

2020-2021

MENLO SCHOOL, YEAR-TWO

EQUITY, DIVERSITY, AND, INCLUSION STRATEGIC PLAN

**LEARNING THROUGH DISCOMFORT: A JOURNEY OF
PERSONAL AND INSTITUTIONAL TRANSFORMATION**



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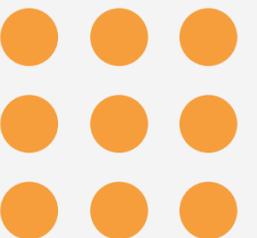
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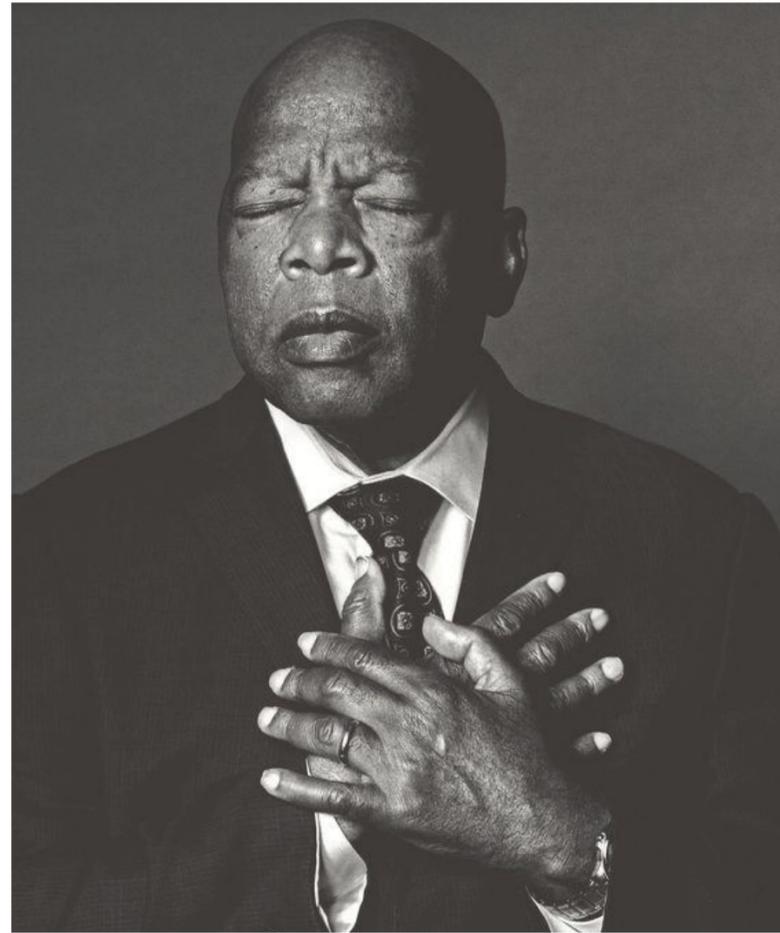
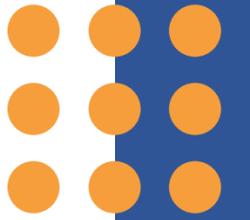
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Acknowledgements



DEDICATION



*May our work as a school be pleasing in the sight of a true champion for justice and social change.
Thank you, Congressman John Lewis.*

“Though I am gone, I urge you to answer the highest calling of your heart and stand up for what you truly believe.”

~Congressman John Lewis

OUR COMMITMENT TO ANTI-RACISM AND ANTI-DISCRIMINATION:

A NON-NEUTRAL COMMITMENT TO EQUITY, EQUALITY, AND SAFETY.

