



Assistant Head for Diversity, Equity and Belonging

At The Bay School, we balance challenging academics and innovative thinking with a mindful approach to learning and life. Our goal is to see students unlock their individual and collective potential so they begin to realize their roles in a dynamic world.

The Bay School, a national leader in secondary education, prides itself on balancing challenging academics and innovative thinking with a mindful approach to learning and life. The Bay School's 80 faculty and staff (known collectively at Bay as "staffulty") share the goal of seeing the School's 380 students unlock their individual and collective potential so they begin to realize their roles in a dynamic world. Bay's Board of Trustees and staffulty have committed to diversity, equity, and inclusion as key components of the School's most recent [Strategic Plan](#) and have adopted a formal [statement](#) defining and emphasizing this commitment. Bay's [Precepts](#) likewise ask each member of the Bay community to attend to individual perceptions and actions.

The Assistant Head for Diversity, Equity and Belonging (AHDEB) is a key school leader responsible for working strategically and collaboratively to advance and sustain The Bay School's mission-aligned and active commitment to diversity, equity and belonging, and anti-racism. Reporting to Head of School [Luke W. Felker](#) and working closely with the Associate Head and the Senior Leadership Team, the AHDEB is responsible for developing the strategic initiatives and metrics which will ensure/strengthen these values throughout the school, and position it as a national model in this area.

ABOUT THE BAY SCHOOL OF SAN FRANCISCO

The Bay School of San Francisco opened in 2004 with a single class of 9th grade students attending class in a temporary building. In August of 2005, Bay moved to its present home, and has since grown to 380 9th, 10th, 11th, and 12th grade students. Students come from many neighborhoods in San Francisco, as well as Marin County, the Peninsula, and the East Bay, and represent 92 different middle schools. One quarter of families receive tuition assistance, 37 percent of Bay students have a diagnosed learning disorder, and 30 percent identify as BIPOC. The nation's only high school located in a national park, The Bay School's 1,400-acre Presidio campus offers a spectacular natural environment for learning and recreation, minutes away from the diverse resources of the San Francisco Bay Area.

Bay's unique curriculum is focused on igniting a passion for learning and discovery in each of its students and offers more than 70 [advanced-level electives](#) across eight disciplines, many of which are interdisciplinary. Students take full advantage of these electives after completing core course requirements during 9th and 10th grades. Bay offers a winter and spring [immersive program](#), where a student takes one course six hours a day for three weeks; these are largely experiential, problem-based courses that may involve travel. Unique offerings include Hip Hop Culture: Politics and Production; Uncovering Cultural Bias in America; The Problem of Place in Native Literature; Whose Water Is It: Water

in the American West; Wealth and Poverty; and Math of Digital Animation. In addition to advanced electives, outstanding mentorship, and time for focus, Bay offers students the space and tools to apply their skills and knowledge. Adjacent to the main building, the [Project Center](#) provides a carpentry and machine shop, additional art studio space, and a headquarters for the School's [Senior Signature Projects](#) program. Bay's highly evolved tech program and sophisticated network platform give students unique opportunities to connect with others, conduct significant research, and develop content.

Bay's collaborative staffulty shapes the School's close-knit community, fostering and modeling curiosity, critical thinking, intentionality, good humor, and respect for diversity. Over 80 percent of Bay teachers hold advanced degrees and 32.5 percent identify as BIPOC. Two of five class deans and six of ten senior leaders identify as BIPOC. Staffulty value individual learning styles and demonstrate variety, adaptability, and innovation in their work with students. Teachers guide students in developing the habits of mind, knowledge, and skills that will prepare them to thrive in a dynamic world.

DIVERSITY, EQUITY, AND INCLUSION

The Bay School seeks to ensure that students have the skills, knowledge, and abilities to examine unquestioned assumptions about the world and self, to listen and engage with respect and empathy, and to make a meaningful impact in their communities and the world. The school community also acknowledges that the institution's practices are dynamic and that the work of building a diverse, equitable, and inclusive community is – and always should be – an ongoing process. Bay has both an institutional commitment and programmatic commitment to this work.

