

AMHS DEI Strategic Initiatives 2020-2022



Diversity, Equity, and Inclusion Program Vision Statement

Archbishop Mitty High School will be an inclusive community in which it is consistently evident that diversity is welcomed, respected, and valued; equitable policies and practices are in use; everyone feels safe and supported; and all members of the community learn to be culturally competent leaders who advocate for the equitable treatment of others within and beyond AMHS.

Definition of Terms:

- *Diversity* refers to the unique and complex identities within our community and their various intersectionalities, inclusive of but not limited to race, nationality, ethnicity, gender identity, sexual orientation, age, religion, socioeconomic status, language, political perspective or ability.
- *Inclusion* refers to an intentional focus on building and maintaining a culture where everyone feels valued, supported, welcomed and respected; everyone is invited to participate meaningfully in the community; and everyone sees themselves reflected in the curriculum and physical surroundings of the school. The diverse perspectives that make up the Mitty community are celebrated.
- *Equity* refers to a sustained commitment to implementing just policies and practices that actively disrupt systemic oppression.

Archbishop Mitty Mission Statement

Archbishop Mitty High School is the Catholic, coeducational, college preparatory school of the Diocese of San Jose. The School embraces the Catholic educational mission of developing community, teaching the Gospel message, and promoting service, peace, and justice. Through its rigorous academic program, the School prepares students for college and for responsible leadership in a global society. At the same time, the School works diligently alongside parents to foster the personal, academic, and spiritual development of each student. Recognizing that each individual is created in the image and likeness of God, the School celebrates and affirms its diverse cultural community while developing students who are intellectually competent, just, faith-filled, respectful leaders.

Archbishop Mitty Philosophy Statement

Archbishop Mitty High School is the Catholic, coeducational, college preparatory school of the Diocese of San Jose. As such, the school concentrates on the intellectual development of young adults through the synthesis of faith and reason, the formation of Catholic values, and the preparation for a global society. This education occurs in a Catholic environment that is dependent upon working in partnership with parents. The administration, faculty, staff, and Board of Regents of Archbishop Mitty High School are committed to the development of young adults who are intellectually competent, faith-filled, just, and respectful leaders.

The education of the whole person is critical to the development of young adults, and Archbishop Mitty embraces this through a rigorous and dynamic academic curriculum that seeks to gradually develop “students’ intellectual, physical, psychological, moral, and religious capacities” (Miller). Across the curriculum, students are challenged to think critically and analytically, seeking truth in the abundance of information and assumptions that dominate modern life. Contemporary society is “an information-driven society which bombards [students] indiscriminately with data—all treated as being of equal importance—and which leads to remarkable superficiality in the area of moral discernment. In response,

we need to provide an education which teaches critical thinking and encourages the development of mature moral values” (Pope Francis). Conscious effort is given to guide students to become young adults who understand the moral complexity of the world and to understand how this recognition of truth can lead to positive action beyond Archbishop Mitty.

Recognizing that the world is constantly changing, Archbishop Mitty educators strive to be “guided by a changing generation and know that, therefore, every educator...is required to change, in the sense of knowing how to communicate with the young” (Pope Francis). As an institution that encourages a culture of innovation, the school’s curriculum is constantly evolving, designed to reflect the skills and knowledge necessary for students to achieve success and supported by current technologies that are viewed as tools to enhance student learning. A concentrated effort is put on developing a worldview that is both macro and micro, preparing for a global world includes a focus on the application of Catholic values to action by encouraging students to not wait for others to take the lead, but to be leaders themselves. The co-curricular program at Archbishop Mitty provides a wealth of opportunities for students to further develop themselves with the emphasis on empowering and challenging them to be successful in whatever arena they choose.

The success of each Archbishop Mitty student is dependent upon the partnership between the school and the parents. Recognizing that parents are the students’ primary educators, Archbishop Mitty seeks to “work as a team for the school’s common good” (Miller). This concept of a team assists the students in their intellectual, emotional, social, and spiritual development, with a critical component of this being distinctive care for student wellness the school’s faculty, staff, and administration. To best support student success, the school has created a sense of community at Archbishop Mitty that is palpable. Students are encouraged to try new things, and disappointments are handled with dignity and respect. Students at Archbishop Mitty can be themselves, and the spirit of acceptance permeates beyond the physical building. The environment is Catholic, one that is illuminated by “the light of faith...and the Christian way of thought and life...permeates all facets of the educational climate” (*Religious Dimension*).