AS AN INSTITUTION, MENLO HOLDS IN HIGH REGARD THE RACIAL, PHYSICAL, CULTURAL, LINGUISTIC, SPIRITUAL, AND INTELLECTUAL BACKGROUNDS OF ALL OUR EMPLOYEES. OUR SCHOOL'S CONSTITUENCIES RECOGNIZE THAT OUR SOCIETY IS AT A UNIQUE INFLECTION POINT—ONE THAT REQUIRES US TO DIG DEEPER AND GO BEYOND OUR CURRENT INSTITUTIONAL PRIORITIES IN ORDER TO FURTHER ADDRESS SYSTEMIC FORCES OF STRUCTURALIZED DISCRIMINATION AND RACISM THAT SHAPES US SHAPES, WHO WE ARE, OUR BELIEFS, AND HOW WE CONSTRUCT OUR RELATIONSHIPS WITH OTHERS IN THE WORKPLACE.

THUS, AS A SCHOOL, WE ARE MAKING A CONSCIOUS DECISION NOT TO OPERATE FROM A SPACE OF PASSIVE NEUTRALITY; WE ARE DECLARING THAT MENLO SCHOOL IS AN ANTI-RACIST AND ANTI-DISCRIMINATORY LEARNING COMMUNITY. RACISM AND DISCRIMINATION INTERSECT WITH INTOLERANCES SUCH AS HETEROSEXISM, ISLAMOPHOBIA, SEXISM, AND ANTISEMITISM, AND ARE DEEPLY EMBEDDED IN RACIAL/CULTURAL BIASES THAT PREVENT EMPLOYEES FROM BRINGING THEIR WHOLE SELVES TO A WORKPLACE WHERE THEY CAN DO THEIR BEST WORK IN AN ENVIRONMENT OF PROFESSIONALISM AND RESPECT.

FURTHERMORE, MENLO IS COMMITTED TO BEING PART OF A LARGER SYSTEMATIC CHANGE THAT CONFRONTS RACISM AND INEQUALITY OF ANY TYPE WITHIN OUR LOCAL EDUCATIONAL CONTEXT. WE HAVE A RENEWED SENSE OF URGENCY AND COMMITMENT TO LEAD IN THIS AREA. AS SUCH, WE ARE COMMITTED TO CONFRONTING RACISM IN ORDER TO CREATE A MORE INCLUSIVE AND JUST WORLD, WHICH COMMITS US TO A PURPOSE GREATER THAN OURSELVES. THEREFORE, THE SCHOOL IS STANDING IN UNWAVERING SOLIDARITY WITH A FIRM COMMITMENT TO DISRUPTING, DISMANTLING, AND ENDING RACISM AND DISCRIMINATORY BEHAVIORS ON-CAMPUS, OFF-CAMPUS, OR ONLINE THAT MAY MANIFEST IN THE FOLLOWING WAYS:

- RACIALLY-CHARGED EPITHETS;
- CULTURAL APPROPRIATION;
- SOCIOECONOMIC PREJUDICE AND/OR TAUNTING;ANTI-SEMITISM;
- RELIGIOUS/SPIRITUAL INSENSITIVITY;
- IDENTITY-RELATED AND/OR SEXIST LANGUAGE;
- HOMOPHOBIA AND LGBTQIA HATE SPEECH AND/OR SUPPRESSION.

THE AFOREMENTIONED BEHAVIORS AND/OR BELIEFS ARE A DIRECT THREAT TO OUR CORE VALUES AND ETHICS AS A SCHOOL. THROUGH OUR EDUCATIONAL PROGRAMMING, WE WILL BUILD A MORAL MANDATE WHEREBY THE SCHOOL COMMUNITY SHARES THE COLLECTIVE RESPONSIBILITY TO ADDRESS, ELIMINATE, AND PREVENT ACTIONS, DECISIONS, AND OUTCOMES THAT RESULT FROM AND PERPETUATE RACISM AND DISCRIMINATION.

ALL EMPLOYEES MUST KNOW THAT MENLO MAINTAINS ZERO TOLERANCE FOR THE AFOREMENTIONED BEHAVIORS. THE SCHOOL RESERVES THE RIGHT TO MAKE EMPLOYMENT-RELATED DECISIONS THAT ARE ALIGNED WITH THE EMPLOYEE HANDBOOK AND IN THE BEST INTERESTS OF THE COLLECTIVE SAFETY AND EMOTIONAL HEALTH OF ALL EMPLOYEES, WHICH INCLUDES VICTIMS, WITNESSES, AND THE GENERAL EMPLOYEE BASE OF THE SCHOOL. A SINGLE INCIDENT WILL BE ADDRESSED THROUGH THE SCHOOL'S HUMAN RESOURCES EMPLOYEE DISCIPLINE SYSTEM AND MAY RESULT IN IMMEDIATE TERMINATION OF EMPLOYMENT.

