



Who Should Read

Head of School

Leadership Team

Director of Community Engagement

Diversity, Equity, Inclusion Leaders and Teams

Equity Self-Assessment and Implementation Guide

Addressing the Inequitable Impact of Your School's
Policies and Practices on BIPOC Students

Independent School Executive Forum

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Executive Summary

Student Activism Brings Racism into Focus for Independent Schools

Spring and summer 2020 will be remembered nationally for the renewed attention to anti-Black racism and police brutality in this country in the wake of George Floyd’s murder in Minnesota and the ongoing response to COVID-19. But, **for independent schools it will also be remembered for the radical impact of [former and current Black students sharing their experiences with micro- and macro-aggressions on campus](#) and calling attention to their schools’ [culture of racism](#).**

“The centuries-old institutions have at times seemed impervious to broader societal change. **That changed dramatically after the killing of George Floyd...**”

Eliza Shapiro, The New York Times

Black, Indigenous, and People of Color (BIPOC) students and families are looking to their schools to build an inclusive and welcoming environment in which all students can be successful.

We Can’t Go Back to “Normal”— It’s Time for a Hard Reset

Nationwide, demands for racial justice have shed new light on racial inequities persistent between white Americans and BIPOC. **Schools should not try to return to the “normal” from before this national reckoning**, in which BIPOC students were persistently alienated by their schools. Instead, we recommend that independent schools take time to collect, reflect on, and respond to student activism and outrage. **You must address [systemic racism](#), work towards becoming anti-racist, and build more equitable institutions.**

Keep Equity at the Center of Your Institution's Short- and Long-Term Planning

Equality – where every student has the same access, opportunities, and resources – has long been at the center of educational strategy and planning. But equality itself cannot address the specific needs of BIPOC and/or low-income students, who have been disenfranchised by decades of systemic racism and severely impacted by the COVID-19 pandemic. **Equity, where school leaders and educators recognize and meet the different needs of their students, is the key to dismantling systemic injustices prevalent in every community.**

A commitment to equity in students’ school experiences and outcomes is necessary for schools to prepare for a hard reset, but it requires critical examination of institutional policies and practices that negatively affect Black, indigenous, ethnic minorities, and other historically underserved student groups.

Use this resource to determine if you have the policies and practices in place at your school to support these students and commit to next steps.

- **Section 1** of this tool is a self-assessment meant to be a comprehensive start—not an all-encompassing audit—for leaders to prioritize strategies that promote student equity.
- **Section 2** provides implementation guidance.

Source: Taylor Lorenz and Katherine Rosman, “[High School Students and Alumni Are Using Social Media to Expose Racism](#),” *The New York Times*, June 16, 2020; Eliza Shapiro, “[Elite N.Y.C. Girls’ Schools Have a Racist Culture, Black Alumnae Say](#),” *The New York Times*, June 17, 2020; Alaina Love, “[Are You Ready to Lead the Purpose-Driven Generation](#),” *SmartBrief*, Aug. 25, 2018; [2018 Deloitte Millennial Survey](#); Fred Backus et al., “[Majority agree with Black Lives Matter and say major police reform is needed — CBS News poll](#),” *CBS News*, June 28, 2020; EAB interviews and analysis.

Section One: Self Assessment



Part A: How can we mitigate non-academic barriers to equitable student success?

Is my school ensuring equitable access to technology, financial aid, and mental health supports? Are we promoting racial equity?

Student success doesn't occur in a vacuum; COVID-19 and the moves between remote, hybrid, or in-person learning have caused many disruptive, non-academic barriers. The moves between these learning environments highlighted the digital divide. The complex lives of students can shape their successes and challenges as they struggle with access to technology and mental health care, or racial trauma and COVID-19-related racism. Students may also face new work obligations or increased family care responsibilities, as well as additional familial stress regarding tuition and related expenses.

