

In Pursuit of Right Relationships:

The Diversity, Equity, Inclusion, and Justice Plan for Holy Names Academy

Holy Names Academy presents this diversity, equity, inclusion, and justice plan (“DEIJ plan”) in keeping with the mission of the school and the values of the **Sisters of the Holy Names of Jesus and Mary (SNJM)**. Its purpose is to acknowledge the centrality of these elements in the school’s historical roots, current context, and future goals. Its title, “In Pursuit of Right Relationships,” is inspired by the SNJM core values outlined below and rooted in a charism that commits “time, energy, resources to the pursuit of right relationships of equality, justice and solidarity.”

SNJM Core Values

- Dedication to justice
- Service to those who are marginalized
- Education in the faith
- Hospitality
- Dedication to women and children
- Commitment to liberating action
- Full development of the human person
- Love for the names of Jesus and Mary

We begin this DEIJ plan by acknowledging the importance that **DIVERSITY** plays in the development of a community that reflects the breadth of identities, backgrounds, and beliefs that make up our human experience. A diverse community upholds the dignity of each person within it by seeking to understand the role race, ethnicity, religion, nationality, linguistic background, ability, and age plays into each person’s experience.

We strive to create an environment that reflects the value of **EQUITY** wherein each stakeholder is granted what one needs in order to access opportunities and fully develop as an individual. As we strive to meet each community member where that individual is, we seek to support those who have been historically marginalized and create pathways to success for all community members, especially those who have been constrained by oppression and discrimination.

Practicing **INCLUSION** requires the Holy Names Academy community to affirm that each member—from students to faculty/staff, parents, families, alumnae, and other stakeholders—feels represented and engaged in the life of the community in meaningful ways. Fostering an inclusive community also necessitates building a sense of belonging for each member, wherein

all participants feel that they have a valued place in the community and share stewardship of the community's mission and values.

Lastly, this DEIJ plan seeks to incorporate the elements of diversity, equity, and inclusion in pursuit of **JUSTICE**—to live out our commitment to the SNJM value of liberating action. We endeavor to create future leaders who reflect the school's mission to “think critically, act with purpose, advocate for justice, serve with compassion, and lead with integrity.”

Definitions

In order to foster the principles of **DIVERSITY, EQUITY, INCLUSION, and JUSTICE (“DEIJ”)** in our community, we must define them. The Holy Names Academy community sets forth these working definitions for the terms central to this DEIJ plan:

DIVERSITY

We as a community are many, but different, respecting each as is.

Diversity is who makes up our community as measured through quantitative, identifiable aspects of personhood, including, but not limited to race, religion, ethnicity, age, ability, socio-economic status or class, sex, gender identity, sexual orientation, language, and nationality. Diversity also encompasses the varied experiences of individuals and different ways of knowing, being, and doing. When understood, valued, and supported, diversity benefits the community and society as a whole.

EQUITY

Recognition and support of the needs of individuals of different backgrounds so each may achieve one's potential.

Equity is a state of being and doing that addresses the specific needs of individuals to encourage each person's full participation within the community and foster one's potential in society at large. Equity seeks to redress past injustices and inequalities by eliminating present barriers to participation, growth, and success for community members. In practice, equity examines privilege and acknowledges that what is fair may not be equal.

INCLUSION

Welcoming and supporting community members in ways that reflect and respect individual differences.

Inclusion is action that creates an environment where individual experiences are validated, honored, and respected, and diverse voices are not just accounted for, but sought and understood. Inclusion creates a sense of belonging for each community member by carving

out a valued space for each person in the life of the community and promoting a shared ownership of the community's core values and mission. Inclusion requires intentional actions that express the value of diversity and seek to create greater equity within the community.

JUSTICE

Taking deliberate action to realize the principles of diversity, equity, and inclusion in our community and create real, lasting change in the world.

Justice is a practice that makes the concepts of diversity, equity, and inclusion real and tangible in the world. It seeks to build authentic relationships between community members to effect lasting change and create systems that reflect the values of equity and inclusion.