ADDITIONALLY, EVERY EMPLOYEE AT MENLO SHALL HONOR, RESPECT, AND CHAMPION THE DIVERSITY AND LIFE EXPERIENCES OF ALL COMMUNITY MEMBERS. THIS COLLECTIVE WORK WILL NOT ONLY SUPPORT THE SCHOOL'S MISSION, VISION, VALUES, GOALS, AND OBJECTIVES, BUT ALSO PROVOKE SYSTEMIC CHANGE THAT PROMOTES JUSTICE, SAFEGUARDS HUMAN RIGHTS, AND ENSURES FAIR AND EQUITABLE TREATMENT AND RESPECT FOR THE HUMAN DIGNITY OF ALL PEOPLE ON OUR CAMPUS.

WE ARE ENCOURAGED AND THRILLED THAT YOU HAVE SELECTED MENLO AS YOUR PLACE OF EMPLOYMENT. WE ARE A FORWARD-THINKING EDUCATIONAL INSTITUTION, LEANING ON 108 YEARS OF EXCELLENCE. AS OUR CULTURE CONTINUES TO CHANGE, WE WILL REMAIN COMMITTED TO ESTABLISHING AND SUSTAINING AN EQUITABLE COMMUNITY THAT DELIVERS UPON ITS EDUCATIONAL PROMISE, THUS ENDING THE PREDICTIVE VALUE OF RACE AND ENSURING EACH EMPLOYEE'S SUCCESS. AGAIN, THANK YOU FOR CHOOSING MENLO.

BOARD OF DIRECTORS

JAKE REYNOLDS, CHAIR
KAREN KING, VICE CHAIR
OMAR AGUILAR
GRADY BURNETT
JONATHAN COSLET
PHIL DEUTCH
STEVE DOSTART
AAREF HILALY
APRIL HOUSE
AMY HSIEH
STEPHANIE JACKSON
JON LEVIN
JENNIFER MULLOY
NKIA RICHARDSON
NICOLE SHEEHAN
SCOTT TAYLOR, SECRETARY
LINDA TING
FRED WANG
MIKE YUEN

SENIOR ADMINISTRATORS

THAN HEALY
HEAD OF SCHOOL

RITA PARASNIS
MSPA CO-PRESIDENT FOR MIDDLE SCHOOL

JENNIFER JEFFRIES
MSPA CO-PRESIDENT FOR UPPER SCHOOL

JOHN MALETIS
ALUMNI ASSOCIATION PRESIDENT

BILL SILVER
CFO

BETH BISHOP
ADMISSIONS DIRECTOR

CARLA DIEZ-CANSECO
DIRECTOR OF HUMAN RESOURCES

EARL KOBERLEIN
ATHLETICS DIRECTOR

MAREN JINNETT
DIRECTOR OF ACADEMIC INNOVATION

TONY LAPOLLA
DEAN OF STUDENTS

BRIDGETT LONGUST
DEAN OF TEACHING AND LEARNING

LA VINA LOWERY
MIDDLE SCHOOL DIRECTOR

STEVEN MINNING
CREATIVE ARTS DIRECTOR

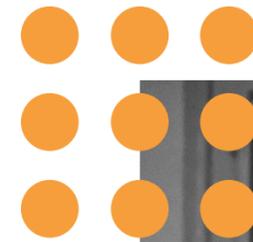
ALEX PEREZ
DIRECTOR OF COMMUNICATIONS

JOHN SCHAFER
UPPER SCHOOL DIRECTOR

GABE SCHWARZER
DIRECTOR OF TECHNOLOGY

MIMA TAKEMOTO
MIDDLE SCHOOL ASSISTANT DIRECTOR

KEITH WHEELER
CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY & INCLUSION



INTRODUCTION

MENLO IS EMBARKING ON OUR SECOND YEAR OF THE CURRENT EQUITY, DIVERSITY, AND INCLUSION STRATEGIC PLAN CYCLE. OUR COMMITMENT TO THIS NECESSARY WORK IS CENTRAL TO THE DELIVERY OF OUR EDUCATIONAL PROMISE.

