

Inclusion and Belonging Board

Saint Hilary School

CHARTER

2022



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OUR HISTORY AND PURPOSE

This Board was initially formed as the Diversity, Equity, & Social Justice Board (DESC) in 2020 to address the need for an intentional focus on these issues in curriculum, classroom discussions, and community awareness. The group was later expanded to include additional members of the parent community, school administration, and church leadership. The Board then widened its scope to add the topic of inclusion and belonging.

In late 2020 and early 2021, a subset of the Board acted as a Strategic Planning task force to identify the highest-level goal for this work (our “North Star”), to understand the various stakeholders, and to set the strategic direction and goals for the next 3 to 5 years.

In late 2021, the resulting Open Arms Initiative Strategic Plan (initially the Diversity, Equity, Inclusion and Social Justice (DEIS)) was published, and this Board, Inclusion and Belonging Board, (“IBB”) was thereafter formalized at the direction of Dr. Marie Bordeleau, Principal.

This charter documents the establishment of the new Inclusion, and Belonging Board and sets out the framework for the Board’s purpose, structure, membership, and operation.

OUR CONTRIBUTION TO SAINT HILARY SCHOOL

This board works to reinforce the Catholic identity of Saint Hilary School and to help the SHS community live the Seven Themes of Catholic Social Teaching, specifically dignity and solidarity, by addressing matters related to diversity, equity, inclusion, and social justice.

The Board advises the leadership of Saint Hilary School on matters relating to diversity, equity, inclusion and belonging broadly. Working in partnership with stakeholders throughout the community, this Board develops strategy and leads the execution of initiatives designed to achieve strategic goals.

GUIDING PRINCIPLES

The Board aspires to conduct our work at all times in alignment with these guiding principles:

Transparency & Accountability

We are committed to being honest and open with the Saint Hilary School community about our work, and being accountable for our commitments, actions, and mistakes.

Humility

We know we are not experts, and we conduct our work with a growth mindset; we are committed to approaching our community with humility.

Respectful Communication

We are committed to communication that is productive, genuine, and respectful.

ROLES & RESPONSIBILITIES

The initial roles and responsibilities of the Board and program are described in the tables below.

Leadership Roles

The **Program Director** role is a part-time paid position. The responsibilities of this role are defined in the employment relationship between Saint Hilary School and the person serving in this role, but directional guidance is provided below.

The **Executive Sponsor** role is held by the Principal of the Saint Hilary School, and the **Parish Liaison** role is held by the Pastor of Saint Hilary Church & School.

DEIS Leadership		
Director, Inclusion and Belonging ("Program Director")	Drives overall execution on the identified goals and objectives of the program; acts as primary liaison with Executive Sponsor and Communication. Lead to ensure alignment and prioritization. Oversees and coordinates the efforts of the Workstream Leads to monitor and facilitate achievement of all Key Results. Working with the SHS Director of Marketing and Advancement, develops and executes on internal and external communications plans. Escalates issues to Executive Sponsor as needed.	Bobby Lamberts
Executive Sponsor	Provides guidance to ensure that IBB's strategy, goals, and activities are aligned with Saint Hilary's strategic priorities and operations. Advocates for budget and resources. Amplifies IBB's communications to the Saint Hilary School community.	SHS Principal [Dr. Marie Bordeleau]
Parish Liaison	Provides input and advice to the IBB team on matters related to or impacting Saint Hilary Church and parish. Advocates for IBB priorities and amplifies IBB messaging to the parish community.	SHS Pastor [Father Roger Gustafson]

Member Roles

The roles identified below are filled by Members (and not Leadership), and have the responsibilities generally described below. These roles and responsibilities may be changed from time to time by the Program Director in consultation with the Principal.

The individuals serving in these roles should serve a term of 2 years. In exceptional circumstances, Board Members may serve in more than one role simultaneously, but care should be taken to ensure that the person in each role has the capacity and ability to execute.

IBB Member Roles		
Workstream Leads	Identifies and designs initiatives to achieve workstream goals. Recruits volunteers as appropriate and coordinates with community members and to drive execution of all work necessary to achieve the Key Results in their identified workstream. Reports to the Program Director regularly on the status of progress.	(list name by each workstream, below)
	1. Community Education Workstream Lead	
	2. Professional Development Workstream Lead	
	3. Diversity in our Community Workstream Lead	
Strategic Planning Lead	Drives periodic strategic planning process, responsible for Strategic Plan documentation.	
PAB Liaison	Provides input and advice to IBB on matters related to or impacting the Parent Advisory Board. Advocates for IBB and amplifies DEIS messaging to the PAB.	
TPA Liaison	Provides input and advice to IBB on matters related to or impacting the Tiger Parent Association. Advocates for IBB and amplifies IBB messaging to the TPA.	
Faculty/Staff Liaison	Provides input and advice to IBB on matters related to or impacting the faculty and staff. Advocates for IBB and amplifies IBB messaging to the faculty and staff.	
Student Liaison	Provides input and advice to IBB on matters related to or impacting the study body. Advocates for and amplifies IBB messaging to the student body.	

IBB MEMBERSHIP

IBB Constitution and Size

The IBB will be composed of two types of members: Leadership and Members (see [Roles and Responsibilities](#) for definitions of these terms).

IBB Leadership roles have standing (permanent) positions on the IBB. The remainder of the Board are IBB Members, who should reflect diversity in gender and ethnicity, and should include representatives of key stakeholder groups, as follows:

Faculty & Staff	(2 or more members)
Parents	(3 or more members)
Student and or Alumni	(1 or more members)

The overall size of the IBB may vary over time and should not exceed 10 members in order to operate in an effective manner.

IBB Member Selection and Term of Service

Members are selected by the then-current IBB members on an annual basis from those qualified SHS community members who apply to serve. The IBB can also add members mid-year to fill any unexpected vacancies.

Volunteer IBB Members are asked to commit to serve a term of 2 academic calendar years, though exceptions can be made. Care is taken to manage terms so that no more than 50% of the membership rolls off in any one year.

IBB OPERATIONS AND MEETINGS

The IBB will meet periodically, as determined by the Program Lead. The Program Director will meet regularly with the Executive Sponsor, at a cadence and time of their choosing.

Individual Workstream Leads can run their own project-specific teams and may hold meetings of those project teams to make progress toward Key Results.

Meeting notes will be made available on Saint Hilary's website on the Open Arms Initiative page.

Periodic updates to the SHS Community will be made available in the school's newsletter and on Saint Hilary's website on the Open Arms Initiative page.