As a Catholic institution, we seek to embrace “the synthesis between culture and faith” and “to interweave reason and faith” to develop “a Christian view of the world, of life, of culture and history” (Miller). Recognizing that there is no

separation between learning and formation, we seek to teach academic subjects as well as empathy and compassion for others, through an understanding of Gospel values.

Because Archbishop Mitty's community includes individuals of other faith traditions, students come to understand faith in a world context, which allows students to draw parallels as well as understand that faith is an aspect of the education of the whole person.

Archbishop Mitty seeks to educate young adults to become intellectually competent, just, faith-filled, and respectful leaders. This is achieved through the recognition that each person is made in the image and likeness of God, and through a comprehensive educational program that seeks to educate the whole person in a welcoming environment that embraces the synthesis of faith and reason, the formation of Catholic values, and the preparation of students for a global society.

References

Miller, Archbishop J. Michael. *The Holy See's Teaching on Catholic Schools, Congregation for Catholic Education*, 2006.

Pope Francis. *Address of the Holy Father to Teachers and Religious*, 2014.

The Religious Dimension of Education in a Catholic School, 1988.

Archbishop Mitty History

Archbishop Mitty High School was the first Archdiocesan high school in the Santa Clara Valley. The school was named for the late Archbishop John Joseph Mitty, the fourth Archbishop of San Francisco, who was both an educator and a builder. Construction of the school began in 1963, and when completed, the campus occupied its present twenty-four acres.

Initially, brothers and priests of the Society of Mary were given responsibility to conduct the school. The school opened in the fall of 1964 with 189 male students, and the first classes were held in Queen of Apostles Elementary School. The newly completed high school buildings were occupied in April of 1965. Archbishop Mitty High School expanded its student body in 1969 and began sharing classes with Mother Butler Memorial High School and St. Lawrence Girls' High School. Consolidation of the three schools was completed by the fall of 1972. With the creation of the Diocese of San Jose in 1981, Archbishop Mitty became the only Catholic high school owned and administrated by the Diocese.

In 1990, Bishop DuMaine appointed Mr. Timothy Brosnan as the first lay principal to continue the fine tradition of Catholic secondary education at Archbishop Mitty. Under the new administration's leadership, the school entered a period of tremendous academic and co-curricular growth. Supporting this dramatic growth was a massive expansion of the campus facilities, allowing all aspects of the campus community – academic, spiritual, and co-curricular – to grow to their full potential. In 2018, Bishop Patrick McGrath and Superintendent of Schools Kathy Almazol approved the transition of Archbishop Mitty High School to a president-principal administrative model, and they appointed Mr. Timothy Brosnan as the first president of Archbishop Mitty High School. Today, Archbishop Mitty High School is recognized as one of the premier Catholic, college preparatory schools in the United States.

Strategic Initiative Planning Process

In June of 2020, in the midst of a nationwide focus on racial injustice, Black alumni of Archbishop Mitty High School used various social media platforms to share experiences as AMHS students that were marred by instances of bias and discrimination. In addition, groups of alumni organized and submitted letters to the administration outlining their recommendations for ways to address the issues raised.

In response, the Archbishop Mitty hired ScholarVision Educational Consulting and held twelve listening sessions for AMHS alumni, parents, faculty, and staff during . Each of the listening sessions was attended by a ScholarVision consultant, members of the AMHS administration, and a member of the DEI Committee. The already existing Outreach Committee was renamed the Diversity, Equity, and Inclusion Committee, and membership to this committee was expanded. Using the input from the listening sessions, the DEI Committee created a DEI Vision Statement and began work on the DEI strategic initiatives. The committee established four areas for the strategic initiatives and evaluated the current and future states of these areas. This was then shared with members of the Administrative and Academic Councils for input and then returned for approval from the DEI Committee. Input from administrators and program directors was gathered for the creation of the critical action plans and corresponding timelines. The completed DEI Strategic Initiatives were presented and approved by the Administrative and Academic Councils in November 2020.