OVER THE LAST 5 MONTHS, AMERICAN CULTURE HAS EXPERIENCED SEISMIC SHIFTS RELATING TO RACISM AND STRUCTURALIZED OPPRESSIVE SYSTEMS. AS AN INSTITUTION, THESE TIMES HAVE BEEN TROUBLING, YET ALSO ENCOURAGING AS THEY PROVIDE THE IMPETUS FOR SOCIAL CHANGE. THE SCHOOL'S RENEWED COMMITMENT URGES US TO NOT ONLY DEVELOP MEANINGFUL EDUCATIONAL PROGRAMMING FOR STUDENTS, PARENTS, AND EMPLOYEES BUT ALSO TO PROVIDE SPACES FOR OUR DIVERSE CONSTITUENCIES TO SPEAK OUT AGAINST THE KINDS OF SYSTEMIC RACISM AND OPPRESSION THAT ARE PLAYING OUT IN CURRENT EVENTS.

FURTHERMORE, THE VIOLATION OF BASIC HUMAN RIGHTS HAS SPARKED OUTRAGE IN MINNESOTA, IN OUR NATION, AND ACROSS THE WORLD. THE UNNECESSARY AND UNTIMELY DEATH OF GEORGE FLOYD IS BUT ONE EXAMPLE OF THE CRIMINALIZATION OF BLACK INDIGENOUS PEOPLE OF COLOR (BIPOC), PARTICULARLY YOUNG MEN OF COLOR, AND THE INSTITUTIONALIZED AND TOO OFTEN LETHAL VIOLENCE PERPETRATED AGAINST THEM WITH SEEMING IMPUNITY. THE EVENTS UNFOLDING IN COMMUNITIES OF COLOR ARE FAR TOO REMINISCENT OF THOSE FROM THE CIVIL RIGHTS ERA. THEY ARE DISMAYING EVIDENCE OF THE FACT THAT SIX DECADES AFTER THAT ERA OF HOPE AND STRUGGLE, SYSTEMIC RACISM CONTINUES TO OPPRESS COMMUNITIES OF COLOR AND DEBASE EVERY MEMBER OF OUR SOCIETY.

THE QUEST FOR INCLUSION, JUSTICE, PEACE, AND SAFETY IS FAR FROM REALIZED. THE CRISIS IN AMERICA, WITH VIOLENT AND PEACEFUL PROTESTS COUPLED WITH REQUESTS TO DEFUND LOCAL LAW ENFORCEMENT AGENCIES, DOES NOT EXIST IN ISOLATION; IT LOUDLY ECHOES HISTORICAL AND CURRENT CONFLICTS IN THE UNITED STATES AND ACROSS THE GLOBE. THE OUTRAGE SPILLING FROM EVERY CORNER OF THE COUNTRY MAY NAME MINNESOTA AS THE EPICENTER, BUT IT IS ROOTED IN THE EVERYDAY CRISIS OF RACISM IN EVERY NEIGHBORHOOD, EVERY TOWN, EVERY CITY, AND EVERY SCHOOL. RACISM RECOGNIZES NO GEOGRAPHICAL, POLITICAL, OR EDUCATIONAL LINES; LIKEWISE, ACTIVE OPPOSITION TO THE DESTRUCTIVE AND DEADLY EFFECTS OF RACISM MUST BE UNIVERSAL AND UNCEASING.

