LIFT EVERY VOICE

A REPORT ON DIVERSITY, EQUITY, AND INCLUSION AT THE WINSOR SCHOOL

FALL 2021
CONTENTS

Principles of Diversity .................................................. 7
Principles of Global Responsibility .................................. 11
Who We Are: Faculty and Staff ...................................... 15
Who We Are: The Student Body ................................... 19
What We Teach ................................................................. 23
Creating an Inclusive Learning Environment .............. 31
Life After Winsor: The Path to College ..................... 41
Connecting in Community ............................................. 45
Students Together .......................................................... 49
Educating Adults ............................................................... 53
Creating Winsor’s Adult Community .......................... 65
Telling the Winsor Story ................................................. 70
Philanthropy & DEI .......................................................... 72
Welcoming Winsor Families ....................................... 76
Connecting Alumnae to the School and Each Other ... 78
The Business of Winsor ................................................ 80
The Strategic Plan: Every Day. For Everyone. Together. .. 82
Appendices ....................................................................... 85
THE WINSOR SCHOOL is deeply committed to diversity, equity, and inclusion practices at both the institutional and the individual levels, and has been for decades. Each department and division in the school has undertaken, and continues to undertake, work that strengthens the opportunities and experiences of every student. But a commitment to DEI is also a personal matter. Our faculty and staff recognize that it is self-understanding, training, and empathy that sits at the core of an inclusive community. For this report, the Associate Head of School gathered information from each division and department of the school about the ways in which Winsor engages in the work of DEI, by way of policies, procedures, practices, and training. By summarizing efforts that currently exist throughout the school, we seek a deeper understanding of the totality of our DEI practices. We hope this summary not only helps us understand the entirety of our current practice, but also helps provide a roadmap to the work ahead.

This report, which distills extensive data about current practices, not only provides a snapshot of our work as it exists in fall 2021, but it is a living document that will continue to evolve as Winsor evolves.

“...I started in 1999, as a full time history teacher. I remember vividly two things that struck me. That summer, the summer reading book was Why Are All the Black Kids Sitting Together in the Cafeteria, a seminal work that discussed issues of equity and inclusion in school communities. And I thought, ‘Wow, Winsor is really attempting to have some serious conversation.’ That was my first signal that this was a school that was serious about the work. We had something at that time called Community Curriculum Day, which was a day devoted to talking about some diversity and inclusion issues. The topic was white heterosexual privilege—and that was another example of Winsor being willing to have difficult, uncomfortable, important, challenging conversations.”

— Julian Braxton
Director of Community and Inclusion
Creating an environment of respect, equity, and inclusion is a matter of principle at Winsor.
THE SCHOOL affirms, teaches, and values:

• Belief in the dignity and humanity of every person.
• Openness to new ideas and rejection of stereotypical thinking.
• Commitment to understanding individual and group differences.
• Respect for oneself and for one another and responsibility for oneself and for community.
• Anti-racism and the disruption of all systemic oppression.
• Generosity of spirit, thinking beyond one’s immediate self-interest, and sharing talents freely with others.
• Honesty, kindness, integrity, courage, humility, and empathy.

Winsor honors each community member’s ethnicity, race, religion, gender identity, sexual orientation, socio-economic status, age, and physical and mental ability. The school is committed to providing a safe, supportive setting so that students have the opportunity to explore and to clarify their own beliefs and values, to take risks, and to think and speak for themselves. Winsor recognizes the importance of communication and of encouraging dialogue among all constituencies.

TO TEACH these values, which flow from the mission of The Winsor School—preparing young women to pursue their aspirations and to contribute to the world—the school is:

• consciously fostering an environment of respect and inclusion through a wide array of community-building programs.
• continuing to build an inclusive curriculum.
• supporting ongoing professional development for faculty and staff.
• striving to effectively engage a range of learning styles.
• promoting equity among all the constituencies of the school
• responding to individual and institutional prejudices, both overt and subtle
• actively seeking to dismantle systems of oppression.
• offering a variety of ways of participating in and contributing to the wider community and the world.

The Winsor School acknowledges a continuing need to evaluate and strengthen its diversity, equity, and inclusion work. This process is critical to maintaining an academic and social environment where all students can develop confidence, values, knowledge, and the life skills they need to thrive within Winsor and in the global community.

“DEI efforts are happening in so many different pockets of the school each and every day. As a classroom teacher, of course you are trying to develop a more inclusive and equitable classroom with your own work and planning. And then you witness the students cultivating that among themselves, sometimes in the classroom and sometimes outside of the classroom. It’s also happening in formal and informal conversations with colleagues, and among departments, and within the Lower School and in the Upper School and on task forces and among alums. It’s inspiring to witness. It makes me eager for Winsor to be a little less siloed in these many conversations and to take advantage of his momentum by uniting some of these voices and by creating space and structures for them to overlap and work together. My hope is that we see this as a process that’s going to have challenges and failures. We will need to continually circle back in order to move forward. As long as we are willing to integrate space for self-reflection and self-criticism, there will be a way forward.”

— Maren Kelsey, English teacher
PRINCIPLES OF GLOBAL RESPONSIBILITY
THE WINSOR SCHOOL believes that a critical dimension of academic excellence in the 21st century is the preparation for responsible participation in the global community. The forces of globalization now ensure that individuals and communities separated by vast geographic distances and cultural differences are increasingly interconnected and interdependent. Distant peoples and events shape local worlds, while at the same time, individual and community decisions—made at Winsor, in Boston, or in New England—often have an impact on wider social and ecological environments. In preparing its students to act responsibly in this interconnected and interdependent world, the Winsor School is committed to ensuring that its students not only understand the nature of globalization but also appreciate the personal stakes and responsibilities they have as global citizens. The principles set forth below make explicit what we, as a diverse community of teachers and learners, believe global citizenship entails.

We believe global citizens:

• Are committed to pluralism, recognize the dignity of every individual and value the diversity of human cultures.

• Strive for self-knowledge through the study of others. They seek to illuminate the core assumptions and values that define the student’s own identity and cultural perspective while recognizing that the student’s own worldview may not be universally shared.

• Aspire to an empathetic understanding of others. They appreciate that other cultures, while profoundly different, are not incomprehensible and that seeing the world from the perspective of others is the first step in identifying shared values that bridge the gaps of cultural, political, and religious difference.

• Actively seek intercultural dialogue and engagement. They appreciate that the intellectual understanding of others is no substitute for cross-cultural conversations and meaningful relationships.

• Is willing to act on behalf of social justice and human rights. They understand that respect and concern for human dignity requires, when necessary, strong action to preserve the welfare of others and that active engagement in the affairs of others is best approached with empathetic understanding and a commitment to pluralism.

• Act as a steward for the natural environment. They appreciate the degree to which human beings depend on and, in turn, affect the natural environment and act to sustain the diversity of the ecological world.
WHO WE ARE:
FACULTY
AND
STAFF
WINSOR RECOGNIZES the impact of a diverse faculty and staff on the student experience. Employees, likewise, are more likely to thrive and remain in a community in which they feel supported, connected, and known. In school communities, a diverse population of faculty and staff contributes to the educational experience of all students through:

- **MODELING:** So that students see representatives of themselves in the community.
- **PERSPECTIVE:** To provide a diversity of viewpoints and experiences.
- **Connection:** To mirror, as best as possible, the world in which we live.

The following data has been extracted from existing records available from 2014 to the present. These charts and graphs represent the gains Winsor has made to hire and retain a diverse adult community. “Total Representation” includes faculty and staff members that are hired full or part-time as individuals under contract with the school. Externally contracted employees, in security and dining services, for example, are not included in this data.

Winsor enjoys very little employee attrition, which means that few positions become open annually. Each year since 2014, the number of faculty and staff of color has increased gradually. Building a more diverse community of adults is therefore made in small increments.

The number of faculty and staff required to operate the school may fluctuate year to year. Not all positions are filled immediately, for example, in the case of mid-year departures, job reconfigurations, and internal promotions. Job descriptions and responsibilities change as the needs of the school change; some positions absorb other duties while other duties are distributed among other positions. Student course placement also plays a role, as enrollments can sometimes necessitate the need for an additional teacher. As these charts illustrate, the adult community at Winsor is gradually becoming more diverse.
WHO WE ARE: 
THE STUDENT BODY
The Admission Office is committed to widening its recruitment efforts to include more students from the City of Boston, not just the surrounding affluent areas. A number of initiatives are underway to help achieve a more diverse and accessible Winsor. Among them:

- The office has begun facilitating conversations between current students/parents of color and prospective families to ensure that applicants of color have the information and support they need throughout the application process. These connections ensure that new families of color feel welcome and immediately connected to the community.

- The Admission team is working on a financial aid handbook to ensure that the aid process is clear, accessible, transparent, and welcoming.

- Online applications necessitate the need for ready access to a computer and the internet. The recent complications of COVID-19 made technology matter more, as interviews and Open Houses were conducted virtually. Paradoxically, the online events have actually made Winsor more accessible to those who cannot take the time to visit the school, yet not all families have the hardware or internet connections necessary to learn about and apply to Winsor. The admission team is working to create a list of resources and options for those who have trouble accessing a stable internet connection or need essential hardware.