- **Bridging the Digital Divide** (p. 7)
- **Prioritizing Access to Financial Aid** (p. 7)
- **Supporting Student Mental Health** (p. 8)
- **Embedding Anti-Racist Policies and Practices** (p. 9)



Part B: How can we create an inclusive, engaging, and diverse environment?

Is my school prepared to create inclusive, engaging, and equitable experiences for all prospective families, current students, and alumni?

BIPOC, low-income, and students with special needs may require additional support as they pivot to learning and academic planning in a remote, hybrid, or in-person learning environment. This elevates the need for inclusive, engaging, and equitable teaching practices and academic supports. Schools must be proactive in identifying these students, connecting them with the academic resources they need to be successful, and teaching educators to embed innovative teaching practices into their repertoire, regardless of modality. Inclusive practices, however, should not be limited to current students, but expanded to cover prospective families, alumni, and advancement practices.

- **Meeting Students' Academic Support Needs** (p. 10)
- **Implementing Inclusive Teaching Practices** (p. 11)
- **Highlighting Student Engagement** (p. 12)
- **Promoting Equitable College Programming** (p. 13)
- **Including Alumni in Institutional Decision-Making** (p. 14)
- **Fostering Inclusive Advancement Practices** (p. 14)
- **Engaging Prospective Families** (p. 15)

Source: Sablich, Liz, "[7 findings that illustrate racial disparities in education](#)," *Brookings*, June 6, 2016; Brown, Sarah, "[Nearly Half of Undergraduates Are Students of Color. But Black Students Lag Behind](#)," *The Chronicle of Higher Education*, February 14, 2019; EAB interviews and analysis.

Section Two: Implementation Guidance

This section will build on the results of Section 1. All new policies and practices require school leaders to interrogate their potential impact on stakeholders. Furthermore, effective implementation requires a clear and comprehensive plan of action.

Use this section to examine current policies and practices in place, as well as commit to clear and actionable next steps to implement and sustain equity initiatives at your school this year and beyond.

This section will need to be continually revisited and reevaluated.

- **Racial Equity Analysis Protocol (REAP)** (p. 17)
- **Equity Strategy Discussion Guide** (p. 18)
- **Strategy Implementation Planning Exercise** (p. 19)

Section 1

Assess Your School's Existing Strategies to Promote an Equitable School Experience

Instructions

Use this self-assessment section to evaluate the policies, practices, and strategies in place at your school to support BIPOC students. Please note that this assessment is meant to be used by school leaders with **decision-making power**, who can adequately address each equity area.

In each part of Section 1, check the box under the "Not In Progress" column for the policy, practice, or strategy that your school **has not** yet adopted. For these items, refer to the "How to Get Started" column for expert advice and sample practices.

Short- and Longer-Term Strategies

**Not In
Progress**

How to Get Started

For policies, practices, and strategies that your school has adopted or are in progress, you may still review the "How to Get Started" column for additional ideas and examples.

At the end of this section, review the strategies you checked and identify areas to prioritize as short- and longer-term strategies.



Bridging the Digital Divide

Short- and Longer-Term Strategies	Not In Progress	How to Get Started
Our school surveys students and their families to assess device and internet access at different points across the school year.	<input type="checkbox"/>	Gather more from EAB's expert advice on Family Virtual Learning Profiles
Our school is proactive in assisting families that need device access and internet connectivity support (e.g., creating or expanding a 1:1 program, increasing Wi-Fi coverage).	<input type="checkbox"/>	Read EAB's expert advice on delivering virtual or hybrid instruction to students with limited access
Our faculty and other staff are trained on technology tools and take time to orient students to commonly used virtual learning platforms (e.g., Learning Management System (LMS), educational technology platforms).	<input type="checkbox"/>	Assess Garland ISD's educator training and see Riverdale's communication to families on the subject
Our school offers tutorials for parents or those responsible for facilitating students' at-home instruction on commonly used virtual learning platforms (e.g., LMS, educational technology platforms) in an easy-to-understand format and in languages that reflect the community demographic.	<input type="checkbox"/>	Create a resource for parents on learning materials using Houston ISD's example
Our school has considered the privacy implications for students, caregivers, faculty, and staff for virtual or hybrid learning.	<input type="checkbox"/>	Incorporate these recommendations from <i>The New York Times</i> on maintaining privacy



