

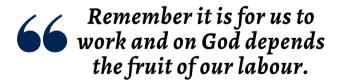




### **FOREWORD**

## COLLEEN FULKERSON CHAIR OF THE BOARD

In 2026, we will find ourselves 152 years when Blessed Mary Angela Truszkowska, foundress of the Felician Sisters, sent five pioneer sisters to North America to care for people who needed the most support, including children of farmworkers in rural Wisconsin. USA who needed education. Since then, a legacy of faith formation, educational excellence, and incredible innovation have followed as the Sisters continued to respond to the needs of the times. The Felician Sisters put down roots all over North America, including in Mississauga, where in 1964, they opened a school for girls.



Blessed Mary Angela

Now in the middle of 2021, during a global pandemic with a hopeful end in sight, we remind ourselves that our faith in our future remains unshaken and we look forward to planting new roots for Holy Name of Mary.



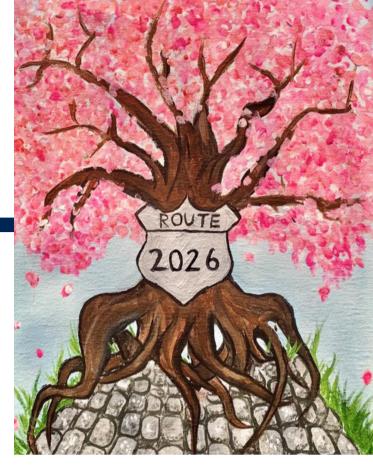
With fervent leadership, community engagement, and thoughtful planning, Holy Name of Mary sees the way in Route 2026 – a path towards the future. By the time 2026 arrives, Holy Name of Mary College School will be in its 18th year in its current format - readier than ever to take on the world. We hope that you join us as companions on this journey whether you help to drive us there, keep us company on the journey, or continue to plant great seeds for innovative stops along the way. As Blessed Mary Angela reminds us, "remember it is for us to work and on God depends the fruit of our labour." Onward!

### **MESSAGE**

CARRIE HUGHES-GRANT HEAD OF SCHOOL

It was a pleasure to have worked on this with the **HNMCS** strategic plan community. If we have learned anything from the pandemic, it is that nothing is certain and that planning is wonderful, practical and necessary, it also needs to be flexible and adaptable. As we look into the future and plan for what can be many years from now, we must explore the infinite game. What is the infinite game? According to Simon Sinek, infinite games have infinite timelines and there is no "winning," as the primary objective is to keep playing in perpetuity (The Infinite Game, 4). For a plan to truly be infinite, one must have a just cause, and a just cause must be: for something, inclusive, service oriented, resilient, and idealistic (The Infinite Game, 37). As leaders in education, we are in it for sustainability. We are creating a culture of learning. We are personalizing learning. We are meeting the girls where they are and we are starting from the roots - plant them firmly and allow them to grow.

STRATEGIC DIRECTION



Over the next several pages you will be introduced to our top 10 strategic priorities. These will all be included in the ways that we move forward with our strategic directions:

- Diversity
- Advancement
- Engaged HNMCS Community
- Educational opportunities
- Student engagement
- Building Upgrades & New Projects
- Admissions/Marketing
- Human Resources
- Operational Opportunities
- International/National Home Stay

Academic Innovation Connected Community - Beyond the Classroom Future Sustainability & Advancement The objective for HNMCS is to transform the school continually into the future and to do that we must be flexible, continually curious, and know and accept that the rules will change and grow. To stay true to this plan, we must reexamine and reevaluate on an ongoing basis how the strategic plan is unrolling. Each of us has a role in continuing to help the players evolve together and lift each other up, to create a long term strategy that extends beyond any of our tenures at HNMCS - this is about the future goals of the institution. What an exciting time to be a part of HNMCS!

Together with the Campus Master Plan being designed by architect Tye Farrow, we will be looking forward to a renewed campus and energy. The building itself will begin to match the sense of community and the amazing programmes that we are offering in it.

Our goal is to graduate girls who are curious, confident, and open minded. They are resilient and self-advocates. They see a world of possibility and know their journeys may not be linear; however, they will be exciting and fruitful. Our HNMCS graduates will thrive in all aspects of their lives. They will take risks, they will try, and they will re-do, and they will indeed find joy.