- The Admission office is working to partner with area organizations and schools that work with diverse student populations to widen the pathways to Winsor. The team is also committed to supporting all students at every stage of the admissions process, particularly those unfamiliar with independent schools.

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**Table: Demographics of Student Body**

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*Students of Color (SOC) by NAIS guidelines also includes those self-identified as ‘International,’ Native American, Native Hawaiian/ Other Pacific Islander. Due to small numbers, those groups are not included in this chart.

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**VOICES**

“If you look at pure numbers, if you think about student composition, we’re actually one of the strongest schools in the region in terms of diversity. But we’re not resting on that; that’s just the baseline. That’s the starting point. What could we be doing better? Instead of just patting ourselves on the back about where we are, there’s this sense of, that’s great, but now what? How are we going to make sure that we actually live that commitment?”

— Audra McFarland

*Director of Admission and Financial Aid*
WHAT WE TEACH

It is the goal of each academic department in the school to develop curricula, expectations, and pedagogical strategies that support the learning of all students. Beyond ensuring that underrepresented voices and experiences share significant weight in the curriculum, departments have also focused their professional development on what anti-racist teaching and learning looks like, and how best to address directly difficult conversations with and among students. Creating an atmosphere of trust and transparency ensures that students feel a sense of belonging in the classroom and have an opportunity to openly challenge the use of traditional modes of representation present in every discipline. Many departments have begun to develop norms and expectations regarding inclusive language used in class and published in course prospecti, course descriptions, and assessments.

In addition to ongoing curricular shifts, departments have taken a variety of initiatives, including:

• An examination of linguistic racism in the English department
• Revised Wellness activities and lessons to ensure that students develop a profound understanding of the ways in which culture, identity, and social justice intersect with the more traditional self-care goals of a typical health curriculum
• Broader and more diverse inclusion of artists and examples of art used in the Visual Arts classrooms to include BIPOC, women, as well as a more concerted effort to showcase work from a wider global perspective

“...The school definitely has a culture of wanting to be inclusive and to do better, and a sincere commitment from the administration to advance things. We’ve made good strides. I feel like it’s not complete, though. There’s more that can be done, things that people are working on.

— Lisa Stringfellow
Lower School, English

VOICES
• The application of a diversity ally pact between the teachers and students at the beginning of each performing arts course

• An active exploration of the ways to actively combat the use of science to justify discrimination in all its forms

• In history courses, an emphasis on how learning is relevant to the lives of students and to the world they live in as well as the department’s commitment to emphasize depth over breadth in all courses

• An examination of the trajectories of black and Latinx students in mathematics courses to see if there is representative movement in sectioning into every level of course that matches other groups. The development of a Math Center to ensure equal access to academic support at no cost to students

• The integration of current events and current topics into all of the higher level language courses in ways that put Winsor students in direct contact with organizations directed by people of color, organizations that serve communities of color, and organizations whose work is centered around DEI issues.

• An exploration of different cultures in all world language courses

— Teresa Rodriguez
Director of Family Relations

VOICES

“The biggest argument for why it’s important to have a diverse people and school that is not normed on white supremacy is that we’re just poorly educating students if we don’t.”

— Teresa Rodriguez
Director of Family Relations
THE VIRGINIA WING LIBRARY

The Library plays an important role in the lives of all students. One of the library’s goals is to be sure all students feel welcome and see themselves reflected in the collection. Open to every member of the community, the library is a place for silent study, small group work, and quiet conversation. The librarians purposefully use diverse examples when teaching research skills to individual students and to classes. The library supports people of color in all of its work. Librarians curate a collection that is inclusive of BIPOC and LGBT+ authors and experiences. The librarians make certain that materials, displays, lists, bulletin boards, Instagram posts etc., are inclusive. The “New Books” display always features books related to DEI, prominently and deliberately placed so that patrons, not to mention visitors and prospective families, see that these titles are front and center. For the second all-school read, assigned for the summer of 2021, all 600 copies of the selected book were ordered from Frugal Bookstore, the only black-owned bookstore in Boston.
CREATING AN INCLUSIVE LEARNING ENVIRONMENT
“I often say that the responsibility we have as Winsor educators, as adults in the school, is to help students understand the very, very complex question, ‘Who am I?’ A pretty simple question, but it is so layered, thinking about, ‘Who am I in terms of my gender and gender identity? Who am I in terms of my racial identity? Who am I in terms of my class?’ And if you think about a school that has 5th graders all the way to 12th graders, that question gets more and more complicated each year. I do believe at the heart of it we are a community of adults who always put students at the center of everything, and try to create space for their exploration of all kinds of identities.”

— Julian Braxton
Director of Community and Inclusion

CLASSROOM NORMS

In 2018, Harvard University’s Project Zero director led a faculty workshop on collaboration and goal setting. Among his recommendations was a continued use of classroom norms to ensure that student discussions are inclusive, consistent, and fair, and that teachers have a way of holding students accountable when norms are overlooked. In 2020, Marta Esquilin, associate dean and assistant professor of professional practice in the American Studies program at Rutgers University emphasized the importance of establishing group norms as a way to navigate difficult conversations with and between students in the classroom.

These are just two examples of the ways in which Winsor has reinforced the expectation that teachers be very explicit with their students about ways to ensure that the classroom environment is safe, inclusive, and conducive to learning for every student.

Classroom norms typically include some of the following:

- Be fully present
- Be open-minded
- Be comfortable with discomfort
- Listen
- Speak from the “I” perspective
- Be comfortable with silence
- Take risks
- It’s OK to make some mistakes
- Suspend judgment
- Practice both/and thinking
- Accept conflict as a necessary catalyst for learning
- Acknowledge our own diversity
INCLUSIVE LANGUAGE

Although Winsor remains in its mission a school for “young women to pursue their aspirations and contribute to the world,” the school recognizes the importance of inclusive language. Winsor has, for example, adopted changes to its use of gendered language and pronouns to be more inclusive. External publications and communications have moved away from using “she, her, hers” and “your daughter,” replacing the former with “they, them, theirs” and the latter with “student.” Sensitivity is also paid to family structure. In Admission, for example, interviews are now called the “Adult family member interview” instead of the “Parent/guardian interview.” Faculty and staff are discouraged from addressing groups of students as “girls” and “ladies,” and teachers address students by their preferred pronouns.

*For a specific example of how a specific department is addressing inclusive language, consult the appendices.

TEACHER RESPONSIBILITY IN THE CLASSROOM

As stated in the school’s Principles of Equity and Inclusion, “Winsor honors each community member’s ethnicity, race, religion, gender identity, sexual orientation, socio-economic status, age, and physical and mental ability. The school is committed to providing a safe, supportive setting so that students have the opportunity to explore and to clarify their own beliefs and values, to take risks, and to think and speak for themselves. Winsor recognizes the importance of communication and of encouraging dialogue among all constituencies.” To teach these values, Winsor teachers are expected to build an inclusive curriculum; effectively engage a range of learning styles; respond to individual and institutional prejudices, both overt and subtle; and actively seek to dismantle systems of oppression. The school funds professional development for the necessary training and skill development related to these expectations.

*For a specific example of how a specific department is addressing inclusive teaching, consult the appendices.

VOICES

“You can diversify your curriculum, but you also have to diversify your teaching style.”

— Sharon Jones Phinney
Head of Lower School
TEACHER EVALUATION

Winsor teachers are required to set goals every academic year and be evaluated at regular intervals in their tenure. Among the questions teachers are asked to consider as they reflect on their job performance are related specifically to the development of competencies in the areas of diversity, equity and inclusion. Supervisors use the following prompts to assess and improve performance:

• How do I create a classroom atmosphere that is inclusive of all students and viewpoints?
• How do I create a classroom atmosphere that is conducive to inquiry and risk-taking?
• How do I use a variety of instructional strategies to engage and challenge all students appropriately?
• In what ways am I differentiating instruction to meet each student’s needs?

ADVISORY

Both the Lower and Upper School Advisory programs have been re-envisioned to ensure that each student is connected with an adult who knows them well and has a unique understanding of their social, emotional, and academic well-being as a student at Winsor. Advisors are trained regularly to recognize bias, create safe spaces, facilitate brave conversations, and identify anxiety and the need for additional support. Advisory groups are often the place where students are asked to have discussions in response to assembly speakers, process current events, and to speak candidly about their experiences in a supportive, close environment.

ATHLETICS

All coaches, whether part-time or full-time members of the Winsor faculty/staff, receive training and a comprehensive coaching manual to ensure the proper use of language, boundaries, and safety protocols when it comes to working with Winsor students. Coaches are also encouraged to take part in professional development, increasingly in the areas of diversity, equity, and inclusion related to athletics specifically. For example, several members of the coaching staff attended the Anti-Racism Fight Club that was presented by the New England Prep School Athletic Conferences, and others have been involved in the NEPSAC diversity presentations. The Director of Athletics is also in conversations with the Positive Coaching Alliance to offer a diversity workshop to all Winsor coaches.