MENLO FEELS A MORAL OBLIGATION TO ELEVATE THE IMPORTANCE OF SOCIAL CHANGE THROUGH VARIOUS INITIATIVES THAT ARE HIGHLIGHTED THROUGH OUR STRATEGIC PLANNING WORK. WHETHER THE WORK FOCUSES ON DIVERSIFYING ASSESSMENTS, INTERROGATING CURRICULA, OR DEEPENING ANTI-RACIST PEDAGOGICAL SHIFTS, THIS IS A MOMENT FOR OUR SCHOOL TO FOCUS DEEPLY ON THE CHANGE WE DESIRE. WE HAVE AN INCREDIBLE OPPORTUNITY TO PLAN MEANINGFUL REFORM THROUGH RESEARCHED-BASED INITIATIVES AND EFFECTIVE COLLABORATIONS THAT CAN BE MEASURED OVER A SPECIFIC DURATION OF TIME.

THE WORK OF OUR STRATEGIC PLAN REQUIRES OUR ENTIRE INSTITUTION TO TAKE A BOLD STEP TOWARDS EQUITY, EQUALITY, AND LIBERATORY PRACTICES. THUS, AS A SCHOOL, WE ARE MAKING A CONSCIOUS DECISION NOT TO OPERATE FROM A SPACE OF PASSIVE NEUTRALITY; WE ARE IN FACT DECLARING THAT MENLO SCHOOL IS AN ANTI-RACIST AND ANTI-DISCRIMINATORY LEARNING COMMUNITY. RACISM AND DISCRIMINATION FURTHER INTERSECT WITH INTOLERANCES SUCH AS HETEROSEXISM, ISLAMOPHOBIA, SEXISM, AND ANTISEMITISM, AND THEY ARE DEEPLY EMBEDDED IN RACIAL/CULTURAL BIASES THAT PREVENT SO MANY STUDENTS FROM FULLY ACTUALIZING THEIR HOPES AND DREAMS THROUGH A TRANSFORMATIVE EDUCATIONAL EXPERIENCE.

FURTHERMORE, MENLO IS COMMITTED TO BEING PART OF A LARGER SYSTEMATIC CHANGE THAT CONFRONTS RACISM AND INEQUALITY OF ANY TYPE WITHIN OUR LOCAL EDUCATIONAL CONTEXT. WE HAVE A RENEWED SENSE OF URGENCY AND COMMITMENT TO LEAD IN THIS AREA. AS SUCH, WE ARE COMMITTED TO CONFRONTING RACISM IN ORDER TO CREATE A MORE INCLUSIVE AND JUST WORLD, WHICH COMMITS US TO A PURPOSE GREATER THAN OURSELVES. THEREFORE, THE SCHOOL STANDS IN UNWAVERING SOLIDARITY WITH A FIRM COMMITMENT TO DISRUPTING, DISMANTLING, AND ENDING RACISM AND DISCRIMINATORY BEHAVIORS ON CAMPUS.

WE CANNOT DO THIS WORK ALONE. WE ENCOURAGE THOUGHTFUL, COLLABORATIVE, AND ENDURING PARTNERSHIPS AS WE MOVE FORWARD WITH THE WORK AHEAD.

IN FULL PARTNERSHIP,



KEITH B. WHEELER, MA. ED
CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY, AND INCLUSION

OUR FOUNDATION AND DEMOGRAPHIC DATA

MISSION STATEMENT

MENLO SCHOOL'S MISSION IS TO EMPOWER STUDENTS TO EXPLORE AND EXPAND THEIR INTERESTS, REACH THEIR FULLEST POTENTIAL, DEVELOP THE SKILLS NECESSARY FOR SUCCESS IN COLLEGE, AND BECOME ETHICAL, RESPONSIBLE, AND ENGAGED MEMBERS OF EVER WIDER COMMUNITIES.

VALUE STATEMENTS

- PURSUE HIGH STANDARDS OF ACADEMIC EXCELLENCE.
- DISCOVER THE JOY OF LEARNING.
- STRETCH THEMSELVES AND RAISE CHALLENGING QUESTIONS.
- DEMONSTRATE COURAGE, INTEGRITY AND A COMMITMENT TO ETHICAL BEHAVIOR.
- DEVELOP A SENSE OF COMMITMENT TO PURPOSES LARGER THAN THEMSELVES. APPRECIATE THE RICHNESS OF DIVERSITY.
- THINK INDEPENDENTLY AND CREATIVELY.
- TAKE PROGRESSIVELY MORE RESPONSIBILITY FOR THEMSELVES AND THEIR EDUCATION. LEAD HEALTHFUL LIVES.