Thank you to everyone who contributed to this strategic plan. To everyone who sat on a committee, who took part in our focus groups, who is and will be engaged in the capital campaign, your time, ideas and experiences were all very much appreciated. To the students of today, tomorrow and yesterday, you make everyone so proud who has worked with you. You are confident, caring and thoughtful. To the staff and faculty at HNMCS it was a real pleasure working with you and hearing your memories and joys and seeing your vision of what the future for HNMCS can be. To the Leadership team and directors it was a pleasure imagineering with you all - your ideas and insights always brought joy, contemplation and much laughter. To the Board of Directors, Felician Services and the Felician Sisters, thank you for your support and your belief in me, the entire team and the community of HNMCS, without you there would be no HNMCS and we will be forever in your debt.

It is with gratitude and humbly that I present Route 2026.



## **OUR CATHOLIC IDENTITY**

As a Catholic School, our mission and vision look beyond our current situation and opportunities and into what we can be through the lenses of our faith, diversity and humanity, and airls' education. We are proud to be a part of a dynamic and forward thinking team - The Felician Sisters and Felician Services have been supportive, collaborative and responsive throughout my tenure at HNMCS and I look forward to our continued relationship. May you see the mission and values of the Felician Sisters in our words, our mission and values and in our actions:



For God gave us a spirit not of fear but of power and self-control

2 Timothy 1:7





### MISSION & VISION

Holy Name of Mary College School empowers young women to transform the world through intellectual curiosity and personal growth as grounded in the Catholic traditions of the Felician Sisters and Basilian Fathers.

Our Vision is to build a Connected Community dedicated to developing Curious, Courageous & Compassionate young women



#### cu·ri·ous /ˈkyoorēəs/ adj

Young women making a difference in the world with their unwavering intellectual curiosity, a confidence to question, the patience to listen and the ability to evaluate the information received.



#### cou·ra·geous /kəˈrājəs/ adj

Nurturing young women in an environment that encourages them to take risks, embrace change, cultivate positive relationships and bravely stand by their convictions.



#### com·pas·sion·ate /kəm'paSHənət/ adj

Graduating girls who exhibit empathy through active, caring service towards others, while understanding the need for spiritual self-care throughout their lives.



## PHASE 1: YEAR 1

Strategic Direction	Main Goals	Goal Posts
Academic Innovation	Total Education: Strategic Accelerator Groups	Focus on: Anti-Mean Girls, Anti-Bullying, Social Media Etiquette; Empowering Girls Through Self-Advocacy. Developed and prototyped expectations based evaluation for Y2 implementation.
Connected Community	Student Growth & Leadership, An Active & Inclusive Community, Tracking Progress and Finding Opportunity	Communication protocols and Family Handbook. Introduction of Student Services. Student Gov leadership training & clear overview. Development of JEDI council and other student supports of diversity & inclusivity. Co-curricular training, clubs fair & student major clubs programme launch (pilot).
	Technology and Facilities Upgrades	Classroom Display Technology upgrades Network Infrastructure upgrades Electrical Infrastructure upgrades
Future Sustainability	Philanthropic Culture and School Growth Plan	<ul> <li>Roll out of Marketing, Admissions plan</li> <li>Launch of Campus Master Plan</li> <li>Develop a strong spirit of community</li> <li>Strategically align community events to engage, inform &amp; inspire</li> <li>Establish stewardship/donor recognition plan</li> <li>Stronger Human Resources regarding hiring and growth opportunities</li> </ul>

# PHASE 2: YEARS 2-5

Strategic Direction	Main Goals	Goal Posts
Academic Innovation	Total Education: Strategic Accelerator Groups	Y2 - Focus on Project Montaigne and All Girls Belong at HNMCS. Have developed and prototyped for year 3 implementation. (expectations based evaluation to also be implemented)  Y3&4 - Focus on developing courses based on pedagogy and epistemology. Have developed and prototyped for years 4 and 5.  Y5 - Continue course development based on pedagogy and epistemology; have all aspects of Total Education become routine - the way we do business - so that the 2027 academic strategic plan can be built upon it.



## PHASE 2: YEARS 2-5

Strategic Direction	Main Goals	Goal Posts
Connected Community	Our Community and Beyond, Ownership of Personal Progress, Community Spirit, Meaningful Mentorship	<ul> <li>Development and implementation of major clubs &amp; refined co-curricular program</li> <li>Clear student leadership programme with mentorship framework</li> <li>Age and stage based opportunities on a continuum from grade 5-12 that supports the growth of the whole girl</li> <li>Development of JEDI council and other SEL supports</li> <li>Enhancements to the SMS that better reflect non-academic student learning, goals, involvement and achievements in an easy to navigate dashboard</li> </ul>
	Technology and Facilities Upgrades	<ul> <li>Security System</li> <li>Classroom Display Technology</li> <li>Network Infrastructure</li> <li>Telephony</li> <li>Internet provision</li> </ul>
	<u>Advancement</u>	Keeping our community connected with events and alumnae engagement.
	Admissions, Marketing	Focused on our Mission, Vision and Values, we will continue to employ the best admissions, marketing and branding strategies to attract & retain mission appropriate families.