TECHNOLOGY

Winsor’s technology policies and procedures attempt to create a seamless and consistent experience for all students. Winsor is a 1-1 school that provides laptops to all students in Classes I–IV free of charge. Beginning in Class V, families purchase a laptop for the remainder of their child’s time at Winsor. The school continues to issue laptops to all students who receive any amount of tuition assistance. This device is given to the student and is fully supported throughout
the student’s time as Winsor. On occasion, Winsor has provided laptops to students whose families are not receiving tuition assistance but have expressed a need. Winsor has provided laptops to parents of students as well as siblings of students. This allows the parents to stay informed and involved in the community and limits the need for Winsor students to share their device with other household members. In addition to the devices being owned by Winsor, the school also provides all cases and accessories so that families do not have to invest their own resources. Issuing this equipment creates a level of uniformity and lessens the opportunity for there to be visible evidence of the gap in financial resources that exist between families.
LIFE AFTER WINSOR: THE PATH TO COLLEGE
THE WINSOR College Counseling Office uses a highly individualized approach to guide students through the college admissions process. Each student is given personal attention and support as they navigate the process, from initial inquiries to acceptances, financial aid, and final enrollment decisions.

College Counseling has embraced a range of efforts to support and enhance the opportunities from which all students could benefit within the college search process. Diversity and access issues have always been an important focal point in the college admissions process, but the changes and pressures brought about by the COVID-19 pandemic have caused the Winsor college counselors to think harder and more creatively about doing even more for Winsor students. While the college counselors have always made considerable efforts to support every student, the College Office is developing a number of additional approaches designed specifically to support first-generation, traditionally underrepresented, and high-need students who may require extra support during the college process.

Our current practices include:

- Students for selective college “fly-in” programs; often directed towards students of color and those of lower socio-economic situations, such programs are completely underwritten by the colleges in order to recruit talented, diverse students to their communities.

- To foster access to test preparation for all, the College Office subscribes to an online test prep program, Method Test Prep, that students can access from anywhere and at any time to prepare for both the SAT and the ACT.

- The College Office prioritizes promoting and supporting issues of diversity by selecting a range of college voices to engage and educate our school population through the various panels and presentations we offer the community.

Programmatic enhancements being implemented include:

- Providing student-specific programs for first-generation students and/or students whose families may not be fluent in English, as these students are likely to be tackling all of the financial aid filings requirements on their own.

- Inviting alumnae speakers who are themselves first-generation or low-income to speak with current students directly about their college processes and about their college-life experiences.

- Encouraging earlier awareness and engagement, college counselors are reaching out to some of the Winsor affinity groups to join club meetings and to organize programming that the students will find helpful.

- Augmenting the efforts already in place with additional programming focused on financial aid.
STATEMENT OF COMMUNITY VALUES

The Winsor School expects all its members to share responsibility for the well-being of the school community. Being a member of this diverse community means making a commitment to honesty, kindness, and respect. In upholding these values, each member strives to attain the greatest good both for the individual and for the larger community.

• Our community seeks to know and to understand each member’s identity and to respect all aspects of their identity that they choose to share with those around them, including pronouns and gender. In instances in which a student’s identity is used in a hostile or demeaning way or with intent to harm, the school will first seek to understand the student’s needs and wants before taking action to remedy the situation.

• Winsor will always be committed to knowing, valuing, and supporting our students throughout their time here. Should a student transition while at Winsor, the school will respond as it always does with students: we will seek to understand the student’s needs and goals, and we will work on a case-by-case basis with the student and family, in consideration of the best interests of everyone involved.

LOWER SCHOOL COMMUNITY VALUES

The Lower School strives to be a learning environment in which honesty, integrity, and mutual respect are encouraged and practiced. Students are encouraged to know, understand, adhere to, and feel supported by community norms and rules. The goal is for consistent support from faculty, staff, students, and families for established rules and community norms.

—Sarah Pelmas
Head of School

VOICES

“We need to see every other person as a human on this journey with us, as deserving of love and respect as anyone else. The world could use a lot more of the “generous-minded” part of our motto. It means, ‘I’m going to be curious about who you are. I’m going to give you the benefit of the doubt. I’m going to respect you, and I’m going to try and reach over whatever chasm might exist between us.’”

—Sarah Pelmas
Head of School
Community norms in the Lower School are guided by four Core Values:

- Leadership
- Integrity
- Inclusivity
- Kindness

THE UPPER SCHOOL HONOR CODE

The honor code was written by Upper School students. It expresses the importance of honesty and caring shared by members of the community.

As a valuable member of the Winsor community, I will strive to meet my highest personal standards in order to create an atmosphere where everyone feels safe, accepted, and included. I will honor every other member of this diverse community and conduct myself with courtesy and consideration so as to promote trust and respect.

I recognize that my primary goals are to learn, grow, and challenge myself, and to help others do the same. To reach these ends, I will strive to create an environment where learning from success and from failure go hand in hand. I will respect others’ ideas, honor a diversity of thought, and value academic honesty and integrity.

I wish to protect everyone’s opportunity to work and learn in a respectful environment. Therefore, if I witness infringements to any aspect of the code, I will make a conscious decision that upholds the values expressed in the code.

ASSEMBLIES

Winsor assemblies provide a time and space for the entire community to gather weekly to share presentations and programs which reflect the educational mission of the school. Assemblies include the performing arts, the exchange of ideas and matters of importance within the community, and presentations by invited guests who bring their local and global experience to Winsor. Many of the assemblies explore issues connected to identity, equity, and social justice. Students spend time each week in an advisory and participate in a guided discussion exploring the themes and issues presented in the assembly program. Here are some recent examples:

- Understanding Confederate Monuments: History, Race & Reflection
- Fact from Fiction: An Exploration of Race Media Bias
- SISTERS Assembly Honors Trailblazer Pam Brooks ’70, P’0, the first Black student to graduate from Winsor

SUMMER READING

Each summer, the faculty and staff read at least one required book related to diversity, equity, and inclusion practices, and often a second book focused on pedagogy and innovation. Here is a selection of books that have inspired us in the past five years:

2021

- One of the Good Ones by Maika Moulite and Maritza Moulite
- The Sum of Us by Heather McGhee

2020

- Choice to read one book on the Anti-Racist Reading List from Ibram X. Kendi
2019 *The Person You Mean to Be* by Dolly Chugh and *Make It Stick: The Science of Successful Learning* by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel

2018 Choice to read either *The Hate You Give* by Angie Thomas and *The Girl at the Baggage Claim: Explaining the East-West Culture Gap* by Gish Jen

2017 *Blindspot: Hidden Biases of Good People* by Mahzarin Banaji and Anthony Greenwald

**TRADITIONS**

“Lift Ev’ry Voice and Sing” has been sung each year at Winsor’s graduation since 1998. Inspired by Winsor’s work on the issue of institutional racism, Kit Maloney ’99 felt that our traditional hymn, “Jerusalem,” did not include everyone in the Winsor community, particularly African American students. She suggested that adding “Lift Ev’ry Voice” to the commencement program would be an important step toward inclusion. Singing this song has been a cherished part of every Winsor graduation for over two decades.
STUDENTS TOGETHER
AFFINITY GROUPS

Currently, Winsor has seven formal affinity group programs designed to create a space for students who identify as part of an underrepresented group at the school. Affinity groups provide an opportunity for students who want to connect positively to their own identity. Attendance is completely voluntary.

- **SISTERS** is an affinity group for black and African American students.
- **AsIAm** is an affinity group for students of Asian and South Asian descent.
- **SOMOS** is an affinity group for Latinx students.
- **MOSAIC** is a safe space for those with two or more conflicting identities in how they navigate the world.
- **The First Generation Experience** focuses on the challenges of the immigrant experience. The group is for Winsor students who are immigrants and for people whose parents immigrated to America. The group strives to create a safe and respectful environment where immigrant and first-generation students discuss and unpack their identities.
- **SASA (South Asian Student Alliance)** is an affinity group for students who identify as South Asian. SASA strives to create a safe environment in which students feel comfortable sharing their experiences with South-Asian culture to promote a sense of belonging and sensitivity among South-Asian students and others.
- **UMMAH** strives to serve and support the social and spiritual needs of Muslims at Winsor by providing a space where they can share the particular experiences that come with their religious identity.

Note: SISTERS/SOMOS and AsIAm also have groups in the Lower School.

CLUBS EXPLORING IDENTITY

- **Jew Kids on the Block** serves to foster a sense of community among Jewish students and allow these students to feel connected to their religion and each other through an exploration of Judaism.
- **SPARC (Students Promoting Acceptance of Religious Communities)** aims to create a safe space in which students feel comfortable sharing their experiences with faith and are able to learn about and become more sensitive towards their peers through interfaith dialogue.
- **Spectrum’s** goal is provide a safe space for queer students and allies and create a trusting community. We speak about LGBTQ topics and current issues, along with planning ways to spread the importance of the LGBTQ community. Spectrum welcomes all people. For LGBTQ students, it is a valuable space to talk about pressing topics or just share stories about the LGBTQ community. For people who are not queer, it is an important space to know what they can do as allies.
- **LQL, also known as “Little Queer Lunch” (Lower School)** is a lunch group for LGBTQ students in the Lower School. The group meets to talk about everything from LGBTQ media to how it feels to be a LGBTQ student at Winsor. In LQL all the stories and experiences that people share are confidential. While the Spectrum club is open to allies, LQL is a space reserved for only members of the LGBTQ community.
- **Girls of the World (GOW)** provides Winsor students with a safe space to discuss gender-related issues that they may have experienced or witnessed both in their communities or on a larger, global scale. It is essential that Winsor, being an all-girls school, give its students the opportunity to partake in meaningful discussions around gender.
**Upstander Club (Lower School)**. The goal of this club is to create community by understanding more about our own identity, hearing other’s identity stories, and learning what it means to be an upstander within the presence of injustice. The club challenges students to have courageous conversations about race, racism, and anti-racism.

