

Ogden International School of Chicago
AMID Report Summary

Major Commendations

- All Ogden constituency groups feel proud being associated with the school.
- All Ogden constituency groups believe that diversity in the curriculum, faculty, administration, student body, and board is an important aspect of Ogden's educational excellence.
- Staff feel that Ogden families are accessible, active and overall supportive of their child's progress in the school.
- There is a strong parent base that backs the school and trusts the intentions of Ogden teachers and administration.
- Ogden families would be sad to leave the community. There is a strong passion and connection for the IB curriculum and the vast diversity of the Ogden student body.
- Ogden parents feel a high level of respect from the current administration, regardless of their race, class, or gender.
- Faculty and staff feel that the current administration has not and does not discriminate against current employees regardless of position, race, age, religion, gender, or class.
- International day and similar programming is highly supported and appreciated by Ogden East. There is a strong desire for this program to continue on West campus.
- The IB program and Ogden's intentionality in developing *global citizens* is extremely important to all constituencies and is a pivotal part of the Ogden identity.
- Faculty and staff help and support each other. Faculty collaborates at a high level.
- Students and parents overall have a positive classroom experience at Ogden.

Major Recommendations/Imperatives

- Create a Director of Diversity or Diversity Coordinator position to give vision and focus to diversity initiatives for the school community.
- Work intentionally toward having skilled and diverse applicants in the pipeline for LSC Board Representatives.
- Continue to work with consultants for cultural sensitivity and inclusion trainings/professional development for the community to build more cultural competency and a common language of diversity amongst faculty, staff, students, and families.
- Create a platform or club for students to have discussions regularly about injustices that are important to them. Provide leadership opportunities for all age level students through a lens of social justice and a mission of action.
- Convene a task force to identify gaps in available resources and best practices for supporting parents and students with learning differences.
- Actively continue to recruit diverse applicants for faculty, administration and LSC positions. Improve hiring practices to address lack of people of color and age diversity and educate each other on the value and benefit of contributions from those employees at Ogden.
- Explore ways to more completely integrate multiculturalism into the curriculum. Consider a pedagogical coach with specific skills in multicultural and diversity education. Workshops that focus on critical cultural pedagogy is essential for the Ogden community.
- Determine and implement best practices for ensuring that socioeconomic status does not limit the ability of any student to participate *fully* in the educational (curricular, co-curricular, extracurricular) programs available at the school.
- Invest time and money into faculty social development and engagement. Consider utilizing substitutes to provide time for intercampus engagement across disciplines and grade levels.

- Continue to celebrate different cultures but look for ways to make the learning experiences more meaningful. There should be a natural progression from *surface* to *shallow* to *deep cultural experiences*.
- Develop a new module to communicate information to parents, staff, and students more clearly and efficiently.
- Build a “One School” campaign to foster a community of cohesiveness. Currently, East and West campuses feel like two different schools with different leadership, teacher-student relationships, and parent engagement.
- Invite more families to storytell and share their cultures on ALL campuses. Normalize internationalism by dispelling myth of traditional “American” culture or customs.
- Look for new and equitable solutions to providing transportation for students outside the attendance boundaries.
- Explore curriculum options for supporting English Language Learners and international students in all subjects including foreign languages and humanities.

**These commendations and recommendations were derived from a comparison of the AMID survey results and Focus Group reports.*

What’s Next?

Completing the AMID survey and focus groups has given Ogden qualitative and quantitative evidence for issues and ideas that previously had only anecdotal backing. Most importantly, the findings of the study will be used to guide the work of Ogden leadership and the Diversity Committee, together with SSI, in setting goals for the direction of the Ogden culture and climate to ensure that all students, parents, and employees feel comfortable being their full selves which will positively affect Ogden’s local and global communities.