# ACADEMIC INNOVATION

#### **Total Education**

Helping girls thrive in the Technology age through our Catholic core values of Respect, Compassion, Justice & Transformation.



All systems should be familiarized, one with the other, in such a way that their combined impact and interaction can be appreciated as a single complex system.

Aldo van Eyck

# PARENT COMMUNICATION & PHASE CHART

#### **CULTURE OF LEARNING**

All students' academic endeavours are designed to build their capacity to learn and take risks. Research has shown that by eliminating judgment of student work, student learning flourishes.

#### **EMPOWERMENT & WELLBEING**

All of our students are encouraged to take ownership of their learning. Daily, they will be provided with voice & choice in their education. Research has shown that student empowerment is a primary driver in reducing stress and building confidence



#### **CULTURAL AGILITY**

Inclusivity is fostered in all students. Understanding knowledge systems (epistemology) from different cultures enhances student capacity to develop open and equitable communities. It also encourages students' understanding of different customs -necessities to thrive in today's globalized economy and to engage with today's social issues.

#### SYSTEMS THINKING

All students will be introduced to different ways students learn (pedagogy) and the knowledge systems (epistemology) that structure that learning. Fostering student systems thinking is necessary for them to thrive in the increasing systems integration seen in many sectors of the economy and society.

#### **CULTURE OF LEARNING**

At HNMCS, we know that students need to learn using the methods most suitable for today's world. Developing an entrepreneurial mindset that fosters creative, academic risk taking is what today's society is demanding. According to Joseph E. Aoun in his book Robot-Proof, "Unless our machines evolve to surpass our capacity for creativity and mental flexibility, our most powerful skill is our unique ability to be creative. Therefore, we should educate ourselves to do it well - especially considering the unpredictable nature of work."

To encourage our students to become more entrepreneurial, we are focusing on a culture of learning instead of a culture of judgement. By adopting this focus, our students are inspired to be fearless and take on challenges and try new things to develop the habits of mind necessary to thrive in an increasingly automated future.

A culture of learning entails greater anecdotal and less numerical feedback in order to provide students with encouragement to learn and improve. In an environment where assessment and evaluation feedback is designed to support students instead of numerically judge them, academic pressure is reduced and student learning and creativity flourishes.

To foster entrepreneurial, creative students who will be competitive in the automated age, assessment in particular must provide students "in words, not numbered scores or letter grades, what they have done well, what they have done poorly, and what they need to do next to improve," because "a mark, any mark, means that the work is finished. Students will shut down and not try to improve, even if there is a mark accompanied by anecdotal feedback." (Damien Cooper presentation 2009-2010 CIS/OISE Differentiated Assessment Institute)

#### **EMPOWERMENT & WELLBEING**

Empowerment has always been a close cousin to wellbeing. William Stixrud, PhD, is a clinical neuropsychologist and founder of The Stixrud Group. He is a member of the teaching faculty at Children's National Medical Center and assistant professor of psychiatry and pediatrics at the George Washington University School of Medicine. He argues in his book The Self-Driven Child that children are denied a sense of control in their lives - doing what they find meaningful, and succeeding and failing on their own. Well meaning parents and schools unwittingly take from children opportunities they need to grow stronger, more confident and more themselves.

Yet, a low sense of control is one of the most stressful things a person can experience, and the rise in stress related mental health problems (i.e. anxiety, depression) in children and adolescents partially results from the loss of autonomy students experience (studies have shown that student autonomy has steadily decreased from the 1960s to the present).

He argues further that when we have a sense of control/autonomy our prefrontal cortex (executive functioning) regulates the amygdala (stress/fight-flight response), and when we don't, we are in a state of stress. So the fact our students are feeling more anxious means that their amygdalas are often in a stress/fight-flight state making them feel overwhelmed, stuck and helpless.

Stixrud's research is supported by Pamela Cantor, MD, Founder and Senior Science Advisor, Turnaround for Children, "The Power of Whole Child Personalization: Connecting Science, Learning and Human Potential".