The objectives and action steps presented in this DEI plan reflect the importance of these four principles in our work to live out the mission of Holy Names Academy and the SNJM core values; they also demonstrate our commitment to implementing these principles in tangible ways across our community. While we have examined the myriad aspects and activities that encompass daily life in the Holy Names Academy community, we acknowledge that the path to diversity, equity, inclusion, and justice cannot be fully captured in a single document. Thus, we recognize that this DEI plan must be a living document that can be revised, expanded, and adapted as time and circumstances change our community.

As a school founded by the Sisters of the Holy Names of Jesus and Mary, Holy Names Academy seeks to embody the SNJM core values in the work we do and instill those values in each community stakeholder who walks through our doors. As part of that commitment, we believe that we must uphold the principles of **DIVERSITY, EQUITY, INCLUSION**, and **JUSTICE** in all we do. By keeping these principles central in our work, we believe that Holy Names Academy can make a difference in our larger society. We encourage all stakeholders to read and follow this DEI plan to the fullest extent possible so that our ability to foster a just world is realized.

Objectives and Action Steps

Objective #1: Commit & Prepare

Objective #2: Educate & Train

Objective #3: Teach & Inspire

Objective #4: Engage & Celebrate

Objective #5: Recruit & Retain

OBJECTIVE #1: COMMIT & PREPARE

HNA ESTABLISHES A FOUNDATION FOR INCORPORATING DEIJ PRINCIPLES ACROSS ALL LEVELS OF SCHOOL EXPERIENCE.

DEIJ STATEMENT AND PLAN

- Develop a DEIJ statement and plan that includes working definitions for the terms: diversity, equity, inclusion, and justice.
- Seek feedback from the Board of Trustees and faculty/staff about the DEIJ plan; welcome input and participation.
- Share the DEIJ plan with the school community (boards, faculty/staff, parents/guardians, students, and alumnae) and implement across all levels of the school community.
- Obtain approval of the plan from the Board of Trustees.

DEIJ ADVISORY COMMITTEE

- Create a DEIJ Advisory Committee to support school-wide implementation of the DEIJ plan (training, support, reflection, and accountability).
- Establish expectations for committee members regarding ongoing training, roles and responsibilities, and areas of focus.

ASSESSMENT & EVALUATION

- Develop methods for assessing current climate and/or needs and interests of school community.
- Develop methods for measuring outcomes listed in this DEIJ plan.

OBJECTIVE #2: EDUCATE & TRAIN

THE HNA COMMUNITY POSSESSES AND DEMONSTRATES AN UNDERSTANDING OF DEIJ PRINCIPLES.

EDUCATION

- Share DEIJ definitions across the school community and incorporate into school communications.
- Review policy handbooks (boards, parent, student, faculty/staff, coaches, etc.) to include appropriate references to diversity, equity, inclusion, and justice as they relate to the school's mission statement and core values.
- Offer opportunities for parents/guardians and board members to learn about DEIJ via speaker series, resource lists, and presentations.
- Create ongoing opportunities for faculty/staff and students to engage in discussions of issues related to DEIJ.

TRAINING

- Identify core competencies for diversity, equity, inclusion, and justice at HNA for stakeholders including boards, faculty/staff, parents/guardians, and students.
- Build training program for all faculty/staff, students, and board members that incorporates core competencies and establishes a timeline for completion.
- Include training on DEIJ principles and core competencies for all new school employees.
- Develop and maintain a resource list of offsite professional development opportunities for faculty/staff.
- Build partnerships with community organizations for programming, speakers, and resources to support this DEIJ plan.

ASSESSMENT & EVALUATION

- Review language and expectations for diversity, equity, inclusion, and justice in the faculty/staff annual goals and evaluation tools.
- Solicit regular feedback from parents/guardians, students, and board members regarding access to and efficacy of training/education provided, as well as needs/interests moving forward.
- Create methods to evaluate core competencies in stakeholder groups.

OBJECTIVE #3: TEACH & INSPIRE

THE CURRICULUM AND ACADEMIC PROGRAM AT HNA INCORPORATES AND REFLECTS DEIJ PRINCIPLES.