Prioritizing Access to Financial Aid

Short- and Longer-Term Strategies	Not In Progress	How to Get Started
Our school proactively engages our community to better understand potential need for financial aid.	<input type="checkbox"/>	Use St. Catherine's School's script to craft outreach for your school
Our school uses data to project who in our school will likely need aid to afford tuition during the pandemic. We identify industry trends among families (e.g. hospitality, healthcare), and use publicly availability information to place families into high- and low-risk categories based on which industries are being affected by COVID-19.	<input type="checkbox"/>	Read EAB's advice on how to use data to inform financial aid
Our school has considered the long-term impact of any and all potential tuition adjustments, grants, or other changes.	<input type="checkbox"/>	Learn from independent school leaders' approach to tuition in a crisis
Our school has assessed our financial aid offerings and has optimized our financial aid awarding and operational policies to meet institutional enrollment and revenue goals.	<input type="checkbox"/>	Watch EAB's webinar on financial aid optimization for guidance
We have considered indexed tuition and optimized aid allocation to make our school more affordable for current and prospective families.	<input type="checkbox"/>	Assess your readiness for these models using EAB's research



Supporting Student Mental Health

Short-Term Strategies	Not In Progress	How to Get Started
Our school promotes mindfulness and encourages an institution-wide growth mindset to equip our students with skills to serve them in school and beyond.	☐	Read section 4 of EAB's research to learn more about these skills
Our school leaders proactively ensure that every student in their building has a strong, positive connection to a faculty or staff member.	☐	Implement EAB's advice on relationship mapping
Our school offers faculty and staff guidance on recognizing and responding to trauma and student safety in a remote, hybrid, or in-person learning environment.	☐	Learn from Isaiah Pickens' research to recognizing signs of mental health concerns in a remote classroom
Our school offers virtual or hybrid mental health services, support groups, and wellness events (e.g., fitness classes, mindfulness breaks, webinar on coping strategies) for students who are struggling with mental health challenges.	☐	Apply EAB's expert advice on how technological solutions can improve access to mental health resources
Our school has formed a behavioral health intervention team to identify appropriate student supports, monitor trends in student needs and behaviors, and use data to inform preventative programming and care.	☐	Review slides 22-24 of EAB's advice and watch this webconference
Our school recognizes that faculty mental health is critical to student experience. We offer mental health and burnout prevention resources, such as virtual counseling sessions, support groups, and self-care assessment to faculty and staff so they are better equipped to support our students.	☐	Choose from EAB's expert advice on supporting the well-being of faculty and staff

Longer-Term Strategies	Not In Progress	How to Get Started
Our school takes action to reduce mental health stigma by implementing student and family engagement initiatives year-round, such as promotional campaigns that normalize mental health issues.	☐	Incorporate practice 2 of EAB's research on student stress to address stigma
Our school has established an early warning system that identifies students at risk of a mental health crisis (e.g. online monitoring, evidence-based universal screening tools for behavioral and emotional health, partnerships with community leaders).	☐	Refer to the first practice in EAB's research for support in faculty-led crisis identification
Our school has a process for student reintegration after a mental health crisis caused hospitalization or leave of absence.	☐	Build a coordinated re-entry process using practice 4 of EAB's research
Our school trains educators, staff, and parents on trauma-informed care best practices (e.g., Positive Behavioral Intervention Supports (PBIS)) to enable better student support in-person and at home.	☐	Use EAB's trauma-informed practices toolkit and read PBIS at home