OUR EQUITY, DIVERSITY & INCLUSION STATEMENT

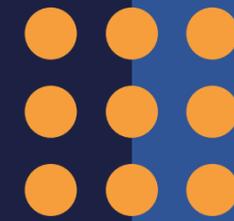
MENLO SCHOOL IS COMMITTED TO BEING A HETEROGENEOUS AND INCLUSIVE COMMUNITY. WE BELIEVE STUDENTS ARE BETTER EDUCATED AND PREPARED TO SUCCEED WHEN THE SCHOOL COMMUNITY—STUDENTS, FAMILIES, FACULTY, ADMINISTRATION AND STAFF—IS DIVERSE AND INCLUSIVE. DIVERSITY BENEFITS THE ENTIRE COMMUNITY BY PROVIDING A WIDE RANGE OF PERSPECTIVES AND EXPERIENCES. WE EMBRACE A BROAD DEFINITION OF DIVERSITY: AN INCLUSIVE COMMUNITY COMPRISED OF PEOPLE WITH DIFFERENT RACIAL, CULTURAL, ECONOMIC AND RELIGIOUS BACKGROUNDS, AS WELL AS DIFFERENT GENDER IDENTITIES AND SEXUAL ORIENTATIONS. IN ADDITION, WE SUPPORT STUDENTS WITH A WIDE VARIETY OF INTERESTS, TALENTS, PHYSICAL ABILITIES, PERSONALITIES, AND POLITICS.

OUR CORE BELIEFS

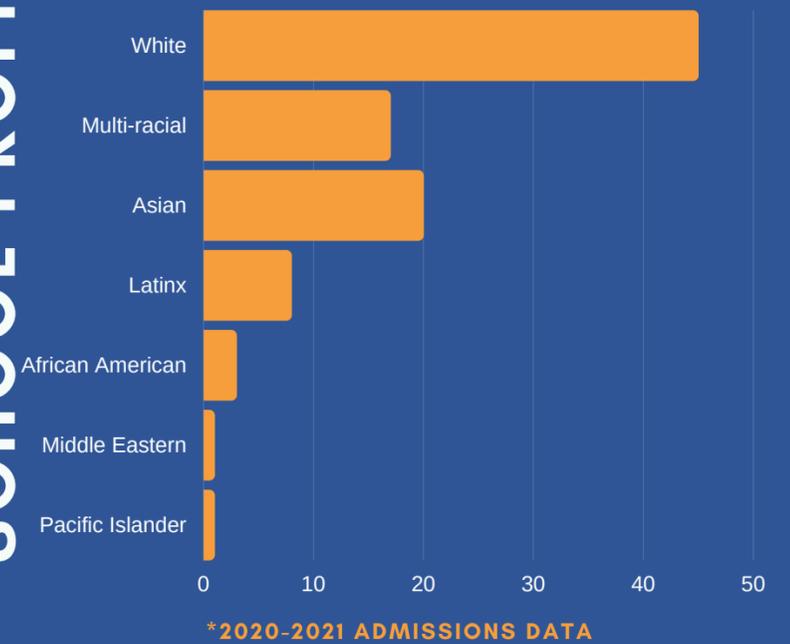
- TRANSFORMING LEARNING
- TRANSFORMING CULTURE
- TRANSFORMING LIVES

TO ACCOMPLISH OUR TRANSFORMATIONAL GOALS, AT MENLO SCHOOL, EQUITY, DIVERSITY, AND INCLUSION ARE AT THE CORE OF OUR ORGANIZATIONAL IDENTITY. THROUGH OUR DAILY EFFORTS, THE SCHOOL DEMONSTRATES A SHARED COMMITMENT TO THE DEVELOPMENT OF ALL STAKEHOLDERS BY SUPPORTING A CAMPUS ETHOS WHERE EQUITY, DIVERSITY, AND INCLUSION REFLECT THE MAJOR CORNERSTONES OF OUR COMMUNITY.

