



ahb
community school

Diversity Plan Draft

2014

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Defining Identity

At AHB Community School, diversity is understood to be defined as a series of identities including: abilities/disabilities, class (e.g., parents' level of education, family income/assets), nationality & ethnicity, gender, language, race, religious preference, and sexual orientation. We recognize that every member of our community is identified in each of these ways, and we believe that AHB Community School is greatly enriched by this diversity as a school. Current Policies

Current Policies

For Students:

AHB Community School admits students of any race, color, national and ethnic origin, religion, sexual orientation, and gender expression to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, or gender expression in administration of its educational policies, admissions policies, and school-administered programs.

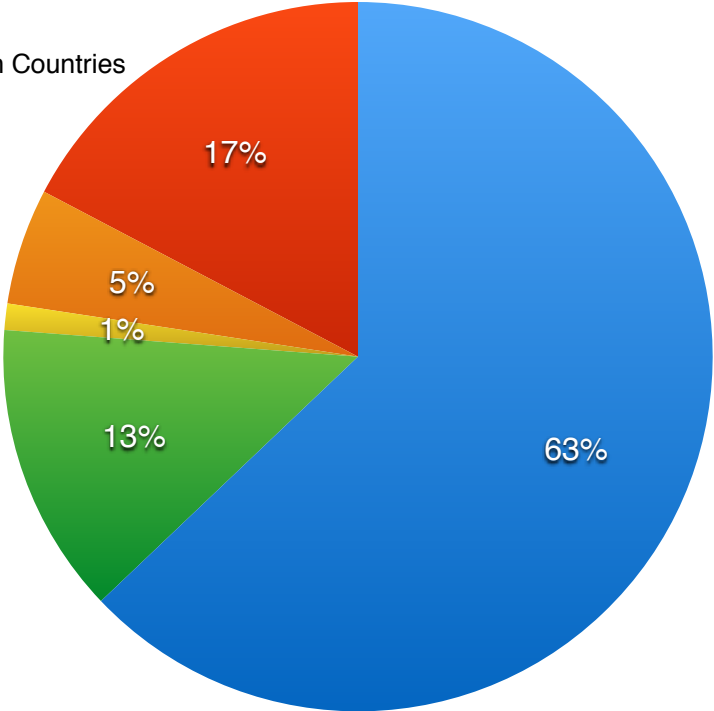
For Faculty:

AHB Community School is committed to workplace diversity and does not discriminate on the basis of age, race, religion, color, national & ethnic origin, sex, sexual orientation, or gender expression.

Contexts

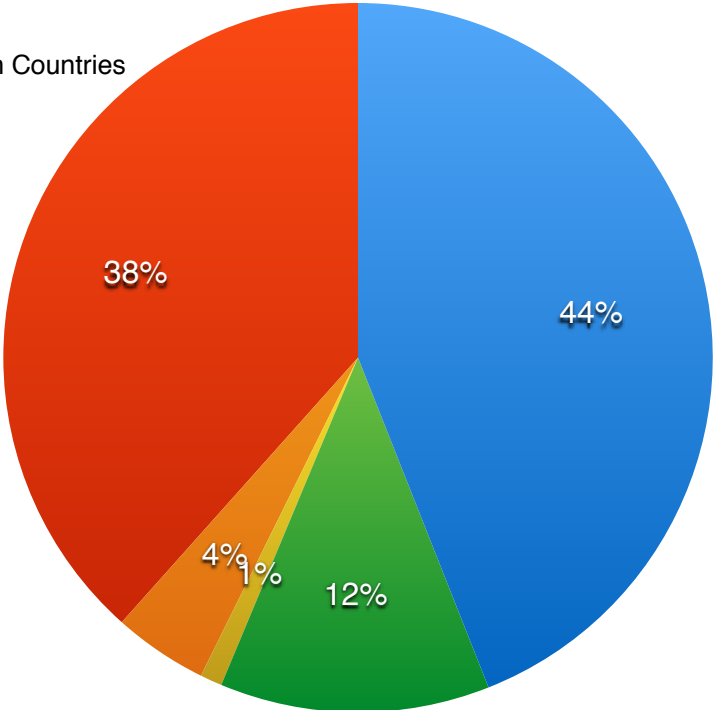
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- African American
- American Indian
- Asian/Related Asian Countries
- Hispanic/Latino