Embedding Anti-Racist Policies and Practices

Short-Term Strategies	Not In Progress	How to Get Started
Our school has explicitly condemned systemic racism in communications to students, families, and community members and recommitted to promoting equity – specifically racial equity – school-wide.	<input type="checkbox"/>	Address systemic racism in schools with EAB's expert advice
Our school holds regularly scheduled trainings, professional development, discussion sessions, and workshops with faculty and staff on racism, white privilege, and/or the intersection between race and education.	<input type="checkbox"/>	Read Harvard-Westlake's summary of anti-racism practices for examples
Our school leaders use listening tours with various community stakeholder groups (e.g., students, parents, faculty/staff, alumni) to learn about racial inequities through the perspective of our community.	<input type="checkbox"/>	Select other examples described in EAB's expert advice
Our school has developed a bias and racism response team charged with developing a plan for and preparing our faculty to address incidents of bias and racism.	<input type="checkbox"/>	Share Teaching Tolerance's guide on responding to hate, bias with your team
Our school vets and compiles resources (e.g. publicly available lesson plans and activities, communications templates, suggested events/webinars) to support faculty, staff, and leadership in becoming anti-racist educators.	<input type="checkbox"/>	Emulate The Dalton School's resources on race and antiracism

Longer-Term Strategies	Not In Progress	How to Get Started
Our school leaders use an equity-focused decision-making matrix or framework before policy and practice are implemented to mitigate disproportional effects on BIPOC.	<input type="checkbox"/>	Apply ideas from EAB's webinar with Jefferson County Public Schools on their Racial Equity Analysis Protocol (REAP)
Our school uses culturally relevant teaching practices to teach complex racial histories and non-Euro-American perspectives, develop student cultural competencies, and increase student sociopolitical consciousnesses.	<input type="checkbox"/>	Learn from Dr. Gloria Ladson-Billings' concept of culturally relevant pedagogy and hear her advice in EAB's webinar
Our school leaders prioritize racial equity by mapping racial justice initiatives to our strategic plan.	<input type="checkbox"/>	Map initiatives to the strategic plan, like Jefferson County Public School
Our school proactively recruits, retains, develops, and advances a diverse workforce, from faculty, staff, and leadership team members to community volunteers, nonprofit partners, and contractors.	<input type="checkbox"/>	Implement EAB's advice on attracting new talent to your school
Our school has a process or tool that captures student achievement, discipline, and outcome data and analyzes them by student demographics to make racial/ethnic inequities in the school clearer for targeted action.	<input type="checkbox"/>	Use Jefferson County Public School's Equity Scorecard as an example



Meeting Students' Academic Support Needs

Short-Term Strategies	Not In Progress	How to Get Started
<p>Our school proactively shares information with students and parents on available academic support services (e.g., supplemental instruction, tutoring, writing, and math centers) that continue to operate in a remote or hybrid learning environment.</p>	<input type="checkbox"/>	<p>Select examples from EAB's list of peer policies and communication practices</p>
<p>Our school offers students additional academic support outside of regular instruction hours (e.g., 1:1 tutoring, Homework Hotlines, and intervention periods with faculty).</p>	<input type="checkbox"/>	<p>See slide 15 for EAB's list of academic supports to reduce faculty burnout</p>
<p>Our school supports students as they recover lost learning in the wake of COVID-19 closing and moves to remote, hybrid, or in-person learning by streamlining the curriculum and focusing on high-value content and skills.</p>	<input type="checkbox"/>	<p>Use EAB's Curriculum Prioritization Tool to save educators time on identifying and prioritizing high-value content and skills</p>
<p>Our school scales virtual academic support services by deploying students and community members as peer tutors and advisors.</p>	<input type="checkbox"/>	<p>Watch EAB's webinar on practices to support smooth school reopening</p>
<p>Even during remote or hybrid instruction, our school schedule is designed to support student learning. We have optimized our exam schedule to benefit students.</p>	<input type="checkbox"/>	<p>Learn more about exam and mission-aligned school scheduling in section 2 of EAB's study</p>
Longer-Term Strategies	Not In Progress	How to Get Started
<p>Our school leverages faculty input on student support services to better align resources and professional development with expressed need.</p>	<input type="checkbox"/>	<p>Reference page 15 of EAB's report for guidance</p>
<p>Our faculty and staff work across departments to ensure that homework and exams are planned such that faculty expectations and student experience are aligned.</p>	<input type="checkbox"/>	<p>Use University Prep's homework rubric as inspiration for your school (practice 5 in EAB's study)</p>
<p>Throughout multimodal learning, our school continuously monitors student learning and comprehensively assesses student achievement.</p>	<input type="checkbox"/>	<p>Create a grading and assessment policy for distance learning with EAB's expert advice</p>



