



**COLUMBIA GRAMMAR
& PREPARATORY SCHOOL**
New York, New York

DIRECTOR OF EQUITY AND INCLUSION

Start Date: July 2021

cgps.org



**Carney
Sandoe**
& ASSOCIATES

COLUMBIA GRAMMAR & PREPARATORY SCHOOL

MISSION

CGPS nurtures each student's unique passions and talents inside and outside the classroom, unifying and inspiring members of its community in a rigorous but relaxed learning environment, preparing them for the finest colleges and instilling in them the confidence, ethical values, and sense of purpose to embrace challenges, to achieve their dreams, and to improve the world.

VISION

Columbia Grammar & Preparatory School has a responsibility to our students, their parents, and society at large to help each child become a well-educated, responsible, caring, and productive person. Cultivating our students' minds, supplying them with a substantial fund of knowledge and providing them with the basis for making sound ethical judgments remain the foundations of the School's mission and philosophy.

OVERVIEW

Columbia Grammar & Preparatory School, a coeducational PK-12 school located on the Upper West Side of Manhattan, balances a rigorous, comprehensive academic curriculum with the socio-emotional development of the whole child. The School enjoys a well-earned reputation for empowering students in a supportive, warm environment where they can pursue academic achievement as they embrace social responsibility. Through engaging each child's mind and supporting their curiosity, CGPS nurtures outstanding students who are prepared to excel under any circumstances. By the time they graduate, CGPS students possess both the compassion and imagination needed to become impactful citizens.

As a complement to its rigorous college preparatory curriculum and character education, Columbia Grammar & Preparatory School (CGPS) prioritizes communication and community-building among its support teams, teachers, students, and families. Knowing that each student comes to school with a different background, culture, and perspective, CGPS strives to honor the tangible and intangible ways each individual's unique experiences shape their journey and enhance the community. In practice this means that the faculty and staff at CGPS help each student to seek out and take their own risks academically, artistically, and athletically—and appreciate the ways in which those risks connect them to other students. Thus, the CGPS program is meant to inspire students of all kinds to explore their passions and interests with the confidence that comes from having the support of dedicated, creative, highly-educated, and enthusiastic peers and role models.

At this time, Columbia Grammar & Preparatory School seeks a Director of Equity and Inclusion. This is a new position at the School and will be one of utmost importance as CGPS continues to work toward its mission to prepare students to be leaders and facilitate positive change in the world. The Director will be responsible for overseeing DEI work across divisions and be ready to recognize strengths, as well

FAST FACTS

Founded: 1764

Total students: 1,180

Students of color: 30%

Total faculty: 240

Faculty of color: 15%

Faculty with advanced degrees: 80%

Student/teacher ratio: 6:1

Financial aid awarded: \$8.7M

Students receiving aid: 16.5%



as have strategies to approach areas of CGPS that need improvement. Strong candidates will have a deep understanding of the benefits and challenges of working with an urban student population; a gift for communicating with a broad range of stakeholders; and an appreciation for the arc of developmental psychology that drives work with K-12 students.

SCHOOL HISTORY

Originally established in 1764 as a boys' preparatory school for Kings College (or Columbia University as it's known today), Columbia Grammar School functioned for 100 years under the direct auspices of the college, providing more than half of their student body. In 1864, the School's relationship with the college ended and it became a proprietary institution, later achieving non-profit status in 1941.

In 1956, it welcomed more students into the community when it merged with the neighboring Leonard School for Girls and became a co-educational institution. (Leonard's interconnected brownstones on West 94th Street are home today to the prekindergarten through second grade students.)

In 1969, the School's name was officially changed to Columbia Grammar & Preparatory School. Shortly thereafter, CGPS began a tremendous physical expansion project, which created what is now the largest campus in Manhattan, educating nearly 1,300 students from prekindergarten to grade 12. In 2014, CGPS proudly celebrated its 250th anniversary as one of the oldest independent schools in the United States.



THE SCHOOL

Columbia Grammar & Preparatory School is committed to a rigorous and comprehensive college preparatory curriculum with a serious emphasis on art, music, and drama. The academic program is structured and balanced within the liberal arts and sciences in order to develop each student's intellectual potential to its fullest.

The program includes English, language arts, world language, mathematics, science, current and historical social studies, technology, physical education, and the fine arts. At the same time, the School recognizes its fundamental responsibility to develop good character, standards of conduct, and a sense of social responsibility within the CGPS community. The development of good citizenship in CGPS students is regarded as a crucial and integral part of their education. The School is strongly committed to coeducation and feels that a relaxed but structured social setting where boys and girls can learn together is the most effective educational environment.