**The Student Equity Board (Upper School)** is a platform to improve life for students, particularly students of color. The aim is to spread both racial and cultural sensitivity, ensuring that every Winsor student feels safe and supported within their community. The Student Board for Equity and Inclusion also believes that facilitating connections between current students and alums, particularly those of color, is a significant step towards making Winsor a more supportive and inclusive community.

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**OFF-CAMPUS CONNECTIONS**

**Global Trips**

In support of Winsor’s Principles of Global Responsibilities, Winsor offers faculty-led trips to countries around the world on a rotating basis. The school has offered an exchange program with a school in mainland China and continues to participate in an exchange with a school in France. Global trips can be expensive, and Winsor has worked to increase its ability to assist students who need financial support to participate. Calculation for funding is based on the percentage a family receives in financial aid from the school, and prioritizes students who have not yet had a travel experience at Winsor.

**Student Diversity Leadership Conference**

Each year, Winsor sends a delegation of six (the maximum allowed by NAIS) Class VII students to the annual Student Diversity Leadership Conference, a multiracial, multicultural gathering of upper school student leaders (grades 9-12) from across the U.S. and abroad. SDLC focuses on self-reflecting, forming allies, and building community. Winsor pays the full cost of registration, accommodations, transportation, and meals for every student who is selected to participate. Faculty and staff members serve as chaperones.

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**VOICES**

“We are always striving to get feedback from students and families about their honest experiences. And I think that actually is one of the most important but challenging things to do. That’s something I really appreciate about the work that the Student Equity Board has done, because they really are trying to gather experiences, and understand and bring to light things that we may not know. As a teacher, my intention is always to be inclusive—but that doesn’t mean that what I’m actually doing feels that way. I won’t know unless someone is brave enough to share that with me. How do I create those kinds of opportunities? How do I create a way of thinking about my classroom as an open space where people make mistakes, where I make mistakes, where others make mistakes. And that’s okay; we learn from each other and move forward together.”

— Kim Ramos, Interim Head of Upper School

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EDUCATING ADULTS
Winsor has a deep commitment to faculty growth and development. We encourage teachers to reflect on their practice, consider ways to improve, and experiment with new approaches. Our on-campus professional development opportunities for both faculty and staff are rooted in our school mission and Principles of Equity and Inclusion. In addition, the school also funds the opportunity for both faculty and staff to attend local, regional, and national conferences. Many of the conferences faculty attend off campus address issues of community, equity, and inclusion.

PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF

Winsor reserves at least one day a year for in-house professional development; the Associate Head and Director of Community and Inclusion work together to ensure that at least one half the PD day is reserved for professional development in the areas of diversity, equity, and inclusion. Winsor also uses at least one day of opening and closing faculty meetings for DEI-related training.

*To read a sampling of our on-campus professional development opportunities directly connected to equity and inclusion, consult the appendices.

PROFESSIONAL DEVELOPMENT RESOURCES

The Director of Community and Inclusion actively curates a list of professional development resources, including books, magazines, articles, podcasts, conferences, speaker series, online resources, organizations, and other materials related to current events and brave conversations with students and other adults. The Director sends timely emails to the faculty highlighting resources that are particularly relevant to working with students in times of crisis. The Director of Community and Inclusion also sends faculty and staff resources in response to recent or upcoming events in the news that might prove difficult to process or navigate with students.

Seeking Educational Equity and Diversity (SEED) is a discussion group organized to provide adults in the Winsor community with a forum to discuss topics of social and cultural importance. We share perspectives, challenge assumptions, form connections, and enrich ourselves both personally and as colleagues, educators, and contributors to the experience of our students and the school.

WCCR (White Colleagues Challenging Racism) is a forum for white members of the faculty and administration to consider issues of racism and privilege. We address these issues from many angles — discussing current events, sharing the history of our individual identities, considering institutional racism, getting feedback on experiences we have had at Winsor or in our lives outside of school.

VOICES

“Winsor started doing [DEI work] long before other schools. Yet there are people still having experiences here that leave them feeling like an outsider, or like they’re not a full member of the Winsor community. That is what we need to be critical of in our own practice, in our institution. How do we disrupt that?

— Audra McFarland
Director of Admission and Financial Aid

Winsor started doing [DEI work] long before other schools. Yet there are people still having experiences here that leave them feeling like an outsider, or like they’re not a full member of the Winsor community. That is what we need to be critical of in our own practice, in our institution. How do we disrupt that?

— Audra McFarland
Director of Admission and Financial Aid
Colleagues of Color was formed in 1999 to give faculty and staff of color at Winsor a place to meet, discuss, and celebrate our work as we support and sustain each other throughout the year.

**OFF-CAMPUS PROFESSIONAL DEVELOPMENT**

Winsor maintains a generous annual budget for the ongoing professional development of the Winsor faculty, of which $10,000 is earmarked for professional development in diversity, equity, and inclusion. If the demand for professional development in the area of DEI exceeds the budget total, funds are used from the general professional development to support the ongoing work. Off-campus professional development takes many forms. Faculty members attend global and regional conferences, participate in seminars and workshops, travel, and collaborate with each other to prepare curricula. Winsor’s funds support all conference-related expenses.

**National Museum of African American History and Culture**

In 2017, in an initiative led by the Director of Community and Inclusion, Winsor sent a delegation of 10 members of the faculty and staff for a one-day visit to the National Museum of African American History and Culture. The school has committed to making this trip a regular opportunity and covers same-day airfare, transportation, and tickets.

**People of Color Conference (PoCC)**

For over 20 years, Winsor has sent a delegation of faculty of color and at least one white ally to the NAIS People of Color Conference. The mission of the conference is to provide a space for leadership and professional development and networking for people of color and allies of all backgrounds in independent schools. Winsor is committed to sending every member of the faculty and staff who identifies as a person of color to PoCC regardless of cost. We cover all travel expenses, accommodations, meals, conference fees, and books purchased at the conference, regardless of the number of faculty members who attend.
CREATING WINSOR’S ADULT COMMUNITY
“Students learn best in the context of a trusting, caring relationship with a teacher, and those connections are the hallmark of a Winsor education. We recognize that anything short of a shared commitment to broaden representation in the adult community directly undermines the education of all Winsor students. In hiring teachers, we are resolute in our responsibility to ensure that our process prioritizes candidates with a diversity of experiences and voices, those with demonstrated work in the areas of equity and inclusion, and teachers who have made a lifelong commitment to professional learning and growth. We are, in other words, relentless in our search for teachers who will make a difference.”

—Kate Caspar
Associate Head of School

HIRING PHILOSOPHY
Winsor is purposeful about attracting, recruiting, and hiring candidates who represent diversity in all its forms. The goals of hiring for diversity are threefold: one, to add diverse experiences and perspectives in support of Winsor’s mission; two, to mirror the diversity of the student body and society in general; and three, to ensure that all of our students, particularly students of color, have empathetic role models and mentors from whom to choose.

COMMITTEE PROCESS
Winsor uses a committee process for hiring faculty so that there are multiple eyes on the application materials of every candidate. Having multiple readers reduces the possibility of bias, introduces alternative perspectives, and ensures that each candidate has, ultimately, different points of contact in the interview process. The Associate Head and Director of Community and Inclusion sit on every hiring committee to ensure consistency across hiring committees and uphold school priorities.

RECRUITMENT
Winsor has traditionally relied on Carney, Sandoe, and Associates, the largest search firm in the region for independent school candidates, to review applicants for open positions. Additionally, Winsor is in the practice of posting all job opportunities on the NAIS job board, the Association of Independent Schools in New England’s website, and on Winsor’s own webpage.

The common parlance for these search engines is “pipelines,” implying a narrow path to independent school careers. Winsor has shifted its thinking to consider instead “pathways” as a way to be more inclusive of candidates with different experiences and more diverse backgrounds.
Winsor has expanded its pathways to employment by engaging the services of smaller search firms that develop relationships with their candidates before forwarding them to Winsor for consideration. We post regularly with NEMNET, an independent school search firm that specifically works with candidates of color. In 2021, Winsor formed a partnership with StratéGenius, which is the premier search firm for schools seeking diverse candidates for teaching and leadership positions. They partner with schools committed to equity, connect them to their diverse network, and match them with exceptional talent. StratéGenius is one of the few BIPOC-owned search firms dedicated to serving independent schools. The firm also supports the retention of faculty of color by providing coaching, mentoring, and advocacy.