National Demographic Data



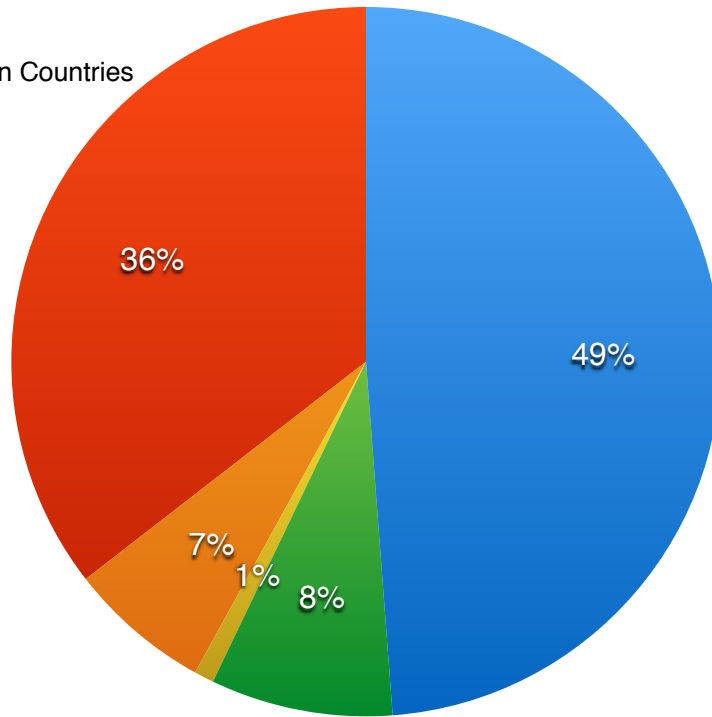
- White
- African American
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- Asian/Related Asian Countries
- Hispanic/Latino

Texas Demographic Data

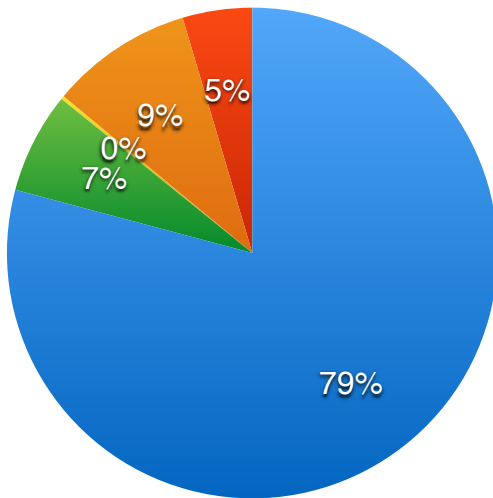


Austin Demographic Data

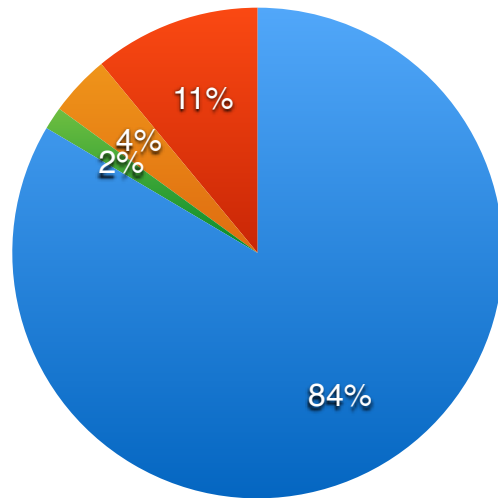
- White
- African American
- American Indian
- Asian/Related Asian Countries
- Hispanic/Latino



NAIS Cohort Demographic Data



AHB Current Demographic Data



- White
- African American
- American Indian
- Asian/Related Asian Countries
- Hispanic/Latino

