

Green Book Initiative

Findings Report for Windsor Middle School

Overview

This findings report, completed by the Green Book Initiative Committee on 06/04/2024 presents a detailed assessment of Windsor Middle School, based on a comprehensive scorecard evaluation. The findings highlight significant deficiencies across several critical areas, with particular emphasis on an egregious incident of racial abuse that underscores the school's failure to provide a safe and inclusive environment for Black students, staff, families, and community. Since the inception of the Green Book Initiative, Windsor Middle School has been the most blatant in their lack of effort to engage, respond, or lean into a simple conversation about the incidents involving their school culture. That said, it is incumbent upon the Committee to express how extremely disheartened and disgusted we are by their behavior and inability to acknowledge the harm done.

Findings Report:

Due to Windsor Middle School opting to abstain from engaging in the Green Book Initiative process, this report does NOT include the recommendations from the Green Book Initiative Committee

Curriculum Inclusivity and Representation (Score: 2)

Findings: The curriculum at Windsor Middle School lacks adequate inclusivity and representation of Black history, culture, and contributions. This deficiency fails to provide Black students with a sense of belonging and recognition of their heritage.

Impact: Exclusion is profound, as it denies Black students the opportunity to see themselves reflected in their education, which is crucial for fostering a sense of pride and belonging. This omission stunts their academic and personal growth, making them feel invisible in an environment that should be nurturing their development.

Equity in Disciplinary Actions (Score: 1)

Findings: The disciplinary practices at Windsor Middle School exhibit stark inequities, disproportionately targeting Black students. This category received the lowest score due to the school's inability to apply disciplinary measures fairly and justly.

Impact: Biased disciplinary actions is devastating. Black students are unfairly punished and criminalized, leading to a loss of trust in the school system and fostering an environment of fear and resentment. This systemic discrimination contributes to the school-to-prison pipeline, where Black students are pushed out of educational environments and into the criminal justice system, severely limiting their future opportunities and success.

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Staff and Leadership Representation (Score: 1)

Findings: The representation of Black staff and leadership at Windsor Middle School is severely lacking. The absence of Black educators and administrators hinders the ability of the school to provide role models and advocates for Black students.

Impact: Black students do not see themselves in positions of authority and influence, which can severely impact their aspirations and self-esteem. It also means there are fewer advocates who understand their unique challenges and can provide culturally relevant support, further alienating Black students from their educational experience.

Engagement with Black Families and Communities (Score: 1)

Findings: Windsor Middle School has failed to engage effectively with Black families and communities. The lack of meaningful outreach and collaboration indicates a disregard for the perspectives and needs of these crucial stakeholders.

Impact: Failure to engage creates a significant barrier to building trust and partnership, essential for the holistic development of Black students. The impact is a community that feels disconnected and unsupported by the school, leading to decreased parental involvement, which is critical for student success. Black families are left feeling voiceless and undervalued, exacerbating the challenges their children face within the school.

Policies and Practices (Score: 1)

Findings: The policies and practices at Windsor Middle School do not reflect a commitment to equity and inclusion. The school's guidelines lack clear mechanisms for addressing racial bias and discrimination.

Impact: A school culture that tacitly condones racism, leading to widespread harm and trauma for Black students who are left to navigate a system that fails to protect their basic rights and dignity.

Support Systems (Score: 1)

Findings: The support systems for Black students at Windsor Middle School are inadequate. There are no robust programs or resources in place to support the academic and emotional well-being of Black students.

Impact: A perpetuation of educational inequities, where Black students are denied the support they need to thrive, leading to lower academic achievement, higher dropout rates, and diminished future prospects. The emotional toll of feeling unsupported and undervalued cannot be overstated, contributing to long-term psychological harm.

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Physical Environment (Score: 3)

Findings: The physical environment of Windsor Middle School is average. While the facilities are generally well-maintained, they lack culturally relevant and inclusive spaces that celebrate and acknowledge Black culture.

Impact: A daily reminder of their systemic impact, which can erode their sense of self-worth and belonging. A lack of inclusive spaces further isolates Black students and fails to affirm their identity, contributing to a negative school experience.