Implementing Inclusive Teaching Practices

Short-Term Strategies	Not In Progress	How to Get Started
<p>If classes are administered synchronously, our faculty still record sessions so content remains accessible for students whose circumstances do not allow for synchronous learning.</p>	<input type="checkbox"/>	<p>Assess how audiovisual equipment can increase student access and engagement with virtual or hybrid learning</p>
<p>Our faculty members provide learning materials in forms that enable access for all students (e.g., in multiple languages, using assistive technologies) regardless of instructional modality.</p>	<input type="checkbox"/>	<p>Bookmark this daily accommodation provision during virtual or hybrid learning and read EAB's advice to better support English Language Learners in virtual or hybrid environments</p>
<p>Faculty establish rules of engagement for each remote, hybrid, or in-person class and are transparent about expectations of attendance, class participation, and respectful dialogue, including why those expectations are in place.</p>	<input type="checkbox"/>	<p>Incorporate these virtual classroom expectations and virtual classroom etiquette ideas</p>
<p>Faculty allow students to engage in class in different ways, such as virtual breakout rooms, "raising their hand," chat functions, and "reacting" to comments.</p>	<input type="checkbox"/>	<p>Compare asynchronous and synchronous student engagement strategies here</p>
<p>Our school has created a virtual or hybrid learning orientation to prepare students and parents for remote learning and ensure both students and parents are aware of the expectations and policies for remote learning.</p>	<input type="checkbox"/>	<p>Implement tips on building a strong remote orientation program from EAB's experts and welcoming new families</p>
Longer-Term Strategies	Not In Progress	How to Get Started
<p>Our school mitigates faculty and staff bias in lesson planning, pedagogy, and interactions with students and actively promotes the use of inclusive teaching practices in remote, hybrid, or in-person learning environments.</p>	<input type="checkbox"/>	<p>Deconstruct EAB's research on Universal Design for Learning</p>
<p>Our faculty are prepared to be well-versed in the multitude of cultures represented in their classrooms and in the curriculum.</p>	<input type="checkbox"/>	<p>Identify attributes of a culturally competent teacher through EAB's conversation with Dr. Gloria Ladson-Billings</p>
<p>Our school provides professional development on inclusive teaching best practice implementation for faculty, staff, and leadership.</p>	<input type="checkbox"/>	<p>Read EAB's research (in section 4) on sustaining inclusive classrooms</p>

Highlighting Student Engagement

Short-Term Strategies	Not In Progress	How to Get Started
In communications with students and families, our school uses positive, asset-based language, which focuses on students' strengths or growth areas instead of their deficits or learning gaps.	<input type="checkbox"/>	Apply EAB's effective family communication strategies for COVID-19
Our school has a comprehensive process for connecting students to each other in remote, hybrid, or in-person classrooms, such as open social time before instruction begins or during scheduled lunch breaks.	<input type="checkbox"/>	Implement strategies from EdSource's article on virtual student engagement
Our faculty maximizes student engagement during remote or hybrid instruction by striving for a 1:2 ratio of instruction to processing time and utilizing cognitive science-based teaching techniques.	<input type="checkbox"/>	Adapt virtual teaching strategies from EAB's expert insight and webinar
Our school proactively shares school life with community members through a variety of mediums to encourage engagement and active participation.	<input type="checkbox"/>	Incorporate tactics from EAB's guidance on leveraging existing content and events
Our school has rolled out a buddy system for students to foster classmate relationships where remote or hybrid learners are paired, asked to check-in with each other once a week, and have pairings shuffled every few weeks.	<input type="checkbox"/>	Test EdWeek's 3 rd strategy in this article and create buddy systems