The CGPS campus boasts 200,000 square feet for facilities, spread across 12 buildings and three city blocks, and is just steps from Central Park. CGPS features 6,500 square feet of outdoor space for Grammar School students, a dedicated building and rooftop playgrounds for Middle Schoolers, and plenty of room for cutting-edge innovation in classrooms—as well as for athletics and arts spaces—for Prep Schoolers.

CGPS is a member of the Independent Schools Admissions Association of Greater New York, National Association of Independent Schools, New York State Association of Independent Schools, the Parents League, the Early Steps Program, Association of Independent School Admission Professionals, and RIISE (Resources in Independent School Education). It also partners with TEP The Equity Project, the



Boys and Girls Club of America, A Better Chance, the Boys Club of New York, Breakthrough New York, the Oliver Scholars Program, Prep for Prep, REACH Prep, and the TEAK Fellowship.

ACADEMICS

Grammar School

CGPS believes that in order for students to be successful in and out of school, they need to learn a set of social and emotional competencies (e.g., cooperation, assertiveness, responsibility, empathy, and self-control) and a set of academic competencies (e.g., academic mindset, perseverance, learning strategies, and academic behaviors). At the Grammar School level (prekindergarten-grade 4), these skills are explicitly taught, assessed, and interwoven into all learning areas.

Middle School

The Middle School (grades 5-7) recognizes its responsibility to develop each student into a well-educated productive, capable, and caring individual. At the same time, the School is committed to a rigorous and comprehensive college preparatory curriculum. Thus, during the Middle School years, emphasis is placed on the continuing development of fundamental skills and critical thinking, as well as skills of collaboration, design thinking, and innovation. In the Middle School, CGPS takes pride in the excellence of its curriculum, the strength of its teachers, and the growth and caliber of its students.

Prep School

Columbia Prep (grades 8-12) supports and inspires students to develop into the very best versions of themselves. Throughout the Prep School, classrooms are alive with engaging discussions in subjects as diverse and comprehensive as neuroscience, migration, Greek tragedy, and linear algebra. Students and

COLLEGE MATRICULATION

CGPS students in the Classes of 2016-2020 have matriculated at the following colleges and universities, among others:

American University
Bates College
Boston College
Boston University
Columbia University
Cornell University
Barnard College
Brown University
Duke University
Emory University
Georgetown University
George Washington University
Harvard College
New York University
Northwestern University
Skidmore College
Stanford University
The American University of Paris
Tufts University
Tulane University
University of Michigan
University of Pennsylvania
University of Chicago
University of Miami
University of San Diego
University of Southern California
University of Wisconsin Madison
Vassar College
Vanderbilt University
Washington University in St Louis
Wesleyan University
Wake Forest University
Williams College
Yale University



teachers are just as likely to be overheard having conversations in Spanish, Mandarin, Japanese, French, or Latin as they are to be talking through the abstract and quantitative elements of a calculus problem. Notably, there are magnificent ceramics, drawing, metalsmithing, photography, and digital photography studios across the campus. Students also grow their abilities equally in CGPS's impressive computer labs, and in the theater, music suite, and dance studio. With over 50 Advanced Placement, advanced, and honors level courses; hundreds of English, history, math, science, art, technology, music, theater, and physical education electives; many clubs; and almost 40 athletic teams, CGPS embraces all forms of intelligence and aptitude, and ensures that there is something new for each student to learn every single day.

THE ARTS

Visual arts programming at CGPS is rich and varied; it includes everything from art history to metalsmithing to ceramics to drawing. Grammar School students spend their first years in the art studios exploring with art materials and learning fundamentals of color, line, and shape through drawing, painting, collage, printmaking, and sculpture. By the time students reach Prep School level courses, they have a



general understanding of the principles and elements of art, including composition and design; the incorporation of technology, art theory, and history; and the ability to discuss the formal elements of art with knowledge and objectivity.

The performing arts and music are equally important to the CGPS program. Beginning in fourth grade, students have opportunities to act, dance, and sing in musicals. In the Prep School, two musicals, performed in the Off-Broadway-sized theater, directed by faculty and choreographed by Broadway professionals, are spectacular highlights of the year. The musicals are divided by class years to give every student an opportunity to grow as a musician and actor. Music programming similarly builds on itself to challenge and engage students. Beginning in the third grade, students may choose from four instruments; by Middle School they can choose from 19, and play in the band, big band, or orchestra. In the Prep School, student musicians can choose from several academic or club-level ensembles, and groups and are afforded time to practice during the school day.