Cantor, in iNACOL's conference on personalized learning from 2018 in Nashville, TN, takes Stixrud's research a step further by arguing that of the 25,000 genes in our genome, only 10% are expressed, but it is our context/environment that determines that expression. She argues that this challenges the notion that genes are our drivers, and instead suggests that genes are chemical followers driven by our context or environment.

In terms of brain development, much of our brain growth happens once we're born, and there are certain stages in life (i.e. 0-5; adolescence) when things happen in the brain that can't happen at any other time. What this means for Cantor is that our brain works on experience dependent growth. This is important because if a child has 4 or more adverse experiences that trigger the release of cortisol (stress hormone) from the amygdala, cortisol release can become stuck in the "on" position, which can lead to toxic stress in children. With the traditional schooling system designed to increase stress (tests, marks, lack of control) instead of reduce it, Cantor argues that traditional schooling isn't only bad pedagogy, but it is bad for brain health and development.

Cantor concludes by saying: "This goes beyond preference and comfort. True student centered learning needs to take these things into consideration and maybe start to recognize that resistance to change, to personalized learning comes down to the brain health of the resisters, which is only further proof that the traditional system doesn't work because of the cortisol responses that it produces in the very resistors to a better education system."

Our world demands that we confront the stress our students are facing and build their capacity to positively manage it. According to the "Psychology of Survival" chapter in the US Army Survival Manual, stress itself cannot be eliminated, but it can be managed. Positively managed stress has positive benefits that can help people change and grow. However, too much stress, or stress that is poorly managed, leads to distress, which can make people "careless, hide from responsibilities, be in a state of constant worry, and even develop an 'I quit' attitude." In a state of distress, people often "shift from 'what can I do,' to 'there is nothing I can do."

HNMCS strives to have its students empowered academically so that they're focus remains entirely on what they can do to succeed. These are valuable habits of mind when confronted with the new possibilities the automated age provides.

#### **CULTURAL AGILITY**

Cultural agility is imperative in today's world for two primary reasons. The first is economic. In his book Robot-Proof, Joseph E. Aoun wrote: "Cultural Agility is the mega-capacity that enables professionals to perform successfully in cross-cultural situations...Globalization has vaulted this skill [cultural agility] into a mainstream imperative...It requires a deep enough immersion in a culture so that we can fit seamlessly into multicultural teams or get results from people who have dramatically different lives from our own....Increased complexity [due to cultural differences] means increased chances of misunderstanding. Even simple assumptions may be fraught. For instance, a few years ago there was a popular trend for challenging people to donate money to ALS research or dump a bucket of ice water over themselves. In the United States, this was seen as a harmless meme that helped raise donations for an important cause. In India, it was regarded as a shocking waste of clean water, so participants replaced it with the idea of donating a bag of rice to someone in need."

The second is social. The notion of cultural agility is heavily connected to HNMCS' core values of Respect, Compassion, Justice and Transformation. In an academic context, this means examining the very ways we learn (epistemology). Is the dominant learning system employed in schools equitable, inclusive, and promoting tolerance? In her 19 July 2020 New York Times article "White Fragility' is Everywhere. But Does Anti-Racism Training Work?", critical discourse analyst and whiteness studies consultant Robin DiAngelo wrote:

Borrowing from feminist scholarship and critical race theory, whiteness studies challenges the very nature of knowledge, asking whether what we define as scientific research and scholarly rigor, and what we venerate as objectivity, can be ways of excluding alternate perspectives and preserving white dominance...from whose subjectivity does the ideal of objectivity come?

One unnamed logic of Whiteness is the presumed neutrality of White European Enlightenment epistemology. If they [universities] want to diversify their faculties, they should put less weight on conventional hiring criteria. The modern university with its 'experts' and its privileging of particular forms of knowledge over others (e.g., written over oral, history over memory, rationalism over wisdom) has validated and elevated positivistic, White Eurocentric knowledge over non-White, Indigenous and non-European knowledges.

A list of white values in education are: 'The King's English' rules,' 'objective, rational, linear thinking' and 'quantitative emphasis,' 'work before play,' 'plan for future' and 'adherence to rigid time schedules.'. White culture is obsessed with 'mechanical time' — clock time — and punishes students for lateness. This is but one example of how whiteness undercuts Black kids. The problems come when we say this way of being is the way to be. In school and on into the working world...tremendous harm is done by the pervasive rule that Black children and adults must 'bend to whiteness, in substance, style and format.'