Longer-Term Strategies	Not In Progress	How to Get Started
Our school has a method for regularly assessing school climate and students' sense of belonging.	<input type="checkbox"/>	Plan with Colorado Education Initiative's toolkit on school climate
Our faculty are trained to recognize warning signs of depression, anxiety, and social isolation among the student body.	<input type="checkbox"/>	Emulate Harpeth Hall's training , practice 1 in EAB's study
Our school uses adult-student relationship mapping or a similar method for identifying students with the greatest risk of feeling disconnected and going unnoticed by faculty and staff.	<input type="checkbox"/>	Implement adult-student relationship mapping using EAB's expert insight
Our school tracks indicators of student engagement through our LMS, including submission of assignments, projects, and exams, and faculty notes from their interactions.	<input type="checkbox"/>	Learn about this strategy on page 14 of EAB's report
Faculty, staff, and school leaders conduct student engagement check-ins to check in on student wellbeing, connect students to resources, and catalog challenges that students are facing.	<input type="checkbox"/>	Refer to page 11 of EAB's report on student support check-ins
Our school utilizes project-based learning in remote, hybrid, or in-person instruction to foster student engagement and intellectual curiosity in coursework.	<input type="checkbox"/>	Apply project-based learning with strategies from EAB's report



Promoting Equitable College Programming

Short-Term Strategies	Not In Progress	How to Get Started
<p>Our school uses student-centered counseling and technology platforms (e.g., Naviance College SuperMatch) to help guide college choice to support BIPOC and low-income students' college exploration.</p>	<input type="checkbox"/>	<p>Review ideas from EAB's resources on college match programs, like the 42 College Choice Tool and StudentUnion Tool</p>
<p>Our school tracks advanced course access and analyzes AP participation data to ensure the demographics of such courses reflect the diversity of our student body.</p>	<input type="checkbox"/>	<p>Leverage data to improve AP course placement with EAB's profile of Orange County Public Schools' example</p>
<p>Our school gives students time and resources to explore careers and issues of interest. Our students are encouraged to explore roles and learn about their community.</p>	<input type="checkbox"/>	<p>Implement strategies from Georgetown Day School's immersive educational exploration opportunity (practice 10)</p>
<p>Our school leverages our employer network to provide students with employer-led remote or hybrid workshops on workplace readiness skills (e.g., collaboration, time management, technical skills).</p>	<input type="checkbox"/>	<p>Outline EAB's profile of the Cristo Rey Network</p>
<p>Our school offers students resources to help them complete the Free Application for Federal Student Aid (FAFSA).</p>	<input type="checkbox"/>	<p>Select from EAB's insight into higher ed examples of video tutorials to navigate the FAFSA</p>
Longer-Term Strategies	Not In Progress	How to Get Started
<p>Our school encourages students to explore interests and focus on their growth starting in 9th grade to build a strong personal narrative throughout their high school experience.</p>	<input type="checkbox"/>	<p>Learn from Montgomery Bell Academy's comprehensive college counseling process (practice 9)</p>
<p>College-related events, initiatives, or communications reach caregivers of low-income and minority students in our school, and they fully understand the critical decision points as their children pursue the path toward college.</p>	<input type="checkbox"/>	<p>Annotate EAB's profile of Fresno USD's Parent University to successfully engage parents</p>
<p>Our school connects students to remote, hybrid, or in-person internship opportunities with employer volunteers who provide students with industry-specific mentorship and guide them to solve practical business challenges.</p>	<input type="checkbox"/>	<p>Incorporate practice 7 of EAB's Meeting the Career Readiness Imperative study</p>
<p>Our school helps our students complete college application materials in advance to reduce stress in the fall of their senior year.</p>	<input type="checkbox"/>	<p>Implement EAB's practices on college programming (practices 11 and 12)</p>
<p>Our school informs all eligible students of any applicable fee reductions or waivers (e.g., AP testing, SAT, ACT, or Common Application) and educates parents on the application process for selective institutions.</p>	<input type="checkbox"/>	<p>Build on Sidwell's Common App resource, which includes fee waivers</p>