Contributors to DEI Strategic Initiative Process

Mondo Arbuckle, AMHS parent

Kate Caputo, Interim AMHS President and AMHS Principal

Pattie Guerra '86, AMHS parent of alumni

Latanya (Johnson) Hilton '92, Incoming AMHS President

Araceli Janini, AMHS Counseling Department

Dr. Melina Johnson, ScholarVision Educational Consultant

Maria Nash Vaughn, Board of Regents Member; DEI Chair;
and parent of alumnus

Alex Okafor '05

Lindsey Poole '09

April Ramirez, AMHS parent of current student and alumni

Anthony Rojo, AMHS faculty and LSU Moderator

Evangelina (Maya) Ruiz '15

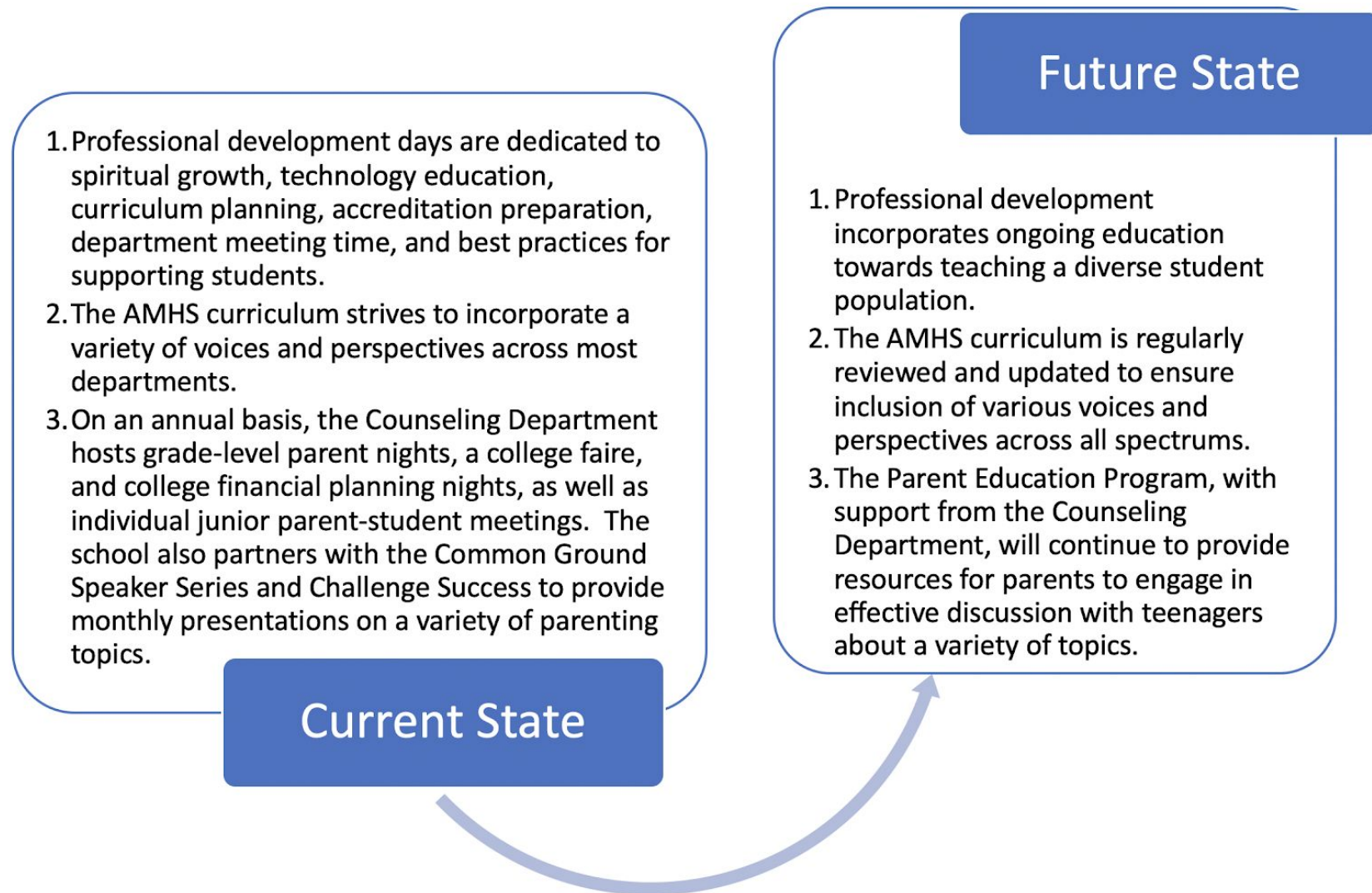
Patsy Vargas, AMHS Director of Diversity, Equity, and
Inclusion