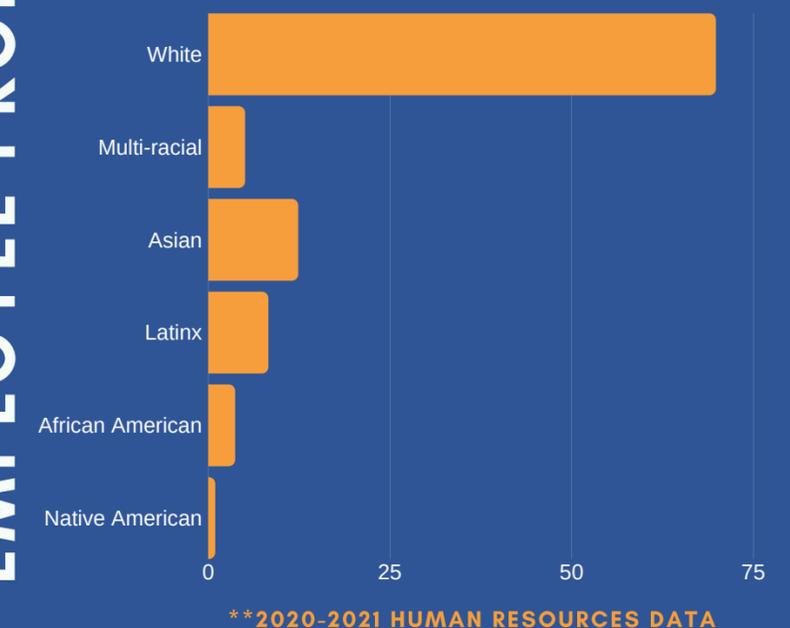
AS AN INSTITUTION, WE ARE STEEPED IN RESEARCHED-BASED BEST PRACTICES. STUDENTS AND FACULTY REGULARLY ENGAGE MATERIAL THAT IS ENHANCED BY THE MULTIPLICITY OF VOICES, VIEWPOINTS, AND LIVED EXPERIENCES WITHIN OUR SCHOOL AND GLOBAL CONTEXTS. THROUGH OUR PURPOSEFUL EFFORTS, WE FUNDAMENTALLY BELIEVE THAT WE CAN BECOME BETTER PEOPLE WHEN WE RECOGNIZE, APPRECIATE, AND AUTHENTICALLY EMBRACE EXPERIENCES OTHER THAN OUR OWN.



SCHOOL PROFILE



EMPLOYEE PROFILE



ABOUT THE PLAN

5 PRIORITY AREAS

United Campus Culture & Inclusive Leadership Development

Faculty of Color Recruitment Retention

Equity, Diversity, and Inclusion Professional Development

Academic Support and Social-Emotional Learning

Anti-racist Learning and Policy Development

UNITED CAMPUS CULTURE & INCLUSIVE LEADERSHIP DEVELOPMENT

Goal 1: The School will continue to cultivate a healthy and inclusive culture that builds greater unity within our community, thus enhancing the overall experience of students, parents, staff, and faculty.

FACULTY OF COLOR RECRUITMENT AND RETENTION

Goal 2: The School will successfully recruit and retain highly qualified educators representing diverse backgrounds and ethnicities.

EQUITY, DIVERSITY, AND INCLUSION PROFESSIONAL DEVELOPMENT

Goal 3: The School will curate equity-centered professional development for all employees and parents. The learning priorities will align with the current professional development cycle and standards of excellence, reinforced by the School's vision and mission. The training will introduce best practices that will become integral parts of daily life, continuous learning, and collaborative interaction with colleagues and families.

ACADEMIC SUPPORT AND SOCIAL-EMOTIONAL LEARNING

Goal 4: The School will continue to provide relevant and robust support programs that respond to the academic, social, and emotional needs of all students. Within these support programs, teachers will develop new and improve upon existing methods to ensure that our students of color are given an equitable and inclusive Menlo School experience.