**INTERVIEW QUESTIONS**

Winsor has moved away from the practice of impromptu interview questions and instead uses a series of standardized questions at each stage of the interview process. Questions designed to assess cultural competency are integrated into the interview question to assess a candidate’s commitment to DEI work by comparing responses. Cultural competency interview questions include:

- Can you give an example of how you are able to differentiate instruction for different learners?
- How do you deal with difficult material when it comes to race/diversity in a mostly white class?
- How do you work with students from particularly those who come from different cultural backgrounds than yours and/or from historically marginalized groups?
- Describe your experience in serving or teaching historically marginalized communities, privileged communities, diverse classrooms, or homogeneous classrooms. How did you (or would you) educate students about diversity in these different settings?
- What have you done in your school to promote and encourage girls in your discipline?
- What does diversity mean to you and in what ways is it personally relevant?
- How do issues of race, class, and gender come up in the classroom? How do you handle them?
- What do you do on a regular basis to cultivate your own appreciation for diversity or improve your cultural competency? What do you do to promote inclusion and respect for differences in others? How do you challenge stereotypes and encourage authentic relationships?
- Why do you want to work in an all-girls’ environment? What challenges might you face?
- Describe a situation in which you encountered a conflict with a person from a different cultural background than yours. How did you handle the situation?
- How do you diversify your communication, curriculum, pedagogy, assessments, etc. to better meet the needs of all students?

The process used to hire staff members at Winsor is much the same as that used to hire faculty. All faculty and staff positions are posted on the same Winsor careers page on the school website. Staff job descriptions are also written to encourage candidates of color and candidates of diverse backgrounds to apply.
TELLING THE WINSOR STORY

For over two decades, following the pioneering work of former Head of School Carolyn Peter, Winsor’s Advancement Department has ensured that every publication and communication carefully considers and addresses the sensitivity of issues relating to diversity, equity, and inclusion. With the onset of 24/7 digital publications, the Marketing and Communications department now regularly manages and monitors the representation of the Winsor faculty and staff members, students, families, and alumnae communities in both visual imagery and news stories, and film for all internal and external audiences. Marketing materials, posters, and other print publications like the Bulletin, donor appeals, volunteer handbooks, invitations, are just a few of the many publications that undergo a review and approval process that checks the authentic and inclusive story of the Winsor experience.

From an editorial perspective, the school’s flagship publication for alumnae, the Winsor Bulletin, has covered important topics of diversity, equity, and inclusion as cover stories, demonstrating a commitment to honest, open dialogue about the importance of this work. Last year, Winsor’s Spring 2020 Bulletin featured the cover story “Bold and Unafraid” by Patricia Elam Walker ’71, P ’01, which tells the story of Winsor’s first students of color, highlighting the experience from three different perspectives. In February 2021, Winsor’s Spring 2020 Bulletin featured the cover story, “A Community in Conversation,” in which the school broadens its reflection to incorporate generations of voices, in pursuit of tackling the issues of race, inequity, and social justice at Winsor and invites the community to partner in the work ahead.
PHILANTHROPY 
& DEI

Winsor has a number of existing and new philanthropic opportunities to support DEI work in our community. We encourage conversations with donors who want to support DEI initiatives.

The Social Justice Fund

For over 20 years, guided by our Principles of Equity and Inclusion, Winsor has supported a broad range of efforts, including curriculum and pedagogy development, affinity groups, social justice programs, assembly speakers, and travel to and participation in conferences and workshops, all designed to foster a more inclusive school community and to give students the tools they need to work for change in the world. The Social Justice Fund, administered by Julian Braxton, Director of Community and Inclusion, helps expand Winsor’s programming at a time when anti-racism, equity and social justice work are critical to understanding ourselves and the world in which we live. Additional support is needed for this critical fund in order to expand our work.

The Winsor Hardship Relief Fund

The COVID-19 pandemic has fundamentally altered daily life, and some members of the Winsor community are facing particular difficulties as their families’ financial circumstances have changed significantly in a very short period of time. Winsor developed the Winsor Hardship Relief Fund in 2020 to relieve acute financial circumstances for the families facing sudden economic challenges in our community, and ensure that:

- Members of our Winsor family who need assistance with food and other household needs would receive meaningful support.
- Support for our neighbors in the Longwood Medical Area.
- Our spring community-building efforts for parents, alumnae, parents of alumnae and others can continue, albeit virtually.

The Ana Maria Fidalgo P’07, ’14 Fund

The Ana Maria Fidalgo Fund assists in providing scholarships for Black+ Winsor students to help offset tuition and other school-related costs. Janice Fidalgo ’14, Joceline Fidalgo ’07, and siblings Joyceana, Emanuel and Joshua were inspired to create the Ana Maria Fidalgo Fund, named in honor of their mother.
The Equitable Experience Fund

This fund helps us ensure every student receiving financial aid has the opportunity to take advantage of all that Winsor has to offer, so that they may have an equitable experience to their peers. This gift will be used to cover those less visible costs of the full Winsor experience including, but not limited to, academic trips, books, supplies, and college applications costs.

Chair for the Director of Community and Inclusion

As an endowed chair, this profound new gift would fully support the ongoing work of the Director of Community and Inclusion. The director works to create deeply meaningful connections both within Winsor and with the greater community, with particular focus on equity and social justice. The director’s work also involves bringing key guest speakers to Winsor, planning professional development for faculty and staff ensuring diverse and broad perspectives within the curriculum, MLK Celebration, educational programs to the Black History Museum, integration of relevant curriculum, spaces for courageous conversations, and more. An endowed chair would ensure that Winsor has a leader dedicated to this critical work in perpetuity.

Scholarship Funds and Other Gift Opportunities

Opportunities for establishing scholarship funds and other initiatives are available. Two recent scholarships within the past two years were established by donors who directed their philanthropy to support students of color.
WELCOMING WINSOR FAMILIES

With a mission of “fostering a warm, welcoming, and inclusive community for all Winsor families,” the Parents’ Association seeks to strengthen the connection of parents with Winsor and each other. To this end, the PA sponsors parent events, meetings with faculty and administrators, diversity forums, and guest speakers throughout the academic year, with a number of events related specifically to DEI issues. There are also a tremendous number of volunteer opportunities available to suit the schedule and interests of families.

The composition of the Parents’ Association Leadership team is carefully selected to represent the diversity of our parents/guardians. The composition of the PA tends to weigh more heavily toward women, but there is an awareness of and continued action toward reaching out to all members of the community to join. In an attempt to be sensitive to the varied and complicated schedules of families from diverse backgrounds, the PA tries to vary meeting times and engagement opportunities. Winsor also facilitates a host family program to ensure that a new family’s primary language is accommodated.

In 2019, a Parents of Black Students affinity group was founded, and additional parent/adult affinity groups are being considered.

The PA works closely with the Parents for an Inclusive Community group (PIC), a group founded in 1997 that supports underrepresented members of the Winsor community and promotes understanding. The PIC seeks to create a safe space at the school for parents, faculty and administrators to increase a sense of belonging for every member of the Winsor community through thoughtful and reflective discussions on the challenging issues facing a diverse community.

*For more information about PA and PIC activities, consult the appendices.*
CONNECTING ALUMNAE TO THE SCHOOL AND EACH OTHER

At Winsor, there is a long history of events for alumnae that have prioritized diverse participation and engagement. Alumnae book discussions are recurring events held since 2000 and often include books by and about women, people of color, and other underrepresented persons. Winsor has also engaged alumnae in the work of diversity, equity, and inclusion, through scheduled gatherings in and around Boston. A few examples include but are not limited to:

Winsor holds regional events on an annual or biannual basis. The Head of School, faculty members and staff meet with alumnae to discuss the ongoing work of the school and to learn how we may support them in their engagement with each other, their work and their lives. In 2020-2021 the Head of School and the alumnae engagement team held three virtual regional meetings by time zone. These inaugural virtual events opened the door to Winsor continuing this type of engagement in future years. This new manner of connecting allows alumnae to share their ideas in areas of the country that otherwise would not have an opportunity to engage with the school.

Winsor actively “spotlights” alumnae on the webpage, because “Winsor has many alumnae who have distinguished themselves in fields ranging from nonprofit leadership to science and medicine to writing, education and law.” Winsor is committed to ensuring that those alumnae profiled represented diverse backgrounds, experiences, and pathways to success.

Alumnae Weekend

Winsor hosts an Alumnae Weekend every spring, typically in early May. The COVID-19 pandemic forced the postponement of the spring 2020 weekend; it was instead held entirely online on just one day, October 24. Winsor faculty are often invited to conduct sample classes for alumnae, and speakers are often invited to address current topics that are both local and global in nature. The goal of the weekend is to connect Winsor alumnae through shared experiences and conversations—and to give them access to some of the conversations, initiatives, and opportunities happening at Winsor. Last fall, three sessions were offered to engage alumnae in conversations related to diversity, equity, and inclusion.

*For details on DEI sessions offered at Alumnae Weekend, consult the appendices.