Therefore, connecting cultural agility to systems thinking, HNMCS is committed to having its students learn non-positivist epistemologies, including indigenous epistemology, in order to develop inclusiveness at a core, but often unseen, level of education. It is one of the key ways an HNMCS education can transform its students to be more respectful, compassionate and just in our society.

#### SYSTEMS THINKING

The ability to think in systems is increasing in demand. According to Pete McCabe, VP Global Services Organization for GE Transportation, quoted in Joseph E. Aoun's book Robot-Proof - "The problems that are going to change outcomes fundamentally, whether it be productivity or health care, or whatever else, are going to be systems problems. It's the interconnection points of all the discreet problems inside a function...The exponential value is delivered when you start connecting the dots....I can find engineers, I can find software people, and I can find good data scientists...It is harder to find someone who can draw all the threads together to oversee the team of specialists: knowing how they plug, knowing where to push. I'd give my left pinky for ten more of those people."

We realize the importance of providing our students with the capacity to think in systems in order to meet the needs of employers so that they will be in demand. At HNMCS we know that one of the best age and stage appropriate ways for our students to develop systems thinking is for them to think in the systems they encounter every day - their learning systems, called pedagogy and epistemology.

There are many different ways to learn. Some are completely teacher led, some are completely student led, and some are a blend of the two. Knowing the purpose of each of these learning systems - the intended learning strategies that extend beyond factual knowledge - and how they complement or contradict each other builds a strong foundation of systems thinking. In the immediate term, it helps the student know what's expected of them (the purpose of teacher led pedagogy is generally different from the purpose of student led pedagogy) so they can be successful with specific tasks or courses. Moreover, by learning the intent of each pedagogy and epistemology, students build confidence to be successful in any system they encounter, which creates far more adaptive and agile students than students who simply learn to succeed in one learning system.

In the long term, it helps students realize that each learning system comes with its own set of assumptions. By learning assumptions in learning systems, students can translate that into recognizing assumptions in any system, including the ones they will encounter in post-secondary school and in their careers. This will help them choose which system works best in a given context, and know how and what systems can be integrated when encountering complex scenarios.



# A CONNECTED COMMUNITY

#### BEYOND THE CLASSROOM

Student Life Framework: Giving Growth a Voice An integral focus of the 2021-2026 Student Life plan is a focus on student and staff voice in further developing daily and higher level programming to support best practices in girls learning, maintain traditions and refine opportunities that are available from grades 5-12.

**Busing** 

New routes with centralized group pickup and drop off points that are efficient and safe. as well as financially make sense for the school. This will also include zone pricing.

Cafeteria Services

Reviewing RFP's to choose an excellent food provider. Starting, in 2022-23 or 23-24, food services will be a part of the overall tuition for all students.



# STUDENT LIFE FRAMEWORK

#### GIVING GROWTH A VOICE

In working with the Student Life Strategic Planning Committee and the feedback provided from focus groups hosted by Goal 17, key areas for improvement were identified:

- An Active & Inclusive Community
- Student Growth and Leadership
- Connecting Beyond Our Community
- Ownership of Personal Progress & Clearly Defined Age-Appropriate Opportunities
- Community Spirit
- Meaningful Mentorship

An integral focus of the 2021-2026 Student Life plan is a focus on student and staff voice in further developing daily and higher level programming to support best practices in girls learning, maintain traditions and refine opportunities that are available from grades 5-12.

Over the course of the next 5 years, different groups will work on key components of this improvement plan.

# STUDENT LIFE FRAMEWORK



#### THE 5 YEAR PLAN

#### YEAR 1

- Development of JEDI (Justice, Equity, Diversity & Inclusivity) council and other student supports of diversity & inclusivity
- Student Government leadership training & clear overview of leadership opportunities at each grade level
- Co-curricular training, clubs fair and new student major clubs programme launch (pilot)

#### YEAR 2

- Age and stage based opportunities on a continuum from grade 5-12 that support the growth of the whole girl
- Continuation of JEDI programming development
- Co-curricular programme improvement implementation
- Enhancements to the SMS that better reflect non-academic student learning, goals, involvement and achievements

#### YEAR 3

- House system expansion and integration
- Revised grade specific student programming implemented
- Continuation of JEDI programming development
- Co-curricular programme improvement implementation
- Continuation of SL SMS improvements

#### YEAR 4

- House system expansion and integration
- Revised grade specific student programming implemented
- Continuation of JEDI programming development
- Co-curricular programme improvement implementation
- Continuation of SL SMS improvements

#### YEAR 5

- All new structures and programming in place
- Feedback sessions and next steps looking towards the next 5 years



## **ADMISSIONS**

The future of Holy Name of Mary College School depends on our ability to attract new mission appropriate families. Focused on our Mission, Vision and Values, we will continue to employ the best admissions, marketing and branding strategies to attract students in the years to come.