CURRICULUM & INSTRUCTION

- Create curriculum-wide guidelines and standards for the incorporation of DEIJ principles into all areas of the program.
- Develop discipline-specific objectives for DEIJ.
- Review and revise courses by department to integrate DEIJ principles.
- Review and revise curriculum with support from DEIJ Advisory Committee.

INSTRUCTIONAL TRAINING & OPPORTUNITIES

- Establish training for faculty and staff to learn, research, and collaborate on ways to integrate DEIJ principles into their programs.
- Establish scheduled times for cross-departmental teacher trainings on educational strategies to incorporate DEIJ principles in the classroom.
- Encourage all faculty/staff to pursue professional development trainings in DEIJ principles, pedagogy, and best practices.

ASSESSMENT & EVALUATION

- Annually review the curriculum-wide guidelines and standards for the incorporation of DEIJ principles.

- Review Scope & Sequence for each course on an annual basis to ensure the documents reflect DEIJ principles.
- Evaluate departmental areas of strength and growth annually with DEIJ Advisory Committee.

OBJECTIVE #4: ENGAGE & CELEBRATE

ALL MEMBERS OF THE HNA COMMUNITY FEEL REPRESENTED AND SUPPORTED TO ENGAGE IN DEIJ WORK IN MEANINGFUL WAYS.

STUDENT LEADERSHIP

- Promote and support student leadership experiences and opportunities for students of color.
- Identify and encourage students of color to apply for leadership positions (ASB, CMC, SNS, Co-Class President) at all grade levels.
- Strive to ensure student leaders in outward facing groups (e.g., Ambassador Officers, Recruiter Officers) reflect the diversity of the student population.
- Encourage all extracurricular activity groups (e.g., athletics, theatre/film, clubs, etc.) to select student leaders that reflect the diversity of the HNA community.

STUDENT LIFE PROGRAMS & ACTIVITIES

- Incorporate student voices and experience for school-wide programming.
- Plan events and provide opportunities that reflect the student body and student interests, accessibility, and inclusivity with the support of the DEIJ Advisory Committee.
- Create calendar and programming for school-wide celebrations of cultural and religious traditions, as well as events of historical importance.
- Provide opportunities for students to engage and participate in service with organizations that promote DEIJ values.
- Hold an annual inter-faith prayer service to include the different faith traditions within the HNA community.
- Promote activities in student-led groups that reflect DEIJ principles.
- Expand student travel opportunities to provide a greater range of experiences and accessibility.

SCHOOL CULTURE & ENVIRONMENT

- Develop the community expectations for living the DEIJ principles and publish them in all school handbooks.
- Educate students on the DEIJ statement and model the community expectations.
- Display the DEIJ statement and definitions in each classroom.
- Create opportunities to celebrate the diversity of the HNA community through the display of images, artwork, and information throughout the school.
- Develop a process to communicate an understanding of the role of liturgy, religious life, and SNJM core values to incoming and current students and make explicit the links between Catholic practice and the DEIJ principles.

STUDENT SUPPORT SERVICES

- Review the programs and offerings of each student support service (e.g., School Counseling, College Counseling, Library, Technology) with the support of the DEIJ Advisory Committee for alignment with DEIJ principles.
- Provide equitable access for all students to the technology program.
- Incorporate DEIJ principles into programming (e.g., class meetings, information nights) for the student body and parent/guardian community.

COMMUNICATION

- Promote DEIJ objectives, opportunities, and activities on school website and via the parent newsletter, marketing materials, *Columns*, and social media platforms.
- Provide and promote avenues for communication with the administration and faculty/staff on DEIJ issues.
- Provide opportunities for communication and collaboration between student-led groups on DEIJ topics.

ASSESSMENT & EVALUATION

- Annually review student leadership and student-life programs with the support and feedback from the DEIJ Advisory Committee.
- Annually evaluate areas of strength and growth for each student support service with the guidance of the DEIJ Advisory Committee.

