculty, staff, and students (MS, HS)

Group: **Flexible Tuition Committee**

Charter:

- To ensure that the school's funds (currently over \$2.5MM) are distributed to those with demonstrated financial need, so as to reduce financial barriers for a Waverly education
- To increase diversity across all identify facets established in our mission
- To represent the geographic neighboring communities in our cultural identifiers

Responsibilities:

- Ensure committee policies are developed and adhered to regarding ethical allocation of funds **(P&P)**
- Provide timely and accurate information about the application process to new and returning families **(P&P)**
- Make decisions regarding grants and communicate them to families **(R)**
- Analyze data annually to ensure that diversity goals are being met **(R)**
- Maintain confidentiality of information **(P&P)**

Membership:

- Admissions Director leads
- Head of School, Business Manager, and Assistant Business Manager

Group: **Parent & Guardian Antiracist Reading Group**

Charter:

- To develop community between families, promote collective learning, and support the school's commitment to teach children about antiracism.

Responsibilities:

- Provide training to parent volunteers so that they can lead / convene reading sessions **(S&P)**
- Select books which support antiracism and inclusion, in conjunction with recommendations from the school **(S&P)**
- Host regular book readings (either remotely or in-person) **(S&P)**
- Make recommendations to Head and HR Director for possible changes, for eventual legal review as well as Head approval **(P&P)**

Membership:

- WPO or representative to work with Administration to get book recommendations, secure facilitator training
- Facilitators / conveners are those wish to volunteer, complete training, and commit to lead readings
- Open membership to all parents and guardians as well as employees and trustees.

Group: **Administration**

Charter:

- To ensure that the school environment meets its foundational documents in all domains

Responsibilities:

- Hire, support, and retain a diversity faculty and staff **(R)**
- Ensure that DEIJB questions are included in the interview process, and that candidates understand and agree to support the school's commitments **(P&P)**
- Gather data, benchmark progress against peers, and communicate data in a timely fashion **(P&P)**
- Evaluate faculty achievement as it relates to DEIJ requirements for program **(C, P&P, S&P)**
- Support diverse faculty involvement for stipends and leadership opportunities **(R)**
- Actively promote the School's DEIJB efforts to the community **(S&P)**
- Provide updates to the Board **(P&P)**

Membership:

- Head, Business Manager, Admissions Director, Division Directors

Organizations:

- (maintained by Head, Division Directors)
 - [National Association of Independent Schools](#)
 - [People of Color Conference](#)
 - [Student Diversity Leadership Conference](#)
 - [California Teacher Development Collaborative](#)
 - [Southern California People of Color in Independent School](#)
 - [Progressive Education Network](#)
 - [Stratégeenius](#)

Group: **Admissions Committee**

Charter:

- To evaluate students and families applying to the School; to make recommendations to the Admissions Director; to help to ensure that families and students accepted to the School support the School's mission and ideals

Responsibilities:

- Ensure a diverse membership of teachers to present a range of views **(R)**
- Consider each student's and family's match, with an eye on aligning to the diversity of the School's catchment area **(R)**
- Engage in training to avoid unconscious biases in the admissions process **(P&P)**

Membership:

- Admissions Director, who leads
- Division Directors, Learning Support Specialist, Counselor (standing members)
- Faculty (volunteers selected from throughout each division)

Organizations:

- (maintained by Admissions Director)
 - [A Better Chance](#)
 - [Independent School Alliance](#)
 - **Confirm**
 - **Private School Village?**

Group: **LGBTQIA+ Affinity Space (MS, HS)**

Charter:

- To bring together LGBTQIA+ student community to discuss topics and issues they are facing.

Responsibilities:

- Meet every other week (21/22 school year) **(S&P)**
- Discuss topics relevant to LGBTQIA+ students, based on (and starting with) student-driven topics **(S&P)**
- Demonstrate presence and value of members of the LGBTQIA+ community for employees and students **(R)**

Membership:

- Led by faculty member(s) as determined by Head and/or Division Directors
- Open membership to all interested students who identify as LGBTQIA+