DIVERSITY, EQUITY, AND INCLUSION
GOALS AND ACTION STEPS
LOYOLA SCHOOL
GOAL: EXPAND AFFINITY GROUP OFFERINGS TO CREATE MORE SPACE FOR ALL STUDENTS TO DIALOGUE AND BECOME MORE EDUCATED ABOUT RACISM AND BIAS

- Launch pilot affinity group programs by February 2021: expand racial affinity group offerings beyond the Student of Color affinity group to include separate spaces for students who identify as Black, Asian/Pacific Islander, and Latinx, as well as more general space for all students who identify as BIPOC; groups to meet at least three times before the end of the school year.

- Offer a separate space for girls of color who typically have a more difficult time adjusting to and fitting in at predominately white institutions.

- Continue to offer an LGBTQ+ affinity space.

- Choose adults to facilitate affinity groups who identify with that group/identity; provide training for the adults.

- Organize open affinity group meetings in Fall 2021, gathering regularly at a time where it makes it possible for the maximum number of interested students to attend.

- Offer a white anti-racist affinity group for white students interested in exploring their own racial identity development; eventually provide coursework through which all students will participate in exploring their own racial identity.

- Re-evaluate affinity group offerings at the beginning of each school year to ensure that they meet the current needs of the student body.
GOAL: STRENGTHEN PROFESSIONAL DEVELOPMENT FOR ALL STAFF IN THE AREA OF DIVERSITY AND INCLUSION

• Schedule and support continuing workshop sessions with outside consultants to provide ongoing professional development for faculty and staff.

• Request from every faculty member in their annual professional growth and development plan, to set goals related to the school’s diversity, equity and inclusion work.

• Research and promote (often in targeted ways based on the workshop) workshops and eSeminars related to diversity, equity, and inclusion run by NYSAIS and other similar organizations.

• Create opportunities for eSeminar attendees to share what they’ve learned and experienced with peers.

• Foster discussion at faculty meetings on anti-racism and anti-bias work; research and use appropriate articles for conversation.

• Assign faculty, staff, and student summer readings with a focus on diversity, equity, and inclusion.

• Inform faculty and staff of the action steps developed by the Equity and Inclusion Committee and update faculty and staff on progress on a regular basis.

GOAL: EXPAND OUR LOYOLA SCHOOL TUITION-FREE INES PROGRAM FOR MIDDLE SCHOOL GIRLS AND STRENGTHEN OUR RELATIONSHIP WITH THE REACH PROGRAM FOR MIDDLE SCHOOL BOYS

• Expand Loyola School’s INES Program for middle school girls to include students from St. Ignatius School (Bronx), Brooklyn Jesuit Prep, and the Cornelia Connelly Center.

• Commit to continuing Loyola School’s work with Regis High School to strengthen our relationship with the REACH program.

• Look to enroll qualified students from the INES program at Loyola School.

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• Provide INES students with access to free standardized testing for high school admission.
GOAL: UNDERTAKE A REVIEW OF CURRICULUM TO MAKE CERTAIN THAT IT GIVES REPRESENTATION TO MULTI-CULTURAL EXPERIENCES AND FURTHER PLACES OUR HUMANITIES COURSES IN AN ENLIGHTENED SOCIAL JUSTICE CONTEXT

- Review the current curriculum. Identify opportunities to amplify Black and Indigenous voices and stories, as well as other marginalized groups; begin survey of curriculum in 2021; develop more inclusive curriculum at the beginning of the 2022 - 2023 school year and beyond; identify opportunities for interdisciplinary collaboration.

- Evaluate school-wide grading system in terms of equity; explore alternative models and have an equitable system in place by September 2022.

- Evaluate equity in departmental and teacher weighting of grades during the 2021 - 2022 school year; develop a standard by September 2022.

- Develop and maintain a robust and consistent system of training for teachers in equitable pedagogy and culturally responsive teaching.

- Use data to track the diversity of students placed in honors and AP courses and track student academic progress through the lens of equity.

- Develop additional whole school programming to complement the “Loyola For and With Others” program.
• Review the current school policy for reporting incidents and determine any adjustments required for racism and biases reporting.

• Review the policy with the student body in guidance class.

• Remind faculty and staff of the policy at the opening of each school year; stress the importance of accountability.

• Provide training to faculty and staff as well as to students on defining, recognizing, preventing, and interrupting bias.

• Highlight policy in the parent/student handbook as part of the orientation on New Parents Night, and bring to the attention of returning parents when they are asked annually to reread the handbook.

• Provide ongoing professional development for faculty for situations that would require accountability.

GOAL: REEVALUATE AND SHARE THE SCHOOL POLICY FOR REPORTING AND ADDRESSING ANY RACIST AND BIAS INCIDENTS, RECOGNIZING THE IMPORTANCE OF ACCOUNTABILITY FOR ALL
GOAL: EXAMINE ADMISSIONS AND FINANCIAL AID POLICIES TO ENSURE EQUITY AND ALIGNMENT, AND FULLY SUPPORT OUR FIRST GENERATION STUDENTS AND STUDENTS OF COLOR THROUGH ALL ASPECTS OF THE COLLEGE ADMISSIONS PROCESS

- Provide written and documented communication for families to know the additional financial aid benefits for which they are eligible.
- Host an online event for enrolling families who are receiving financial aid to allow them to ask questions, learn more about the benefits, and understand the reapplication process.
- Study the potential of continuing to have a test optional admissions process.
- Include school store discount and/or polo discount in the Financial Aid Benefits documents.
- Provide comprehensive support for people of color and others from underrepresented backgrounds throughout the college application process, emphasizing summer program eligibility and scholarship opportunities.
- Study the potential of a mentorship process supported by alumni of color and others from underrepresented backgrounds to help current students evaluate future choices.
GOAL: RECRUIT FACULTY, STAFF, AND STUDENTS OF COLOR SO THAT LOYOLA LIVES UP HONESTLY TO ITS MISSION

• Work with consultants to understand best practices in these areas.

• Engage with NYSAIS job fairs to promote diversity on an annual basis; post all open jobs in People of Color in Independent Schools (POCIS) Listserv; update all job descriptions to note equal and fair employment opportunities language.

• Work with Jesuit school leadership to better understand how to collaborate with people of color in the admissions and hiring processes.

• Utilize a student interview method that places an emphasis on leadership and resilience.

• Provide resources regarding implicit bias before and during the admissions committee and applicant reading process.

• Endeavor to have the faculty, staff, and administration reflect the makeup of our student body; commit to identifying, recruiting, and examining a broad range of capable candidates (including women and underrepresented groups) before filling roles.

GOAL: DIVERSIFY OUR BOARD OF TRUSTEES

• Endeavor to insure that the board of trustees reflects the diversity of our community; commit to identifying, recruiting, and examining a broad range of capable candidates (including women and underrepresented groups) before filling board roles, while actively supporting the school’s diversity, equity, and inclusion efforts and goals.

• Engage the board of trustees in a self-evaluation of its by-laws through a diversity, equity, and inclusion lens in order to assure equal opportunity for all.