Critical Incident (Accelerator):

Egregious Racial Abuse

An egregious incident was reported where a Black student was consistently called racial slurs, including "nigger" and "monkey," by both students and staff. Despite the family's repeated pleas for intervention and support, the school administration failed to take any meaningful action. This inaction is indicative of a systemic problem within the institution, where the safety and dignity of Black students are grossly neglected. The emotional and psychological damage inflicted on the student and their family is irreparable, and the school's failure to address this issue demonstrates a profound disregard for the well-being of Black students.

2023-2024 Parent and Student Handbook Policy Review

After conducting our empathic listening series with students, staff, parents, families, and the community of Windsor Middle School District, we integrated these narratives into the review of the Parent and Student Handbook. ***Here are specific ways in which Black students can be targeted by racism, discrimination, and bias according to the student handbook 2023-2024:***

1. Disciplinary Actions:

The handbook mentions detentions and suspensions but lacks specific protocols for handling racial harassment. The vague references to discipline allow for inconsistency and potential bias in enforcement, creating an unsafe environment for Black students.

2. Counseling and Support:

While there is mention of counseling, there are no specific supports for students facing racial harassment. This omission leaves Black students without adequate emotional and psychological support.

3. Nondiscrimination and Nonharassment Policy:

Although the policy states zero tolerance for discrimination, the school's failure to act on reported racial slurs undermines this claim. The lack of clear, actionable steps for reporting and addressing racial incidents creates a hostile environment for Black students.

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4. General Rules and Behavior Expectations:

The handbook emphasizes respect and appropriate behavior but does not address the unique challenges Black students face. Without explicit anti-racist policies and education, Black students remain primary targets of harassment.

5. Safety Drills and Lockdown Procedures:

The absence of specific measures to protect students from racial violence during these drills leaves Black students feeling unsafe, especially in a school where racial slurs go unpunished.

The Windsor Middle School handbook fails to provide sufficient protections for Black students, particularly in addressing and preventing racial harassment. The broad and unspecific language around disciplinary actions and support services, coupled with the school's inaction on reported racial slurs, exposes Black students to ongoing harm and discrimination. Immediate, comprehensive policy reforms and dedicated support systems are essential to ensure the safety and well-being of Black students at Windsor Middle School.

Conclusion

Windsor Middle School's overall score of 1.4 categorizes it as an Exodus School, indicating the urgent need for significant improvements to support the thriving of Black students. The school must undertake comprehensive reforms to address the systemic issues highlighted in this report. Immediate actions should include implementing equitable disciplinary practices, increasing Black staff and leadership representation, enhancing engagement with Black families, revising policies to eliminate racial bias, and establishing robust support systems for Black students.

Green Book Initiative		Your Status: Exodus School
Name of Institution	Windsor Middle School	
Criteria	Score	
Curriculum Inclusivity and Representation	2	
Equity in Disciplinary Actions	1	
Staff and Leadership Representation	1	
Engagement with Black Families and Communities	1	
Treatment and Involvement of Black School Board Members		
Use for Governance ONLY		
Policies and Practices	1	
Support Systems	1	
Physical Environment	3	
Score	1.4	
<p><i>In our comprehensive assessment process, each category will be meticulously evaluated using a scale ranging from 1 to 5, where a rating of 1 signifies inadequate support for the thriving of Black students, while a rating of 5 represents exceptional support. Through this methodical approach, we aim to provide a nuanced understanding of the school's safety and inclusivity for Black students. By averaging the scores across all categories, we will generate total scores, offering a comprehensive overview of the school's performance in fostering an environment conducive to the success of Black students.</i></p> <p><i>Green Book Schools/Governance will be expected to achieve a minimum score of 4.5, indicating exemplary support and commitment to inclusivity.</i></p> <p><i>Schools/Governance On Notice will be held to a minimum score of 3.0, ensuring that even institutions requiring improvement maintain a baseline level of support.</i></p> <p><i>Exodus Schools/Governance will be capped at a maximum score of 3.0, reflecting the need for significant enhancements to better support the thriving of Black students. This scoring system enables us to identify strengths, areas for improvement, and opportunities for targeted interventions, ultimately fostering continuous progress towards equity and excellence.</i></p>		

Instructions	
Enter the score for each category based on the detailed assessments in the respective sheets. The overall score and recommendation will be manually calculated based on the total score.	
Scoring Key	
5	Exemplary
4	Above Average
3	Average
2	Below Average
1	Poor