Daniel Vaughn, Board of Regents member and AMHS
parent

Greg Walker, Director of Student Activities; BSU Moderator;
and AMHS parent

Dr. Miel Wilson, Associate Director of Diversity Equity, and
Inclusion; BSU Moderator; and AMHS parent

Educate the Community

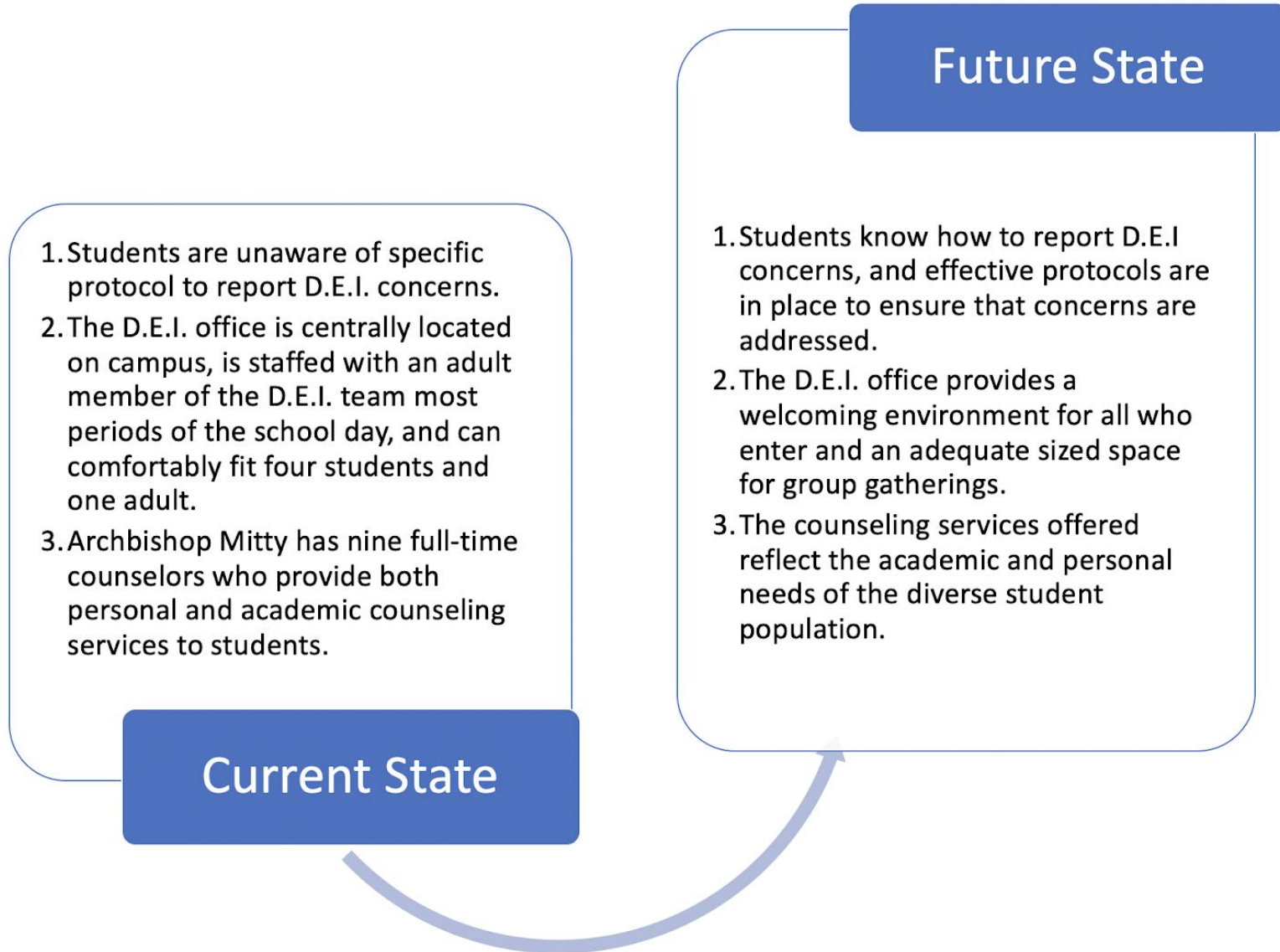


Strategic Initiative #1: Educate the Community

Alignment Action	Critical Action Plan	Person(s) Responsible	Timeline
1A. Professional development	Engage in listening sessions with alumni, parents, faculty, and staff to gather input on students’ experiences at Archbishop Mitty	Director of Diversity, Equity, and Inclusion and D.E.I Committee	June 2020
1B. Professional development	Hire Epoch Education to create two-year diversity training program for faculty and staff	Principal and Director of Diversity, Equity, and Inclusion	August 2020
1C. Professional development	Create and implement two-year professional development program through Epoch Education for faculty and staff	Principal and Director of Diversity, Equity and Inclusion	Fall 2020 and ongoing
1D. Professional development	Evaluate effectiveness of diversity education program for faculty and staff	Principal and Director of Diversity, Equity, and Inclusion	Spring 2021 and ongoing
1E. Professional development	Research and share D.E.I workshop and conference opportunities with faculty, staff, and administration	Associate Principal and Associate Director of Diversity, Equity, and Inclusion	Spring 2021 and ongoing
2A. Curriculum	Share findings regarding alumni and parent perceptions of curriculum from listening sessions with Academic Council	Director of Diversity, Equity, and Inclusion	Fall 2020
2B. Curriculum	Review current curriculum relative to diversity of voices and perspectives across all spectrums (race, ethnicity, gender, religion, etc.)	Principal and Academic Council	Spring 2021 and ongoing

Alignment Action	Critical Action Plan	Person(s) Responsible	Timeline
2C. Curriculum	Determine curricular adjustments to courses	Principal and Academic Council	Spring 2021 and ongoing
2D. Curriculum	Implement adjusted curriculum as appropriate	Principal and Academic Council	2021-2022 school year and ongoing
3A. Parent education	Continue to work with Common Ground Speaker Series to promote presentations on a variety of student issues, inclusive of D.E.I.	Assistant Principal	Fall 2020 and ongoing
3B. Parent education	Communicate clearly the resources provided by Counseling Department and outsourced resources offered by the school	Counseling Department at annual grade-level parent meetings	Spring 2021 and ongoing