The Alumnae Board

The Alumnae Board’s goal is to be more racially diverse and regionally diverse, but the demographics of older Winsor alumnae and the need for proximity to the school to participate has meant that the Alumnae Board has struggled to be as culturally diverse as intended. Improved access, in the form of online participation, will help ensure that the board nominations for 2021-2024 will reflect a more geographically diverse alumnae community (members will no longer have to live in Massachusetts to volunteer their time). What began as GOLD (Graduates of the last decade in 1997) is now a group of young alumnae from the prior 15 years (Young Alumnae Committee 2005). This group holds special events and acts as support for each other as they navigate the years post college. A feeder for the Alumnae Board, this assists in a more diverse representation that reflects the current student population.

Alumnae for an Inclusive Community

Alumnae for an Inclusive Community (AIC) is a working committee comprising members of the Winsor Alumnae Board and Winsor alumnae at large. By creating educational and enrichment opportunities, the AIC seeks to inspire the alumnae community to promote an awareness of diversity, equity, and inclusion.
THE BUSINESS OF WINSOR

The business office is composed of those individuals responsible for the financial and operational workings of the school as well as all personnel matters, including, but not limited to, human resources, compensation, and contracts. All Business Office staff members are required to take part in DEI training on campus, including those discussions related to the summer diversity read. Staff members also have the opportunity to attend off-campus offerings, such as school-sponsored events like the trips to the National Museum of African American Culture and History as well as local theater performances and speakers. The office is currently examining its internal systems, procedures, and policies with an eye toward equity and inclusion. Practices used to onboard employees, secure suppliers, and recruit are among the many currently under review.
THE STRATEGIC PLAN:
EVERY DAY. FOR EVERYONE.
TOGETHER.

Building an inclusive community is one of the three pillars of Winsor’s 2020 strategic plan. The plan cements the commitment of the school to examine, reaffirm, and reform the practices, policies, and expectations that ensure a diverse and connected school community. As one of the first steps in fulfilling Winsor’s Strategic Vision, the Board of Trustees named 12 members of the community to join the Equity Task Force for an Inclusive Winsor. Its work is ongoing.

*Read the Strategic Vision in the appendices

VOICES

“I had a conversation with an alum who graduated last year. She’s a student of color. And she talked about how the community at Winsor affirmed her and allowed her to be who she needed to be at a really tricky time with her identity as a multiracial student trying to understand herself. It’s hard to name exactly what that was that did that. Is it the curriculum? Is it the teachers? Is it her community of all the students there? It’s all of that, right? I believe at the heart of it is a community of adults who always put students at the center of everything, and try to create space for their exploration of all kinds of identities.”

— Julian Braxton
Director of Community and Inclusion

It is our hope that this report will serve as a touchstone for the Winsor community and a blueprint for the work ahead. We remain steadfast in our commitment to belonging.
APPENDICES

WE SHARE THESE APPENDICES TO PROVIDE SUPPLEMENTARY DETAIL TO THE LIFT EVERY VOICE REPORT.
APPENDIX A:
THE 2019 FACULTY AND STAFF CLIMATE SURVEY

In 2019, Winsor conducted a climate survey related to DEI for Winsor faculty and staff. The goal of the survey was to collect information from Winsor employees about their personal experiences and perception of school climate. The results reported below demonstrate Winsor’s strong commitment to creating a culture of inclusion, opportunity, and respect and also underscore the importance of continued work in these areas.

The following questions addressed school culture in terms of DEI specifically.

1. Winsor promotes diversity, equity, and inclusion (DEI) throughout the school culture.

2. There are norms, traditions, practices, or world views within Winsor that block the completion of our community values around DEI.
3. Faculty and staff are treated fairly by other faculty and staff regardless of their identifiers.

- Strongly Disagree: 1.3%
- Disagree: 5.3%
- Neutral: 26.3%
- Agree: 52.6%
- Strongly Agree: 11.4%

4. I think that the environment for students here at Winsor is an equitable one.

- Strongly Disagree: 2.9%
- Disagree: 31.4%
- Neutral: 28.6%
- Agree: 34.4%
- Strongly Agree: 2.9%

5. Which of the cultural identifiers below, if any, cause you to feel “separate from the larger Winsor community”?

- race
- sex
- gender identity
- sexual orientation
- age
- class
- religion
- ability
- mental health
- family structure
- home language
- none of these
- personality type
- I grew up outside of New England
- right-brained person
- education
- political views
- socio-economic background
- ethnicity
- political affiliation
- community/financial status
- another identity not listed
APPENDIX B:
ACADEMIC DEPARTMENT PHILOSOPHIES
(ALPHABETICAL ORDER)

English
The English department uses literature to support Winsor’s Principles of Global Responsibility by helping students develop an “empathetic understanding of others” and by encouraging them to “illuminate core assumptions and values that define their own identity and cultural perspective while recognizing that their own worldview may not be universally shared.” To that end, we strive to develop a curriculum that serves as a mirror of students’ own experiences and a window into the lives and feelings of others. At each grade level, English courses include texts that represent diverse voices, points of view, experiences, genres, and styles and also emphasize self-exploration through personal writing assignments and projects. English courses provide one forum for engaging in important discussions about identity, power, equity, and inclusion, and we embrace the responsibility of facilitating these discussions with care, sensitivity, and courage. We are committed to ongoing development of our curriculum and pedagogy.

Our English teachers bring an understanding that there are many ways to speak and to write the English language, and know the importance of respecting the discourse that students bring with them from home. The study of English includes discussion of the evolution of the language and the historical reasons behind the preference for certain forms of English in different settings. It is our hope that students will see language as flexible, dynamic, and powerful in many forms. Our collective goal is to help students value their own linguistic heritage and that of others, to develop their own voice in writing and speech, and to have the linguistic flexibility to match their language and tone to their audience and purpose.

Global Studies
The English and History Departments collaborate to teach required courses in Global Studies, all of which are designed to broaden students’ preparation for responsible participation in the global community; that preparation includes a commitment to pluralism and the concomitant respect for cultural diversity, as well as an understanding of globalization and its effects. Winsor’s Global Studies curriculum has included English and History department course pairings focusing on Russia, China, Africa, the Middle East, India, and South America. Each of these junior-year courses ask the students not only to learn about and appreciate some of the world’s cultural diversity, but to use that process of understanding others to reflect on their own identities. Empathetic understanding and seeing the world from the perspective of others fosters those shared values that bridge the gaps of cultural, ethnic, political, and religious difference.

History
As we enter a new decade, some old and some new challenges will shape how the History department reforms its curriculum and pedagogical practices. In response to the events of 2020, including COVID-19, the death of George Floyd, the Black Lives Matter movement and social justice protests, the national election, and Winsor’s own reckoning with regard to race, equity, justice, and inclusion, the History department is redoubling its efforts to ensure that its curriculum not only gives Winsor students the relevant historical background for understanding and assessing the current political and cultural environment, but also ensures the development of those social and critical-thinking skills required to navigate a world of political discord, of increasing economic inequality, and of media and social-media bias. Ultimately, we hope that our curriculum fosters the dispositions required to act responsibly on behalf of justice and equality in the world.

In History, topics such as slavery, the (mis)treatment of indigenous groups and other minorities, pluralism, democracy, and human rights are addressed in major required courses at the most developmentally appropriate class level. Lower School history courses emphasize the roles that cultural encounters and cultural conflict play in shaping identities and nations. In the Upper School, the department’s yearlong required history courses use primary sources and ask students to make real-world connections. The Class VI American History course has as one of its goals “to use our knowledge and empathy to understand the experiences of a wide variety of social and identity groups in American history.”

The History department believes in the value of exploring historical moments and reading texts (including primary sources) that reveal a broad range of human individuals, ideas, values, and forms of social and political organization. The department also accepts its responsibility to explore people, ideas, values, and historical moments that stand in great contrast to our own contemporary notions of what is virtuous and that may make us uncomfortable. Challenging topics, of course, provoke difficult conversations, and thus we are committed to creating a classroom environment that fosters intellectual and discursive risk taking. At the same time, we are aware that such an environment might produce discomfort and that individuals might make mistakes. We will attempt to ensure that everyone’s voice is respected, diverse ideas are explored, and that mistakes—by both teachers and students—are seen as learning opportunities. Ultimately, we will hold those in our classrooms accountable, assume the good intentions of everyone, and approach our work with humility and generosity.
Mathematics

The Math department is looking at how students from different racial and ethnic groups are represented in different levels of courses to determine if there is an issue or an inequity at play. One result of this work is that the department has created a math learning center to ensure that students in the community have access to academic support and to opportunities for enrichment at no cost to students. The department has also created a new math acceleration policy that provides transparency and multiple pathways to accelerated coursework.

Performing Arts

Through dance, music, and theater, the Performing Arts Department strives to present students with compositions and ethnic groups are represented in personal dance perspectives. This work is that the department has created a math learning center to ensure that students in the community have access to academic support and to opportunities for enrichment at no cost to students. The department has also created a new math acceleration policy that provides transparency and multiple pathways to accelerated coursework.

Physical Education

Students are required to participate in instructional physical education several times per cycle during the school day. Additionally, after-school sports options are available for students beginning in Class II. Winsor has a uniform requirement in physical education to create a sense of community and camaraderie. To ensure affordability, uniforms are chosen with cost in mind, and financial aid is available to students who need financial assistance to purchase the required items.