Including Alumni in Institutional Decision-Making

Short- and Longer-Term Strategies	Not In Progress	How to Get Started
Our school actively works to engage young alumni in our work on anti-racism through education and outreach.	<input type="checkbox"/>	Build on Harvard-Westlake's approach to alumni education
Our advancement office offers alumni the opportunity to donate to causes that are important and meaningful to them. We make the impact these donations have on the school clear to alumni and families.	<input type="checkbox"/>	Use EAB's research to engage a socially conscious generation of donors (p. 36)
We actively work to engage our alumni of color to gain insight into their experience at our school and encourage them to invest in our institutional mission, values, and goals.	<input type="checkbox"/>	See EAB's research on engaging alumni of color for guidance
Our school has adapted alumni engagement events for a virtual environment in response to COVID-19 restrictions to event size and travel.	<input type="checkbox"/>	Implement some examples of virtual engagement from EAB partner institutions
We have created volunteer opportunities for alumni to maintain engagement, offer rewarding experiences, and highlight impact.	<input type="checkbox"/>	Apply EAB's new rules of volunteer engagement for your alumni community

Fostering Inclusive Advancement Practices

Short- and Longer-Term Strategies	Not In Progress	How to Get Started
Our advancement programming is easy for all potential donors to use; we have considered the mobile experience and streamlined the process for clarity and length.	<input type="checkbox"/>	Implement mobile-friendly design , pages 26-30 of EAB's research
Our school has mitigated the impact of COVID-19 on the advancement team. We have considered the impact on annual giving, donor engagement, and communications and made changes accordingly.	<input type="checkbox"/>	Use EAB's insights to guide conversations
We have clearly articulated how fundraising for DEI initiatives supports our school's priorities, mission, and values for potential donors and community members.	<input type="checkbox"/>	Learn from EAB's advice on DEI for independent school advancement
We have evaluated our advancement events to identify and address blind spots and barriers to inclusivity.	<input type="checkbox"/>	Assess your school's potential blind spots using EAB's insights



Engaging Prospective Families

Short- and Longer-Term Strategies	Not In Progress	How to Get Started
We have effectively articulated the value of our independent school to different groups of prospective families during these unprecedented times.	☐	Use EAB's tool to guide messaging around your value proposition
Our school uses social media to find and attract families from a diverse set of zip codes and demographics. Where applicable, we have applied the Facebook Custom Audiences tool suite.	☐	Take advantage of the tool suite, using EAB's guidance
We have assessed our school's broader web presence and ensured that our website contains critical information about convenience factors and pricing that will appeal to a broad array of parents at the top of the enrollment funnel.	☐	Learn how to leverage your school's web presence from EAB's research
Our school clearly states our commitment to and progress on building an anti-racist community for prospective families.	☐	Emulate The Dalton School's commitment and progress on anti-racism
Our school uses employment data for our community to project potential enrollment and identify opportunities for outreach to underrepresented industries and roles.	☐	Use EAB's step-by-step guide to enrollment planning for your school

Section 2

Implement and Sustain Equity Policies and Practices at Your School

Instructions

To advance student success for BIPOC and other historically underserved students, equity must be an integrated part of your school's strategic planning process. Equity must be embedded in how faculty and staff interact with students, identify needs, and provide services and supports to ensure all students receive equal access.

Achieving equity begins with understanding how your institutional decisions, policies, and practices affect student outcomes and often perpetuate inequities.