Enhance Student Support Systems

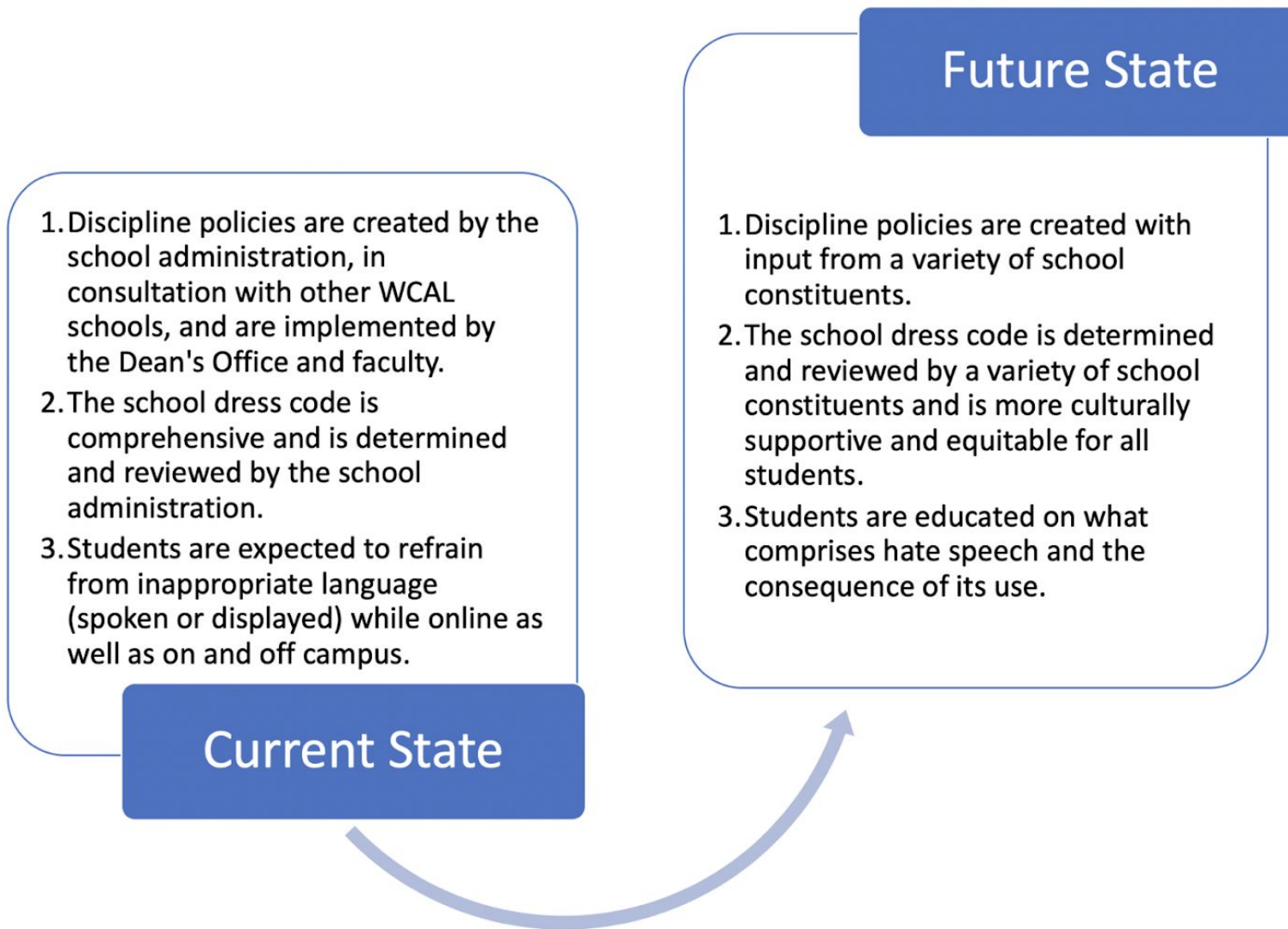


Strategic Initiative #2: Enhance Student Support Systems

Alignment Action	Critical Action Plan	Person(s) Responsible	Timeline
1A. On-campus protocols	Develop online form for students to confidentially report D.E.I. concerns about their AMHS experiences	Principal and Director of Diversity, Equity, and Inclusion	Spring 2021
1B. On-campus protocols	Educate students about protocols for reporting D.E.I. concerns	Principal and Director of Diversity, Equity, and Inclusion	Fall 2021 and ongoing
1C. On-campus protocols	Implement protocols for reporting D.E.I. concerns, and review on annual basis	Director of Diversity, Equity, and Inclusion and Dean of Students	Fall 2021 and ongoing
2A. D.E.I. Office space	Determine potential expansion of space for D.E.I. Office	Assistant Principal	Fall 2021
2B. D.E.I. Office space	If deemed appropriate, expand D.E.I. office space	Assistant Principal and Director of Diversity, Equity, and Inclusion	Spring 2022
3A. Students' mental health	Review and evaluate current academic and non-academic counseling services provided by the Counseling Department	Principal, Assistant Principal, and Counseling Department	Fall 2020
3B. Students' mental health	Review current communication protocols between Dean's Office, Counseling Department, and D.E.I. program	Dean of Students, Counseling Department Chair, and Director of Diversity, Equity, and Inclusion	Fall 2020