Science

The Winsor Science Department seeks to support and advance black and indigenous people of color by raising awareness of marginalization and subjugation, celebrating contributions, offering opportunities for participation, combatting racism, and maintaining active habits of self-reflection, continuing education, and open communication. We are motivated to address diversity, equity, and inclusion to support students with representation in our curricula, dialogue in our classrooms, support for roles in science outside of the classroom, and continued exploration of ways we can promote opportunities and confront the inequities and injustices of the past. Acknowledging the long history of marginalization, exploitation, and underrepresentation, our department combats racism and sexism in science by raising awareness of these historical injustices and providing space for students to see themselves reflected in the history of science and the future of scientific discovery.

We strive to expose students to scientific role models with diverse backgrounds, and we particularly emphasize the contributions of female and BIPOC scientists who did not receive due credit during their lives. We continue to critically examine power structures that exist in our classrooms, making considerations for the stories we tell and the language used in our course materials, and we are actively working to include more diverse voices and viewpoints in our curricula, whether through articles, images, invited speakers, or field trips. We prepare students to approach their scientific studies from a humanitarian perspective, underscoring the importance of environmental stewardship, global equity, and intellectual honesty. At all levels, we emphasize that science is an iterative, evidence-based process, and we strive to instill a sense of scientific responsibility and integrity. For example, in Class III Science and Class V Biology, genetic principles are used to illuminate the fact that race is a social construct. Class I Science investigates environmental justice from the standpoint of access to green spaces in Boston, and AP Environmental Science tackles issues of environmental equity such as food and water security. In Engineering Design, students participate in human-centered design projects that require engagement with diverse communities in order to better understand and serve their needs. In STEM and Society, students grapple with intersectional concepts such as racism as a public health crisis; recent invited speakers have included Maia Raynor, Legislative Director for Senator Sonia Chang-Díaz, who spoke about implicit bias, the role of legislation in either perpetuating or combating inequities, and ways students can take action. We work to dismantle historical power structures by ensuring that students from underrepresented backgrounds in science have the opportunity, confidence, and encouragement to apply for and participate in the Science Internship Program, supported by need-based stipends. We work hard to establish norms of behavior and discourse in the classroom, and we offer a variety of avenues for students
to voice their concerns if these expectations are not adequately upheld.

As faculty, we continue to educate ourselves on issues of diversity, equity, and inclusion through professional development programs both in and beyond The Winsor School. It is our sincerest hope that all Winsor students will acquire a solid foundation of knowledge and analytical skills, equipping them not only to excel in their future scientific endeavors, but also to become informed and social justice-minded adults who employ scientific thinking with a commitment to being anti-racist and being ready for engagement with complex societal issues.

Visual Arts

In the past few years, the Visual Arts department has made a concerted effort to bring artists into classes to provide real-world perspective; many have been local artists, many women, and people of color. The photography curriculum is a specific place where students are asked to grapple with current events, and several students have addressed issues of DEI in their images, from COVID-related inequities to the Black Lives Matter movement. In both the Lower School and Upper School visual arts courses, teachers are asking students to grapple with complex societal issues.

Wellness

In the Lower School, health classes prioritize topics related to social-emotional learning as they explore their own development as adolescents and individuals. The Upper School health curriculum is designed so that students explore their sense of self through a range of different lenses and topics. In Class V, students develop deep insights into their own values and beliefs and ask critical questions about gender, relationships, and human sexuality. Students reflect on their own, their families’, and their culture’s social-emotional values, wants, and needs. Class VI health provides a wide range of opportunities for students to learn about themselves, while also considering social inequalities and their effect on wellbeing. In Class VII, the last year of required health classes, students are expected to address the questions they have about themselves, others, and the world.

World Languages

Winsor students navigate a diverse and quickly evolving world. Helping our students expand their horizons through multilingualism, and fostering the self-awareness and the cultural competency that they need to engage productively and authentically with the larger world, are the twin goals of the World Languages program. From the beginning of our language programs in the 5th and 6th grades, through the end of high school, students learn to recognize and question their own cultural frameworks as they encounter those of others. Their growing linguistic skills are put to use as they encounter increasingly complex and meaningful cultural experiences.

Beginning in Class I, and throughout the eight-year program, language skills are paired with cultural lessons, not simply to teach facts about other countries, but to engage students in the process of critical inquiry. Our curricula are carefully designed to explore the geographical diversity of the languages we offer. We offer perspectives on how languages evolve (for example to include gender-neutral pronouns) and how languages differ from country to country and region to region (how words are more easily feminized in Canadian French or how Spain employs a plural “you” form that the rest of the Spanish-speaking world does not). We also carefully choose our texts and readings to provide students with a broad range of voices and perspectives. Our sources range from folklore, poetry, and literary fiction to essays, historical documents, and contemporary films and news.

In short, our courses are structured around the development of linguistic aptitude and communication skills, in the service of fostering true cultural awareness and the ability to interact with authenticity and sensitivity in cultural contexts other than their own.

It is important to mention that we are also mindful of the fact that our students come to Winsor from a variety of cultural and linguistic backgrounds. Some know no language other than English, and others are already bilingual or multilingual when they arrive. Each student has her own set of linguistic frameworks on which to build, whether she is, a multi-generational Bostonian taking Latin, a native Spanish speaker delving into an upper-level Spanish class, a native Cantonese speaker opting to begin learning Mandarin, or a Haitian Creole speaker learning French. Each student brings her own linguistic perspective along with her cultural perspective to her class and language learning, and we value the richness that each student’s insights, perspectives, and growth bring to our classes.

Last but not least, we work both as a department and in pods to review our projects and course content on a yearly basis to make sure that our questions, readings, assignments, and goals are up-to-date, authentic, and will promote genuine self-reflection and multicultural understanding.
APPENDIX C:
INCLUSIVE LANGUAGE

Faculty and staff are discouraged from addressing groups of students as “girls” and “ladies,” and teachers are more regularly in the practice of asking students privately about their preferred pronouns. The Athletics department is revising its handbook to instruct coaches to avoid addressing student athletes in gender binary ways.

Departments have worked together to ensure that inclusive language exists in course materials created by the teacher. The English Department has agreed to a policy that prohibits the use of hateful language in any context. As stated in the Class I course description, “At times, our texts may contain racialized or hurtful language towards particular marginalized groups. Even if it is printed in our texts, we will not speak any hateful language in our classroom. Discussions are planned carefully, with a focus on understanding historical context and the role of antiracism, and they are handled in developmentally appropriate ways.” The department has also decided to change the grammar curriculum and writing assessment criteria to accept “they” as a singular pronoun.

As another example, the science department lab and eye safety letter was updated to include non-gendered language. All science faculty are encouraged to do so in course policies and expectations as well as any other course documents.

In Advancement, every publication is considered through a DEI lens. A few examples include sensitivity and understanding around marketing materials, posters, website images, publications like the Bulletin, donor appeals, volunteer handbooks, event invitations, etc.

APPENDIX D:
DEI-FOCUSED PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY AND STAFF 2018–PRESENT

1. Boston, Racism, Image, Reality (February 20, 2018)
   Special Panel Presentation and Discussion: A Look at Race in Boston
   Panelists: Dr. Karilyn Crockett ’91, Chief of Equity, City of Boston
              Akilah Johnson, Reporter, Boston Globe, Spotlight Series

2. Implicit Bias: Peanut Butter, Jelly and Racism (February 20, 2018)
   Facilitators: Julian Braxton & Nicole Uhre-Balk

3. Exploring Identity and Community: Fostering Civil Discourse Across Difference (February 18, 2020)
   How can we have intentional conversations in these times? What role does individual and collective identity play in how we relate to our colleagues, students and their families? This session will surface some of the complexities of fostering civil discourse and provide opportunities for reflection on how to engage in conversation across difference.
   Guest Presenter: Rose Sadler, Program Associate, Facing History and Ourselves

   This workshop will address the anxieties that underlie interactions of black parents and schools. The basis of these anxieties will be addressed as well as the implications and impacts. We will address constructive ways for schools to sensitively address these anxieties through a case study approach.
   Guest Presenter: Dr. Linda Flemming McGhee
5. **Gender and Sexual Diversity: An Exploration** (February 18, 2020)
   In this workshop we will strive to build a collective understanding of sex, sexuality, and gender. We will also work through various scenarios that arise in our practice in order to deepen our understanding and create a sense of comfort. Please bring an electronic device (iPad, laptop) and a writing utensil.
   **Facilitators:** Christina Baudis, Maren Kelsey, and Alice F. Stern

   Asian-American leaders in Massachusetts decry racism amid global pandemic
   **Guests:** Jenny Chiang, **Executive Director of the Asian American Commission**
   Samuel Hyun, **Executive Director at the Korean-American Citizens League, Commissioner on Asian-American Commission**

7. **Answering the Call of Social Justice** (on January 13, 2021)

8. **Cultivating Inclusive Learning Communities: Tools and Skills for Managing Difficult Conversations in the Classroom** (on January 28, 2020)
   **Guest Presenter:** Marta Esquilin, **Associate Dean and Assistant Professor of Professional Practice in the American Studies Program, Rutgers University**

9. **Cultivating Inclusive Learning Communities - Part II** (on February 16, 2021)
   **Guest Presenter:** Marta Esquilin, **Associate Dean and Assistant Professor of Professional Practice in the American Studies Program, Rutgers University**

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**Additional On-Campus DEI Opportunities**

**Seeking Educational Equity and Diversity (SEED)** is a discussion group, organized to provide adults in the Winsor community with a forum to discuss topics of social and cultural importance. We share perspectives, challenge assumptions, form connections, and enrich ourselves both personally and as colleagues, educators, and contributors to the experience of our students and the school.