Use the following tools to prioritize best practices and to keep student equity at the center of your institutional decisions, mission, and strategy.

- **Racial Equity Analysis Protocol (REAP)** (p. 17)
- **Equity Strategy Discussion Guide** (p. 18)
- **Strategy Implementation Planning Exercise** (p. 19)



When using these tools, please keep the following questions in mind:

- Have we consulted a **diverse and representative** group of stakeholders to set school-wide goals related to equity?
- Are the voices of BIPOC and historically underserved groups **reflected and amplified** in our strategy?
- What is our strategy for **regularly communicating** our equity goals with our school communities?
- How will we **provide updates** on how goals are being met and what adjustments are being made in response to those outcomes?



Racial Equity Analysis Protocol (REAP)

The Racial Equity Analysis Protocol (REAP) is a framework for school leaders to use when making decisions that could disproportionately impact students. Use this framework to screen new and existing policies and practices that could unintentionally marginalize a group of students.

Developed by Dr. John D. Marshall, Chief Equity Officer, Jefferson County Public Schools (JCPS)



- 1 What is the overarching purpose of the proposal/initiative?
- 2 Is the initiative or policy/practice resourced to guarantee full implementation and monitoring?
- 3 Which racial/ethnic groups could be inequitably affected by this policy/practice? How?
- 4 Which racial or ethnic group may have the most concerns with this policy/practice? Why?
- 5 What unintended consequences could result from the policy/practice (racial inequities or otherwise)?
- 6 Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/practice? How did the process go? What was the feedback?
- 7 What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice deepen these inequities or improve them?
- 8 Who (e.g. individual, department, team) is the main driver for improving racial equity for this particular policy/practice?

Best Practices for Implementation

- Ensure multiple perspectives and team membership by using REAP with groups of at least three
- Assign a facilitator who has previously participated in the REAP process and can gather any necessary materials
- Use data where applicable to support responses with evidence, not assumptions
- Agree on follow-up items, discussion, or areas for improvement and develop a follow-up plan
- Restart REAP as needed with open dialogue and courageous conversations to ensure the best outcome



Equity Strategy Discussion Guide

This discussion guide is designed to help you determine next steps, proactively address roadblocks, and identify champions. Use the guide to lead your team through reflection on the impact of all policies and practices on equity at your school.

- 1 What are the most important **outcomes** that we want to achieve as a result of our equity initiatives? What are the specific **measure(s)** associated with these outcomes?

- 2 Are there any existing initiatives we should **adjust or discontinue** because they disproportionately affect student success or are not delivering intended outcomes?

- 3 Where are we likely to experience **resistance to proposed changes** to policies, programs, or instructional practices? What can we do to mitigate these potential challenges or address them in advance?

- 4 Who are likely to be our biggest supporters and **champions of proposed initiatives**? How can we elevate their roles so they have a leadership opportunity and can carry enthusiasm for the work to and through our institution?

Strategy Implementation Planning Exercise

Use this worksheet to build a plan to implement new strategies to address equity at your school.

Based on your assessment responses, circle the top 3 areas you will prioritize to improve student equity at your institution.



Bridging the **Digital Divide**



Meeting Students' **Academic Support** Needs



Including **Alumni in Institutional Decision-Making**



Prioritizing **Access to Financial Aid**



Implementing **Inclusive Teaching** Practices



Fostering **Inclusive Advancement** Practices



Supporting Student **Mental Health**



Highlighting **Student Engagement**



Engaging **Prospective Families**



Embedding **Anti-Racist Policies and Practices**



Promoting **Equitable College Programming**

For each priority area you selected, indicate the practices you will implement at your school along with notes on next steps. Be sure to include at least one longer-term strategy in your selection.

Priority Area #1:

Strategy	Next Steps	Owner(s)	Timeline



Strategy Implementation Planning Exercise

Priority Area #2:

Strategy	Next Steps	Owner(s)	Timeline

Priority Area #3:

Strategy	Next Steps	Owner(s)	Timeline



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