Alignment Action	Critical Action Plan	Person(s) Responsible	Timeline
3C. Students' mental health	Survey students regarding services offered by Counseling Department	D.E.I. Consultant	Fall 2020
3D. Students' mental health	Review student survey results regarding counseling services	Assistant Principal and Counseling Department	Spring 2021
3E. Students' mental health	Communicate clearly the resources provided by Counseling Department and the limitations of offerings by a school	Counseling Department through student grade-level meetings	Spring 2021
3F. Students' mental health	If appropriate, adjust academic and non-academic counseling services provided by the Counseling Department	Counseling Department	Fall 2022

Review Current Discipline Policies



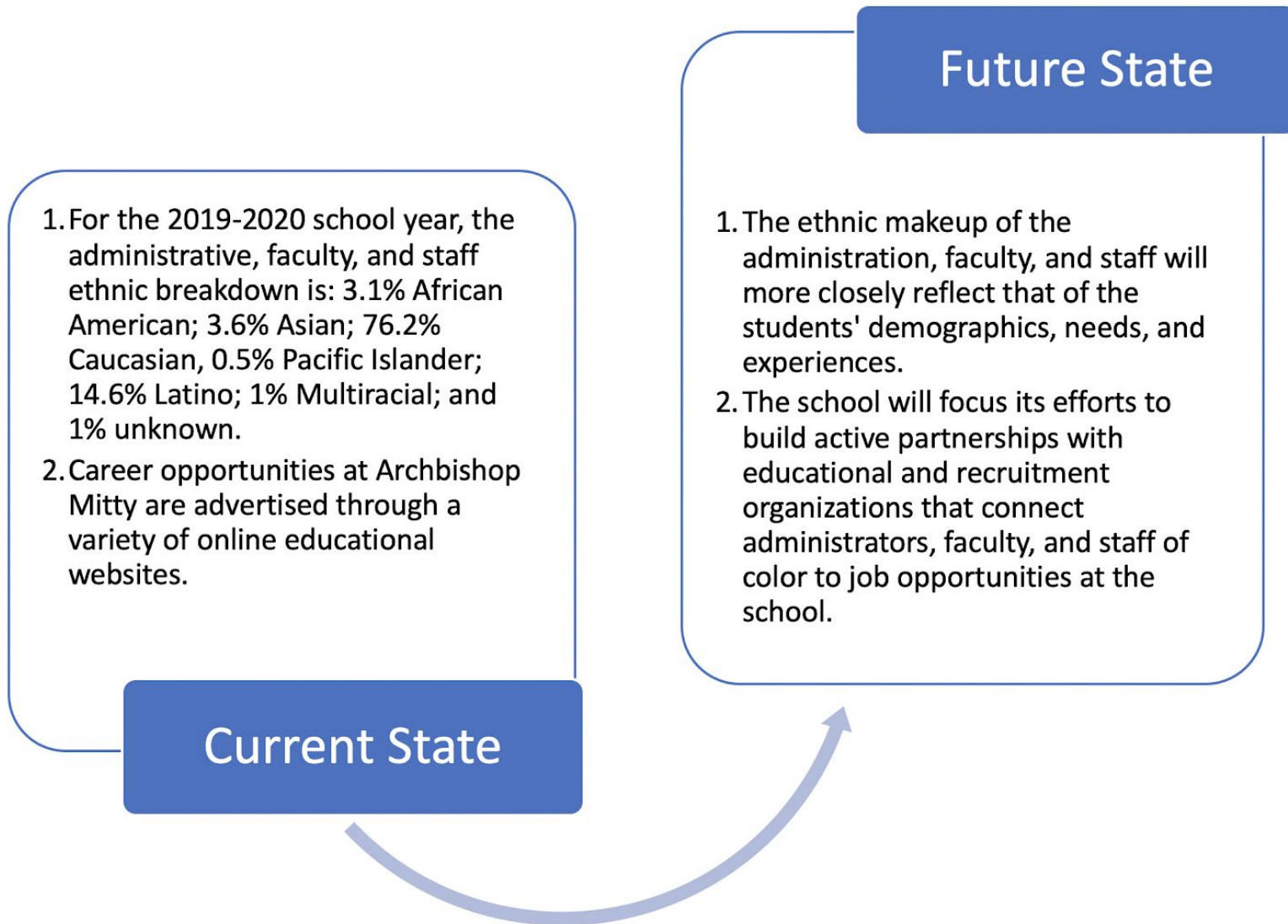
Strategic Initiative #3: Review Current Disciplinary Policies