**WCCR (White Colleagues Challenging Racism)** is a forum for white members of the faculty and administration to consider issues of racism and privilege. We address these issues from many angles—discussing current events, sharing the history of our individual identities, considering institutional racism, getting feedback on experiences we have had at Winsor or in our lives outside of school, identifying microaggressions, and listening to speakers.

**Colleagues of Color** was formed in 1999 to give faculty and staff of color at Winsor a place to meet, to discuss and celebrate our work as we support and sustain each other throughout the year. We have speakers and recently started a collaboration.
APPENDIX E:
PARENTS ASSOCIATION AND PARENTS FOR AN INCLUSIVE COMMUNITY DEI INITIATIVES

The PA planned Winsor’s 28th MLK Celebration primarily with input from families and students. This event is a long-standing commitment of the school. Following the MLK event, the PA is running a parent book club to which all members of our staff and faculty have been invited to read and study the ideas in the book *Caste: The Origins of Our Discontents* by Isabel Wilkerson, which is described in its review as “deeply researched narrative and stories about real people, how America today and throughout its history has been shaped by a hidden caste system, a rigid hierarchy of human rankings.” Faculty and staff, as well as prospective families were invited to join the book discussions and the MLK Celebration and many have done so. The PA is thinking about having additional book clubs that include books provided in a variety of languages.

In 2021, the PA, through the PIC Parents for an Inclusion Community, offered a series of five workshops facilitated by an outside DEI professional exploring identity, allyship, and how to combat anti-Black racism and anti-POC racism and other forms of systemic oppression for parents/guardians. In addition, PIC offered a forum with the members of the Student Equity Board. The PA posts videos of Town Hall webinars and has many planning meetings in the evening to make events more widely accessible to families.

APPENDIX F:
ALUMNAE WEEKEND

Winsor hosts an Alumnae Weekend every spring, typically in early May. The COVID-19 pandemic forced the postponement of the spring 2020 weekend; it was instead held entirely online on just one day, October 24. Winsor faculty are often invited to conduct sample classes for alumnae, and speakers are often invited to address current topics that are both local and global in nature. The goal of the weekend is to connect Winsor alumnae through shared experiences and conversations—and to give them access to some of the conversations, initiatives, and opportunities happening at Winsor.

Three sessions were offered on October 24 to engage alumnae in conversations related to diversity, equity, and inclusion.

1. **Books as Windows, Mirrors, and Sliding Glass Doors.** Lisa Stringfellow, Lower School English Faculty (Class I and II), Class I Co-coordinator, and Educational Technology Educator.

Join in an exploration of Dr. Rudine Sims Bishop’s metaphor of children’s books as “windows, mirrors, and sliding glass doors” and learn how this analogy is foundational to our literature study in English I and II. Just like Class II students, we'll look at recent statistics regarding diversity in children’s publishing and discuss how the numbers impact their ability to find books that may mirror their own identities and experiences or allow them to peer through windows into the worlds of characters different than themselves. We'll discuss excerpts of recently published books that our students love and share ideas about how adults can support the reading lives of children.
2. The Path Forward: Building an Anti-Racist Community. A panel discussion of shared experiences and the path forward moderated by Kendall LaSane ’05.

3. The Future (of Wealth) is Female: Seizing Control of Your Financial Well-being. Join fellow alumnae to discuss how women have become economic powerhouses, controlling more wealth than ever before in the U.S., and how and why we must invest in ourselves, our families and our communities.

The Alumnae Board

The Alumnae Board’s goal is to be more racially diverse and regionally diverse, but the demographics of older Winsor alumnae and the need for proximity to the school to participate has meant that the Alumnae Board has struggled to be as culturally diverse as intended. Improved access, in the form of online participation, will help ensure that the board nominations for 2021-2024 will reflect a more geographically diverse alumnae community (members will no longer have to live in Massachusetts to volunteer their time). What began as GOLD (Graduates of the last decade in 1997) is now a group of young alumnae from the prior 15 years (Young Alumnae Committee 2005). This group holds special events and acts as support for each other as they navigate the years post college. A feeder for the Alumnae Board this assists in a more diverse representation in reflection of the current student population.

Alumnae for an Inclusive Community (AIC)

Alumnae for an Inclusive Community (AIC) is a working committee of members of Winsor Alumnae Board and Winsor alumnae at large. By creating educational and enrichment opportunities, the AIC seeks to inspire the alumnae community to promote an awareness of diversity, equity, and inclusion.

APPENDIX G:
WINSOR’S STRATEGIC VISION, OCTOBER 2020

The Winsor School’s mission is to educate girls to be intellectually curious, motivated, and generous-minded. Founded in 1886, the school was created out of the community’s collective desire to help young women overcome the challenges they faced in gaining access to education and in becoming independent citizens. Today, Winsor responds to evolving societal demands by bringing together a world-class faculty with ambitious, thoughtful, students—all in order to raise the next generation of leaders.

During the pandemic, Winsor has stayed true to its mission and character. We have prioritized the health and wellbeing of the community, and have encouraged deep connections in order to inspire innovative and ethical responses to the demands of this most challenging time. Our students have been resilient, flexible, and creative. Together, we have learned in and out of the classroom, responding to challenges and triumphs. Above all, we have been reminded of the power and excellence of a Winsor education.

Now and into the future, Winsor will always mean an exceptional educational experience in a caring community. Our graduates will leave Winsor wanting to, and being able to, change the world. For the next five years, our three strategic initiatives will fulfill the school’s commitment to rise to any challenge and to support the entire community, every day.
Delivering Academic Excellence, Every Day.

Academic excellence requires a holistic, community-minded approach to teaching and learning. Every day, Winsor helps students develop the knowledge, skills, and attitudes they need to navigate and thrive in our diverse global community. We will continue to support the highest standards for Winsor’s academic excellence and will design and create relevant and innovative approaches to teaching and learning every day. Specifically, we will:

- Ensure a diverse, highly-qualified faculty and staff through comprehensive recruiting, varied and deep professional development, and robust, competitive compensation.
- Leverage the new modalities of learning to create multiple individual pathways through our curriculum, with an engaging senior capstone experience, graduation requirements that maximize student options, and an advising program that helps students know themselves as engaged learners, colleagues, and citizens.
- Prioritize the integration of wellness throughout the school, emphasizing the relationships among students and between students and teachers, the growth and independence of each student, and the overall health and happiness of the entire community.
- As a city school, expand the educational experience both locally and globally through increased partnerships with local organizations, schools, and the city of Boston, as well as organizations that expand our students’ experience across the country and the world.

Building an Inclusive Community, for Everyone.

Future leaders must learn together with a broad and diverse group of individuals, who challenge each other’s assumptions, work together in complex and creative ways, and treat one another with compassion, respect, and care. We will prioritize this work of supporting a diverse and connected school community, building lifelong networks for everyone. Specifically, we will:

- Increase the diversity of the student body through recruitment, outreach, and partnerships with programs for underserved populations.
- Emphasize that same diversity in the recruiting, hiring, and retention of faculty and staff members, ensuring that all students see themselves reflected in the adults at Winsor.
- Continually refine our curriculum and pedagogy to ensure that the classroom is a rich environment for every student, intellectually challenging and personally safe, a place where the most important questions are asked and where students feel empowered to learn from one another.
- Ensure that each student is known, valued, and affirmed, and that the community remains a vibrant and supportive environment in which students can develop and use their voices together, throughout their time at Winsor and beyond.
- Enrich and support the broader Winsor community, with creative local, national and international events and programs designed to connect students, graduates, parents, and friends.
Investing in Our School, Together.

Winsor prepares its students to face the world’s challenges with confidence and compassion, empowering our students, faculty, and graduates alike to find their own voice and individual path and make an impact in this world. Securing the financial strength and long-term stability of Winsor is critical to this work. **We will continue to build financial strength and dexterity so that we can ensure the excellence and growth of the entire community.** Specifically, we will:

- Develop a financial model that establishes financial flexibility, remains open to all new revenue sources for the operating budget, and secures our future, ensuring that Winsor will remain a forward-thinking educational leader for generations to come.

- Create a campus master plan aligned with our mission, that supports the creativity and innovation of the faculty, while also prioritizing community time and space, encouraging adaptability and experimentation, and capitalizing on new opportunities.

- Align our fundraising priorities with our goals of making the entire Winsor experience available to all students, ensuring the continued excellence of the faculty and staff, and honoring the individuality and potential of each student who walks through our doors.

- Implement a tuition structure that makes the Winsor education and opportunities accessible to all and that prioritizes the whole community as well as the value of each individual member.

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The title of this report nods to the poem by James Weldon Johnson, which is the basis for the hymn Winsor sings as a tradition at every graduation and is often published as “Lift Ev’ry Voice and Sing.”