Institutional Commitment

As founding principles of Bay, diversity, equity, and inclusion are integral to education and contribute to building student self-awareness and capacity to look outside oneself in partnership with others to solve some of the world's most complex challenges. Bay's Board of Trustees and staffulty have named a diverse, equitable, and inclusive community as a key component of the school's [Strategic Plan](#), running from 2018 to 2023, and have adopted a formal [statement](#) defining and emphasizing Bay's commitment to diversity, equity, and inclusion. As part of this strategic planning process, Bay undertook NAIS' AIM Survey two years ago. Based on the findings of the survey, Bay established a Diversity, Equity and Belonging committee of the Board of Trustees and the Assistant Head of School for Diversity, Equity and Belonging.

The Bay School of San Francisco explicitly stands in solidarity and support of Black Lives Matter and works to dismantle white supremacist culture.

Programmatic Commitment

Whether in Bay classrooms, on the stage, or on the court or field, staffulty intentionally teach what research shows – that variety and difference help us achieve more creative, sophisticated work and ethical solutions to challenges. [Course offerings](#) and project-based, interdisciplinary, experiential approaches to learning give students opportunities to experience diversity as strength. Student leadership opportunities, clubs, and academic electives provide more avenues for students to engage their layered identities and interests with those of others. Staffulty attend conferences and professional development focused on diversity, equity, and inclusion and, like students, enjoy peer relationships and affinity groups to enhance self-awareness and support for an inclusive community.

Learning tools and services included in Bay tuition are another way our school ensures equitable experiences for students. At Bay, every student is provided with a laptop computer, multi-course lunch and snacks available all day, SAT test preparation, and special learning experiences that normally require additional fees. By eliminating additional fees that create unintended inequity, Bay mindfully ensures that every student's learning needs are met.

LIVING AND LEARNING IN SAN FRANCISCO

San Francisco, located on the Pacific Ocean and the San Francisco Bay, is the cultural, commercial, and financial center of Northern California. A city of diverse neighborhoods, San Francisco is known for its coastal climate, steep rolling hills, eclectic mix of architecture and world-famous landmarks, including the Golden Gate Bridge, cable cars, Fisherman's Wharf, and its Chinatown district. The city and surrounding Bay Area are a global center of the sciences and arts and are home to a number of educational and cultural institutions, such as the University of San Francisco, University of California, San Francisco, the de Young Museum, the San Francisco Museum of Modern Art, the SF JAZZ Center, and the California Academy of Sciences. San Francisco is also the headquarters of major banking institutions and other companies such as Levi Strauss & Co., Dropbox, Airbnb, Twitter, Uber, Lyft, and Mozilla. The Bay Area is home to MLB's Giants, the NFL's 49ers, and the NBA's Golden State Warriors. San Francisco residents enjoy abundant opportunities for outdoor activities with over 220 parks and beaches.

The Bay School's campus is located in the Main Post area of the [Presidio](#), part of the Golden Gate National Recreation Area. The only high school located in a national park, Bay is surrounded by expansive open space, including 24 miles of trails, the beach at Crissy Field, and incomparable views of the Golden Gate Bridge and bay. The school is part of the vibrant Presidio community, which includes businesses, nonprofits, and foundations focused on the environment, arts and culture, science, technology, and global issues.

Built in 1912 for original use as army barracks, Bay's building, Building 35, is a spacious 62,000 square feet and has been designated as a national historic landmark. The building was designed and restored to create the ideal home for Bay's innovative teaching and learning community and has received numerous architectural and environmental awards.

THE ROLE OF THE ASSISTANT HEAD FOR DIVERSITY, EQUITY AND BELONGING

The AHDEB reports to the Head of School and partners with senior leaders throughout the school (including colleagues in academics, student life, adult growth/education, advancement, enrollment/marketing, business/HR, and technology) to help them develop programs and policies, infrastructure and communication, and the metrics to evaluate progress to realize the school's mission and strategic initiatives. Moreover, the AHDEB will serve on the Board Committee dedicated to diversity, equity, belonging and anti-racism. The AHDEB will be expected to be connect with practitioners and thought-leaders in the field, and participate in or lead the development of local or national workshops beyond Bay. The AHDEB may also be asked to deliver in-house professional development; offer student or parent/guardian programming; teach an academic or co-curricular course; and/or serve as a student and/or leadership advisor.

