Upper School Diversity, Equity and Inclusion Task Force
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Upper School Latin American Students Organization (LASO)
LASO provides a space for students who identify with Latin American origins to celebrate their cultural and ethnic diversity, discuss local and national issues that affect them and educate the school and the community at large about their cultures and issues that affect Latinos at large.

Upper School Men Of Color Heritage Affinity (MOCHA)
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Diversity Statement

Francis W. Parker School strives to uphold its mission to educate for character and citizenship by recognizing and respecting all members of the community in all areas of school life. Founded on the belief that diversity enriches learning and that a diverse community benefits everyone, the school is deliberately composed of a diverse group of people so that we may learn how to honor the dignity and experience of every human being.

Parker strives to create a safe and inclusive environment where students learn to have courageous conversations about differences in experiences, opinions, ideas, interests and identities that shape humanity. Parker also aims to cultivate a school community that teaches with sensitivity about differences, including, but not limited to, race, sex, ethnicity, socioeconomic status, sexual orientation, political and social values, culture, gender identity, religion, physical ability and learning style.

At Francis W. Parker School, we believe, as part of a global world, we must teach students about diversity to strengthen their capacity to relate to one another so they may learn to treat others with respect and kindness and challenge behaviors that oppress, exclude or demean the humanity of others.

Parker’s commitment to diversity informs its approach to admissions and hiring; its support of financial assistance to families of varying socioeconomic means; and its belief in the importance of developing the next generation of global citizens who will matriculate into an international collegiate experience and a multicultural workplace.

At Parker, we believe each student deserves the opportunity to find their own voice, strengthen that voice and use it to contribute to the community. Our hope is that these groups provide interested students with opportunities to gain a stronger sense of who they are, in turn strengthening the overall Parker community.

Lower and Intermediate School Diversity Dialogues

These interactive workshops provide a time and space for Lower School faculty and members of Parker’s school-wide Diversity, Equity and Inclusion team to explore concepts of identity and ways to begin and sustain developmentally appropriate conversations with students.

Parent SEED Meetings

(SEeking Educational Equity and Diversity)

SEED is a peer-led professional development program that promotes change through self-reflection and interpersonal dialogue and builds capacity for more equitable curriculum, campuses, workplaces and communities.

Parent Workshops on Identity Development with Dr. Derrick Gay

These important workshops invite parents and guardians to consider the topic, “Will Your Child Be Ready for Success in the 21st Century?” by discussing the ways many parents inadvertently prepare their children to live in the childhood world they grew up in, rather than the 21st century global society that children will enter—with globalization, changing demographics in the United States and a more collaborative workforce. The ability to communicate effectively across difference is non-negotiable for 21st century global citizens who will matriculate into an international collegiate experience and a multicultural professional and social environment.

Diversity Coordinators

Parker’s Diversity Coordinators facilitate opportunities across the school that promote awareness and understanding of diversity, equity and inclusion and implement a series of programs for faculty, staff, parents and students developed with the diversity coordinator co-chairs, the assistant principal and the school’s educational consultant Dr. Derrick Gay.

Parent Education

Education thrives when parents trust the school, the students and other parents with a spirit of open-mindedness, a respect for diversity and generosity with time, ideas and resources. Annual parent education opportunities help further the partnership between home and community.

Student Affinity and Ally Groups

Affinity and ally groups provide time and space for students with similar identities to come together in a safe environment to discuss their experiences and explore their identities.

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Asian and Asian-American Affinity Group

A place for students to celebrate the richness of the distinct Asian cultures present in our school community, while also providing a safe space where common experiences can be shared and explored.

Middle School Pride Alliance

Students interested in supporting equity for all, regardless of gender preference or adherence to stereotypical gender roles, are welcome to participate. This group uses news articles, videos, discussions and activities to raise awareness around issues such as those facing LGBTQ communities and seeks to ensure a safe and inclusive school space for gay and straight students, in part by using and promoting positive and inclusive language and setting the expectation that people do not use sexist or homophobic language.

Middle School La Mesa Hispana

La Mesa Hispana, the Hispanic table, is for students who self-identify as Hispanic to gather around a “table” with those who have an interest in Hispanic culture of any identity. The group explores food, music, art, dance, history and more with interested native speakers sharing their own cultures.

Students Of Color Affinity Groups (SOCA)

Within each of our four divisions, SOCA groups provide a safe space for students to share and discuss their experiences of race in order to feel supported, included and successful. While affinity groups have historically been more popular in upper grades, research and experience have revealed that individuals in the United States are considering their racial identities as early as age three. They are noticing differences and attributing generalizations to those differences as they make sense of the world around them and their own place within it. We are putting a concerted effort into ensuring that all students, regardless of their racial identities, have the opportunity to form positive self-images. However, we know that young students of color face greater challenges because of the messages they often receive from society and can benefit from connecting with other students of color and being mentored by adults of color.
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