#### **STRATEGIES**

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A. Promoting the values of a Catholic all girls education	<ul> <li>Parish visits</li> <li>Catholic school conferences</li> <li>Confirmation classes - co-sponsor with SMCS</li> <li>Archdiocese special publications</li> </ul>	
B. Leveraging the St. Mike's connection	<ul> <li>Included in monthly newsletters, etc.</li> <li>Sibling discount to new families - 2022 only</li> <li>Promote at events</li> </ul>	
C. Developing relationships with feeder schools and targeted communities	<ul> <li>Eco Conference</li> <li>OH Posters &amp; Postcard drop off at schools</li> <li>Ambassadors to do shops, rec. centres, etc.</li> </ul>	
D. Implementing retention strategies, for lower rates of turnover	<ul> <li>New family check-in</li> <li>Re-enrollment Committee.</li> <li>Rumours Doc</li> </ul>	
E. Use targeted recruitment	<ul><li>Digital Marketing</li><li>Geo Fencing</li></ul>	
F. Expand the International Student Programme	<ul> <li>ICEF</li> <li>E-Husky campaign</li> <li>Direct Marketing (Germany, Korea, Vietnam, Mexico initially)</li> </ul>	

G. Maintaining a robust Bursary & Financial Aid programme

H. Offering better transportation solutions

### **ADVANCEMENT**

Vision Establish a relationship philanthropy culture for the betterment

of the entire HNMCS community, in alignment with School's

identified priorities.

Mission Grow a philanthropy culture to ensure Holy Name of Mary

College School has the funds needed to provide the best

learning and teaching environment for the community.

GOALS STRATEGIES

- Increase Annual Fund A. Direct mail, parent engagement, alumnae

1. Clearly defined funding priorities

2. Clearly communicated need + impact

- Endowment Programme B. articulate difference of annual vs/ endowment

- Increase/Engage Alumnae C. keep alumnae engaged, connected



1. Launch Annual Fund Campaign	<ul> <li>a. Enhance, strategic direct mail campaign to community at large</li> <li>b. Segment and ask international families</li> <li>c. Engage faculty and suppliers</li> <li>d. Develop alumnae program</li> <li>e. Engage PA</li> </ul>
2. Enhance Online Donations	<ul><li>a. Redesign website - offer multiple channels of donating</li><li>b. Develop e-campaign of direct email solicitations and tax receipting</li></ul>
3. Establish a Major Gift threshold	a. Determine Major Gift level, along with stewardship matrix and potential naming opportunities
4. Engage Alumnae	Alumnae committee. Inspire/engage them and bring them back.
5. Engage Parents, Faculty, Admin, Vendors	Direct mail, meetings, etc. Ensure donations are aligned to funding priorities of the School.
6. Swivel to more strategic, signature events which raise significant funds rather than fundraising events	Events are costly and don't always raise funds. Removing emphasis of a fundraising event and focusing on friend-raising (good times, info sharing) creates better fundraising
7. Database	Collect and track communications as well as donations. Helps project pipeline but also reporting. Tying in new family identification and communication through to alumnae engagement this is a critical tool for relationship building.
8. Establish Endowments	Ensuring the long-term threshold, sustainability for financial aid Ideally establishing endowments for each priority area within the School.

### **FUTURE SUSTAINABILITY**

Strategic Direction	Main Goals	Goal Posts
Future Sustainability	Capital Campaign, Alumnae Relations, HNMCS Foundation	<ul> <li>Capital Campaign and Annual Fund Fundraising Goals</li> <li>Signature events synced with HNMCS Calendar</li> </ul>

Advancement at HNMCS is about moving the school forward in mission-appropriate ways. It is about building a Community, along with a culture of philanthropy, or giving back. Advancement at HNMCS is about planting the seed for the current and next generation of HNMCS families. Connecting with our Community, we can make a difference in the gifts we give.



In an uncertain world, the school is a stable, **LL** nurturing community. That makes it all the more necessary and important to support it.

> Helen Colson, former associate headmaster Washington, D.C Referenced from the National Association of Independent Schools.