The AHDEB will oversee student programming such as JumpStart (an acculturation program for new students) and SEID (student leadership dedicated to increasing DEI awareness at Bay), and of staffulty support/education groups such as SOCA (staffulty of color), WPUR (white people unlearning racism) and MPRG (microaggression peer resource group).

OPPORTUNITIES AND CHALLENGES

The AHDEB will focus on the following initiatives:

- Developing and shepherding a strategic plan that defines the goals, supports the efforts, and determines metrics to assess the progress of the School (administration, staffulty, board of trustees, Bay Families Association, and students) in addressing structural and systemic inequities and in advancing anti-racism at Bay, thereby fostering true belonging;
- Creating and implementing an annual assessment tool to evaluate how school policies and practices – including curricula – are supporting (or working against) diversity, equity, anti-racism; and
- Developing a model of shared leadership/accountability that may include the expansion of affinity spaces and the creation of a Center for DEB.

Additionally, the AHDEB will share responsibilities with senior leaders in advancing DEB in their departments and, ultimately, the school. Some of these shared responsibilities include:

With the Dean of Faculty and Associate Head of School:

- Identify and support areas of growth for staffulty in terms of promoting anti-racism and belonging in their roles/work;
- Increase the School's recruitment, retention and support for BIPOC staffulty;

With the Academic Dean and Academic Committee:

- Develop a process and training for department chairs and teachers on how to evaluate a course proposal and curriculum for bias or for re-enforcement of colonialism/white supremacist culture;
- Work with department chairs to review scope and sequence of department curriculum and ensure curriculum incorporates anti-racist understanding;

With the Dean of Students and the Assistant Dean of Students:

- Ensure that the four-year co-curriculum addresses identity development, the skills of diversity (e.g. how to listen) and social justice (e.g. how to create change);
- Assist the department in review of discipline procedures as related to equity and anti-racism, and help to train the Conduct Review Council (CRC); and

With the Dean of Enrollment Management and Community Culture:

- Establish metrics, collect and analyze data that demonstrates progress or areas of improvement toward institutional DEI goals, especially with regard to admissions, college counseling, and alumni outreach.

DESIRED QUALIFICATIONS AND CHARACTERISTICS

The Assistant Head for Diversity, Equity and Belonging will be a seasoned leader with broad knowledge of diversity, equity, inclusion and/or anti-racism work. They will also have the ability to obtain a clear and valid driver's license and work some occasional nights and weekends. The ideal candidate will possess many of the following:

- Resonance with The Bay School's mission, philosophy, and precepts;
- Effective communication skills (including strong skills of listening and empathy) and a track record of being a community-builder across different constituencies;
- Deep grounding in theory and best practices in equity, anti-racist and belongingness work with the depth of experience both to facilitate critical conversations that support staff and student growth and to realize institutional change;
- Strong organizational and leadership skills with the ability to hold vision while implementing details;
- Experience in creating and delivering impactful workshops for both students and adults;
- Connections to a strong network of social justice practitioners and educators;
- Ability to utilize data to understand organizational needs, assess institutional strengths and growth areas, and create strategy based on qualitative assessments;
- Strong skills of collaboration, ability to work effectively with several constituencies (employees, colleagues, students, parents, and the community at large);
- Ability to receive and incorporate feedback as well as to have hard conversations;
- Ability to use and effectively employ technology to promote efficiency, communication, and organization;
- Diversity of life experience that informs their work;
- Appreciation for collegial collaboration and feedback as a means to improve;
- Commitment to innovation, professional growth and reinvention;
- Passion for teaching and learning; and,
- Ability to connect meaningfully with students as well as adults.

APPLICATION PROCESS

The search committee for The Bay School of San Francisco Assistant Head for Diversity, Equity and Belonging will begin accepting nominations and reviewing applications immediately. Requested application materials include a resume or curriculum vitae and a letter of interest that includes an examination of the tension of being an independent school that is seeking equity/anti-racism and a description/explanation of how you helped to develop an organization culture that promotes equity, inclusion and/or anti-racism at your current or former organizations. For best consideration, all candidates should submit materials – in confidence – to the following address:

BaySchoolAHDEB@storbecksearch.com.

For more information about The Bay School of San Francisco, please visit <https://www.bayschoolsf.org/>.

The Bay School of San Francisco is being assisted in this search by [Storbeck Search](#). For additional information, please contact:



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