Alignment Action	Critical Action Plan	Person(s) Responsible	Timeline
1A. Discipline policy and philosophy	Explore current restorative justice practices in place	Dean of Students	Fall 2020
1B. Disciplinary policy and philosophy	Establish and implement restorative justice protocol for students	Dean of Students and Director of Diversity, Equity, and Inclusion	Fall 2021 and ongoing
1C. Disciplinary policy and philosophy	Communicate on a regular basis to faculty and staff frequent offenses and behaviors of students as seen in the Dean's Office	Dean of Students	Fall 2021
1D. Disciplinary policy and philosophy	Consider staffing needs in Dean's Office	Principal and Dean of Students	Spring 2021
1E. Disciplinary policy and philosophy	Educate the AMHS community on the role of the Dean's Office	Dean of Students	Fall 2022
1F. Disciplinary policy and philosophy	Establish clear communication protocols between Dean's Office, Counseling Department, and Director of Diversity, Equity, and Inclusion	Dean of Students, Counseling Department Chair, and Director of Diversity, Equity, and Inclusion	Spring 2022
1G. Disciplinary policy and philosophy	Create committee to review school disciplinary policies	Dean of Students	Fall 2021

Alignment Action	Critical Action Plan	Person(s) Responsible	Timeline
1H. Disciplinary policy and philosophy	Evaluate school disciplinary policies and suggest adjustments	Dean of Students, disciplinary policy committee, and Administrative Council	Spring 2022
1I. Disciplinary policy and philosophy	Implement revised school disciplinary policies (as appropriate) and communicate to school constituents	Dean of Students	Fall 2022 and ongoing
1J. Disciplinary policy and philosophy	Determine most effective means for student access of school policies (e.g., through Canvas, on student portal, etc.)	Director of Information Technology and Dean of Students	Fall 2022
2A. Student dress code	Create committee to review student dress code inclusive of teachers, administrators, parents, and students	Dean of Students	Spring 2022
2B. Student dress code	Review current dress code, and make adjustments as appropriate	Dean of Students and Administrative Council	Spring 2022
2C. Student dress code	Implement new dress code policies and review on annual basis	Dean of Students	Fall 2022 and ongoing
3A. Hate speech	Revise policy to establish clearer expectations and guidelines around the presence of hate speech and other derogatory terms within literature used in classrooms	Associate Principal	Fall 2021
3B. Hate speech	Establish policy regarding the student use of hate speech	Dean of Students and Administrative Council	August 2020

Alignment Action	Critical Action Plan	Person(s) Responsible	Timeline
3C. Hate speech	Establish and implement restorative justice protocol for students	Dean of Students and Director of Diversity, Equity, and Inclusion	Fall 2020
3D. Hate speech	Review effectiveness of restorative justice protocol for students	Dean of Students and Director of Diversity, Equity, and Inclusion	Fall 2021 and ongoing

Attract and Retain Administrators, Faculty, and Staff of Color



Strategic Initiative #4: Attract and Retain Administrators, Faculty, and Staff of Color

Alignment Action	Critical Action Plan	Person(s) Responsible	Timeline
Marketing and recruitment	Establish active partnerships with educational and recruitment organizations that promote job opportunities for administrators, faculty, and staff of color	Principal	Spring 2021 and ongoing
Marketing and recruitment	Cultivate relationships that allow for marketing to and recruitment of alumni of color for administrative, faculty, and staff positions	Principal and Director of Alumni Relations	Spring 2021 and ongoing
Marketing and recruitment	Communicate job opportunities at the school with the Board of Regents and Diversity, Equity, and Inclusion Committee for referrals	Principal and Director of Diversity, Equity, and Inclusion	Spring 2021 and ongoing