ATHLETICS

In alignment with the School's philosophy of a balanced education, the Columbia Prep School Interscholastic Athletic Program focuses on both the technical and moral development of the athlete. CGPS athletics strive for growth and development of character, personality, sportsmanship, teamwork, and skill. Students are always expected to compete with pride and honor, gain an appreciation for sports, and develop their overall responsibility. CGPS has a strong participation rate in the athletic program. Nearly 60% of the student body in grades 7-12 is on one or more of the 39 competitive teams. With over 50 coaches on the staff, student-athletes experience some of the finest coaching that the city has to offer. Sports offered include cross country, soccer, tennis, volleyball, basketball, ice hockey, swimming, baseball, golf, lacrosse, softball, and track and field.



SCHOOL LIFE

At CGPS, the five core values that underpin curricular, extracurricular, and social-emotional life are: Balance, Curiosity, Excellence, Integrity, And Unity. These pillars—along with the School’s mission—anchor and inform all aspects of the CGPS student experience. In particular, these values drive the myriad community-building activities that take place, daily, across campus. The Lion Link program is a perfect example of the way in which the core values dovetail with student life. This Middle School leadership program pairs a new incoming Middle School student with a current CGPS Middle Schooler. The expectation is that Lion Link members will act as a mentor to their new student buddy and, in a sense, become an ambassador for the School. The program recognizes the value of social connection, as well as the importance of helping others acclimate to a new community.

Service learning is another hugely important piece of student life and community-building at CGPS. In Middle School, the goal is to develop social awareness through direct and indirect service learning. Students deliver meals to the elderly with CityMeals, spend time at an elderly home and day care center, and run bake sales and donate the money raised to carefully selected organizations. The Middle School also invites guest speakers from a variety of charitable organizations.

At the Prep School level, students are asked to identify the type of community service that they are most interested in and to advocate for themselves in finding such opportunities. Throughout the year, students are made aware of specific service events where they can join their friends in serving the community at large. In the spirit of service to others, students are encouraged to work beyond the basic graduation requirement of 60 hours. Community service hours must be spent working directly with the disadvantaged, disabled, elderly, or the environment.



Additionally, the Prep School offers a robust club program, including many clubs related to world languages, music, politics, art, academic subjects, performance, and much more. The over 100 active clubs meet during school hours, one period per six-day cycle. Students may participate in one to five clubs each school year; they are full-year commitments. Because clubs do not compete with sports, theater, or other after-school activities, club involvement is high, and most students actively participate and rise to leadership positions over time. Notable clubs include the Blue Key Club, which provides student tour guides to the Admission and Enrollment Management Office; CPTV and Columbia Blue, the School's television station and newspaper; MECA, the School's diversity and inclusion club; Model UN, Mock Trial, and Debate clubs; and several music ensembles and singing groups.

NEW YORK, NEW YORK

New York City, with an estimated population just under 8.5 million, is the most populous city in the United States and boasts a land area of approximately 300 square miles. Situated on a massive natural harbor, New York City today consists of five boroughs, each of which is a separate county of the State of New York. At its core, New York is an international city. Over one-third of the population was born somewhere other than the U.S., making it one of the most fabulously diverse cities in the world.

As a top-tier metropolis that showcases everything from architecture and art to science and sports, New York is a city that can speak anybody's "language." The city offers stunning views from the Top of the Rock, the Empire State Building, and One World Observatory. For those who prefer to keep sightseeing at ground-level, NYC's art scene is unparalleled. The Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim, and other museums present great art from around the world, while galleries in the Lower East Side and Chelsea promote new talent. There's much more to savor than art, however. See the famous blue whale and animal dioramas at the American Museum of Natural History;



learn about America’s most famous jazzman at the Louis Armstrong House Museum, and about the history of Lower East Side immigrants at the Tenement Museum; and walk along the deck of a World War II aircraft carrier at the Intrepid Sea, Air & Space Museum. Additionally, adults and children alike can enjoy thrilling performances on Broadway, and at the Lincoln Center, and Barclays Center.