Supporting Goals

1. That the school engage in an ongoing process of meaningful reflection and self-study regarding inclusivity, equity, access, and multiculturalism.
2. That the Board of Director and Executive Director make transparent, prominent, public, and systematic our school's stated commitment to inclusivity, equity, access, and multiculturalism as guided by the mission statement.
3. That through the intentional, focused leadership of the Board and the Executive Director, AHB Community School develop systems to provide mentorship and coaching to various constituency groups, to inform and create policy, to ensure accountability, and to communicate the current and future goals of the school.
4. That AHB Community School reviews, establishes and implements programmatic standards for multicultural education.
5. That the school set clear and measurable goals, including the allocation of funds and other resources, to expand diversity among students and families, Board members, administration, faculty, and staff.

Action Plan

1. Meaningful Reflection & Self-Study

That the school engage in an ongoing process of meaningful reflection and self-study regarding inclusivity, equity, access, and multiculturalism.

Proposed Strategies

- Teachers & families determine the relevant values to measure, and the means for measuring them. Then create a strategy to assess our culture, our demographics, and other related information to establish a baseline.
- Develop and implement evaluation/accountability processes for all employees, students, parents, and the Board.
- Establish a method for reviewing our own “case studies,” reflecting on issues that arise each year, and identifying specific areas for improvement.
- Engage an outside committee or consultant to review our work and provide recommendations for moving forward effectively.
- Facilitate annual forums for community-wide reflection and assessment, including school-wide gatherings as well as smaller gatherings for affinity groups, parents, students, faculty, and staff.

2. Stated Commitment

That the Board of Director and Executive Director make transparent, prominent, public, and systematic our school's stated commitment to inclusivity, equity, access, and multiculturalism as guided by the mission statement.

Proposed Strategies

- Publish and disseminate the School's commitment to and plans for diversity.
- Increase awareness of the issues and accomplishments within the school community.
- Implement diversity training as part of the Board orientation program, and provide ongoing diversity training for current Board members.
- Create a Board ad hoc committee on diversity to assist the standing committees to integrate diversity in their work.
- Make visible and accessible AHB's by-laws, policies, practices, and benefits.

3. Focused Leadership

That through the intentional, focused leadership of the Board and the Executive Director, AHB Community School develop systems to provide mentorship and coaching to various constituency groups, to inform and create policy, to ensure accountability, and to communicate the current and future goals of the school.

Proposed Strategies

- Develop hiring practices throughout the school to include:
 - Train faculty and staff who lead and make hiring decisions.
 - Evaluate potential candidates in terms of their demonstrated commitment and skill sets.
 - Make explicit our recruitment and hiring objectives.
- Establish and communicate clear expectations for parent buy-in and support of the parent and student promises (see Community Handbook), diversity plan, and other initiatives to enhance multiculturalism efforts.
- Establish and communicate clear expectations for all employees, students, parents, and the Board.
- Provide mentorship/coaching for multicultural educational practices.
- Enhance mentoring systems for all students.

4. Multicultural Education

That AHB Community School reviews, establishes and implements programmatic standards for multicultural education.

Proposed Strategies

- Charge the Academic Team to lead a three-year process to:
 - Define essential terms relevant to multicultural curricula.
 - Review current and re-establish a baseline curriculum through self-evaluation and mapping.
 - Review model programs and determine goals.
 - Develop a change proposition, professional development plan, and budget.
 - Implement and evaluate programs, practices, and faculty.
- Create a plan that provides direction, guidance, support, and resources for AHB faculty.
- Provide orientation/training programs for teachers, staff, and parents.
- Pursue a professional development program that is required, structured, periodic, and intensive around multicultural education.

5. Measurable Goals

That the school set clear and measurable goals, including the allocation of funds and other resources, to expand diversity among students and families, Board members, administration, faculty, and staff.

Proposed Strategies

- Create a budget for diversity to include funds for financial aid, recruitment, and professional development.
- Establish an enrollment management plan with specific goals for the percentage of students, families, Board, and employees from diverse groups.
- Develop a financial aid policy that directs budget practices and supports the school's enrollment management objectives.
- Review model peer schools.