OBJECTIVE #5: RECRUIT & RETAIN

HNA PURSUES GREATER REPRESENTATION OF PEOPLE OF COLOR IN LEADERSHIP POSITIONS, FACULTY/STAFF POSITIONS, THE STUDENT BODY, AND COMMUNITY MEMBERS AND PARTNERSHIPS.

FACULTY/STAFF DIVERSITY

- Develop policies and procedures that reflect a commitment to diversity, equity, inclusion, and justice in the recruitment, promotion, and retention of faculty/staff.
- Recruit faculty/staff of color/underrepresented groups. Create and maintain relationships with professional development organizations and educational institutions to support this work.
- Develop support systems to retain faculty/staff of color and create an environment for their success.
- Encourage and promote professional development experiences for faculty/staff of color.

BOARD DIVERSITY (Parent Board, Alumnae Board, Board of Trustees)

- Develop policies and procedures that reflect a commitment to diversity, equity, inclusion, and justice in the identification and recruitment of new board members.

- Identify and recruit diverse membership for all boards and committees, including leadership positions.
- Engage board members in conversations on diversity, equity, inclusion, and justice.
- Invite board members to engage with the school community and increase connections to the life of the school.

STUDENT DIVERSITY

- Identify and recruit students of color by engaging feeder schools, NWAIS events, and other community organizations (e.g., Rainier Scholars, Jack and Jill, Delta GEMS, etc.).
- Develop systems to retain students of color and support their success.

ENGAGING FAMILIES

- Acknowledge and respond to language, cultural, and socio-economic barriers that exist in HNA families.
- Develop culturally responsive inclusion strategies to nurture relationships with parents/guardians and families of students of color (e.g., Families of Color Reception).
- Identify and use communication tools that encourage full participation by all community members including, as appropriate, providing additional language and accessibility assistance.
- Assess existing parent/guardian programming (e.g., parent/teacher conferences, Parent Board meetings, fireside chats) to affirm that it promotes inclusivity and belonging and strives to provide equitable access.

DEVELOPMENT

- Expand outreach and engagement to increase the representation of alumnae of color in our donor base.
- Identify and recruit diverse membership in Development Department committees.
- Follow DEIJ principles when selecting annual donor honorees (e.g., Volunteer of the Year, Blessed Mother Marie Rose, National Philanthropy Day).
- Review publications, social media, and marketing materials to reflect DEIJ principles.

ALUMNAE RELATIONSHIPS

- Assess existing alumnae events to promote inclusivity and consider equitable access.
- Follow DEIJ principles when selecting recipients of alumnae awards (e.g., Young Alumnae Community Service Award, Distinguished Alumna).
- Review alumnae publications and social media accounts to reflect DEIJ principles.
- Recruit and encourage participation of a diverse body of alumnae in the alumnae program.

ASSESSMENT & EVALUATION

- Conduct research into best practices to develop a concrete plan for annually tracking, collecting, sharing, and reflecting on data related to diversity, inclusion, equity, and justice.

- Analyze the demographic data for students who leave HNA to determine what, if any, identity groups leave in disproportionate numbers and whether un-addressed cultural disconnects exist.
- Conduct annual surveys of students' and parents'/guardians' views on the school's climate and progress for achieving its goals for diversity, equity, inclusion, and justice.
- Conduct regular surveys of alumnae community to solicit input on DEIJ initiatives in the alumnae programming.
- Determine best practices for establishing relationships with donors from communities of color/underrepresented communities.

This DEIJ plan was drafted and revised in committee by the following members:

Elizabeth Swift '71
Principal & Head of School

Marianne McGah '01
Vice Principal of Academics

Kim Dawson
Vice Principal of Student Life

Cara Priestly '97
Planned Giving Officer, Development Dept.

Aoife Groppo '00
Publications Editor

Ruth Gavino-Lutu
Social Studies Department Chair

Jennifer Hawes '98
School Counselor

Emily McKenzie '01
School Counselor

This DEIJ plan was reviewed by the following groups:

Holy Names Academy Board of Trustees

Holy Names Academy Faculty Curriculum Council

Approved by the Holy Names Academy Board of Trustees on 11/30/21