The athletic crowd appreciates that New York’s professional sports scene includes nearly every type of game imaginable. It’s never a dull moment for New York sports; NYC is the place where the famous “Shot Heard ‘Round the World” and Willis Reed’s limping out onto the court in the NBA Finals were etched into history, and where the world’s best athletes compete in marquee annual events like the U.S. Open Tennis Championships and the New York City Marathon.

New York is a foodie’s heaven. An estimated 60 international cuisines are served in the city’s 23,000 restaurants. And the chefs are always innovating, whether combining old-school recipes with new ideas for main courses or creating new desserts that people will line up for hours to try. The city has thousands of places to dine featuring cuisines from around the world.

If the city itself cannot hold your attention, it provides easy access to spectacular beaches on Long Island, picturesque mountains upstate, and rolling Hudson River valleys—all just a few hours’ drive from the heart of Manhattan.



OPPORTUNITIES AND CHALLENGES

The consultants see the following as opportunities and challenges for the Director.

Opportunities:

- Finalizing a DEI strategic plan that is nearing completion.
- Leading a newly assembled DEI team of three part-time Equity coordinators.
- Serving with a leadership team that supports DEI leadership with the agency to affect change.

Challenges:

- Leading DEI work in an inaugural role at a PK-12 school in New York City.
- Implementing and socializing a DEI strategic plan with several community stakeholders.
- Meeting the high demands placed on DEI work by employees, students, and families.



YEAR 1 OBJECTIVES

Strategy

- Finalize and implement the School's Strategic Equity Plan.
 - Incorporate the qualitative and quantitative findings from the NAIS Assessment of Inclusivity and Multiculturalism, to be completed in June 2021.
 - Identify the major goals, supporting initiatives, and associated action plans required. Major goals are likely to include:
 - » Review and update hiring processes, incorporating best practices.
 - » Review and update student recruitment processes.
 - » Build a professional development program for faculty and staff.
 - » Build a parent education program.
 - » Audit and select model for Pk-12 curriculum and set implementation plan.
 - » Build support for, train, and implement a restorative justice framework.
 - » Incorporate equity performance goals in faculty and staff evaluations.
 - » Organize constituent committees to promote institution-wide dialogue and engagement.
 - Articulate the plan over a 2- to 3-year period.
 - Deliver and communicate the plan internally and externally.
- Build the School's Equity Council.
 - Set measurable goals for each member of the Equity Council, aligned to the School's Strategic Equity Plan.
 - Create accountability measures to achieve goals and maintain momentum.
 - Develop internal and external communication structures to create transparency and clarity around the School's work in equity and inclusion.
 - Achieve the targets set in the School's Equity Plan
- Develop a system to define and track metrics related to the goals of the School's Equity Plan.



Community Engagement

- Working with the Divisional Equity Coordinators:
 - Set charges for and coordinate activities among the divisional faculty equity committees.
 - Deliver age-appropriate student programming throughout the academic year.
- Implement a restorative justice framework.

RESPONSIBILITIES

- Report to the Head of School.
- Serve on the School's senior leadership team.
- Lead the School's Equity Council.
- Serve on Board of Trustees' DEI committee.
- Manage the work and professional growth of the Divisional Equity Coordinators.
- Participate in select hiring committees.
- Keep abreast of relevant trends and issues concerning DEI in education and participate in PD opportunities.



DESIRED QUALITIES AND QUALIFICATIONS

Leader

- Demonstrated leadership in the area of equity and justice.
- A collaborative leader who can build bridges among constituencies.
- A creative, strategic thinker.
- Embraces ambiguity with an entrepreneurial spirit.
- Experienced teacher and curriculum developer preferred.

Operator

- Productive, organized, and effective.
- Able to manage cross-functional teams.
- A self-starter.
- Oriented around measurable outcomes.

Communicator

- Communicates effectively orally and in writing.
- Listens actively and facilitates expertly.
- Cultivates trust and builds community across all constituencies.
- Manages and addresses conflict constructively.

Professional

- Deep knowledge of theory and best practices in equity and justice in education.
- Leads with confidence and humility.
- Curious and eager to learn.



TO APPLY

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position.
- A current résumé.
- A one-page statement of educational philosophy and practice.
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

Lawrence Alexander

Search Consultant

lawrence.alexander@carneysandoe.com

Chris Boyle

Consultant

chris.boyle@carneysandoe.com

Seliat Dairo

Associate

seliat.dairo@carneysandoe.com

Jess Roberson

Search Associate

jess.roberson@carneysandoe.com