



DEI Committee

Regular Monthly Meeting Report - February 2024

DEI Mission: Sterling Montessori values diversity, prioritizes equity, and commits to being an inclusive school community which is critical to meeting our Montessori mission and affirming the full humanity of all community members. ([DEI Pledge](#))

Committee Actions and Recommendations:

- Committee chair would like the LHU board to explore ways to support mentally healthy students at Sterling during the next board meeting.
- Committee members were encouraged to take time over the next month to select and complete an Implicit Association Test through Project Implicit ([Project Implicit](#)). It is recommended, not required, that participants discuss findings at the next DEI meeting.
- The following video was shared during the meeting for additional insight on learning and unlearning biases. Committee recommends LHU Board Directors to watch the video, then select and complete an implicit bias test through Project Implicit.

<https://www.youtube.com/watch?v=MFzDaBzBIL0>



Minutes from February 5th, Meeting:

Attendance and Call To Order

Virtual via Google Meet

Chair: Dwayne Jones

Board Members Present: Elizabeth Uzzell, Dwayne Jones

Others: Kyle Munn, Justin Tosco, Maureen Capillo, Sydney Bullock, Dana Riley, Jenny Lanzen, Keisha Pressley, Sara Stinnette, Juliet Burke (student rep, first 10 minutes)

Meeting was called to order at 4:03 pm

DEI student representatives

- Juliet (student) reported that she's working on a presentation for 'gender inequalities' to present to UE
- Student feedback provided from inquiry (what's working/not working) regarding mental health support: "SEL Lessons are boring and not very engaging."

Updates on Strategic Planning (2024-2027)

1. Diversity, Equity, and Inclusion (DEI) principles are integrated into the strategic planning phase, as we are facilitating strategic planning through a DEI lens.
2. Explored how to define when DEI initiatives are accomplished, in meeting, with the following responses. *a) Families with disabilities feel less adversarial when speaking up, b) Family survey feedback would be positive - people feel included, respected, seen, heard, c) Confident that Black and Brown students are not disproportionately suspended d) As a community we're all comfortable having difficult conversations with students, e) Conflict and disagreement among students is solved in a healthy and productive way that reduces harm and takes care of everyone involved.*

Group Activity Highlights

Implicit Bias: From Allyship to Solidarity

- Implicit bias Is Not racism, sexism, ableism or any other ideology or system that oppresses. Implicit bias reflects unconscious and unintended sentiments. Explicit bias is



prejudice - the conscious and intended beliefs and associations expressed directly. The wiring that creates implicit and explicit biases comes from the cycle of socialization.

- The context of the world we are born into shapes our perspectives that can lead to biased beliefs. Critical consciousness and intimate proximity to someone else's lived experiences can help move you to a place of solidarity.
- The cycle of socialization can lead to microaggressions, stereotypes, discrimination and even violence. Let's develop a critical consciousness - we must interrogate our socialization - and not be afraid to question how we relate to others.
- Discussed the implications for Sterling and how to challenge our implicit biases - confront the biases in our own lives by questioning assumptions, educating yourself and taking action in your life and community

Discussion Items

Discussion items:

- No additional discussion items.

Meeting was adjourned at 5:00pm.