ANTI-RACIST LEARNING AND POLICY DEVELOPMENT

Goal 5: The School will provide anti-racist learning opportunities for all stakeholders as well as implement anti-racist policies within each of its departments, highlighting an explicit commitment to equity, racial justice, and inclusion.

33 STRATEGIES

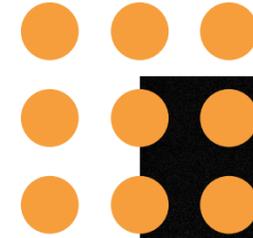
EQUITY, DIVERSITY, AND INCLUSION

STRATEGIC PLAN LEADERSHIP TEAM (EDISPLT)

STRATEGIC PLANNING IS A CONTINUOUS IMPROVEMENT MODEL USED TO CAPTURE ESSENTIAL PROGRESS TOWARD SPECIFIC GOALS/INITIATIVES. IN ORDER TO FULLY REALIZE OUR PROGRESS, BUILDING SELF-AWARENESS AND PEDAGOGICAL CAPACITY WITHIN OUR EMPLOYEES IS ESSENTIAL TO SHORT AND LONG-TERM SUSTAINABILITY OF OUR WORK AS A FORWARD-THINKING LEARNING ORGANIZATION.

FACULTY AND STAFF THAT HAVE AN EXPRESSED INTEREST IN THE PLAN'S IMPLEMENTATION AND MANY HAVE DEDICATED COUNTLESS HOURS AND POSITIONED THEMSELVES TO LEAD WITH BOLDNESS AND CONFIDENCE. THE STRATEGIC PLAN HAS 5 PRIORITY AREAS, EACH LED BY A STAFF OR FACULTY MEMBER WITH PARALLEL SUPPORT AND GUIDANCE FROM THE SCHOOL'S CHIEF OF EQUITY, DIVERSITY, AND INCLUSION.

THE PRIORITY AREA LEAD POSITION IS KEY, AS HE/SHE STEWARDS WRITTEN AND ORAL REPORTING TO BE DELIVERED THROUGHOUT VARIOUS CONSTITUENCIES, PERFORMS ONGOING DATA ANALYSIS, HOLDS PUBLIC PRESENTATIONS, SELECTS MEASUREMENT TOOLS (E.G.. SURVEYS, INTERVIEWS), AND PLANS PROFESSIONAL DEVELOPMENT FOR DIFFERENT AUDIENCES.



EQUITY, DIVERSITY, AND INCLUSION STRATEGIC PLAN LEADERSHIP TEAM



CARMEN BORBÓN
EDI ASSOCIATE DIRECTOR OF RESTORATIVE PRACTICES
PROGRAMS & UPPER SCHOOL HISTORY DEPARTMENT CHAIR

- 6 YEARS AT MENLO
- 3 YEARS ON EDI STRATEGIC PLAN LEADERSHIP TEAM
- CARMEN.BORBON@MENLOSCHOOL.ORG



ROGER ZAMORA
ASSOCIATE DIRECTOR OF ADMISSIONS AND EQUITY,
DIVERSITY & INCLUSION FOR FAMILY SUPPORT

- 7 YEARS AT MENLO
- 3 YEARS ON EDI STRATEGIC PLAN LEADERSHIP TEAM
- ROGER.ZAMORA@MENLOSCHOOL.ORG



KEITH B. WHEELER
CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY, AND
INCLUSION

- 3 YEARS AT MENLO
- 3 YEARS ON EDI STRATEGIC PLAN LEADERSHIP TEAM
- KWHEELER@MENLOSCHOOL.ORG



KEVIN CAMPION
7TH GRADE MATH TEACHER, ACADEMIC SUPPORT AND
SOCIAL-EMOTIONAL LEARNING LEAD

- 4 YEARS AT MENLO
- 3 YEARS ON EDI STRATEGIC PLAN LEADERSHIP TEAM
- KCAMPION@MENLOSCHOOL.ORG



CHRIS YOUNG
DIRECTOR OF COMMUNITY ENGAGEMENT AND
SENIOR CLASS DEAN

- 3 YEARS AT MENLO
- 3 YEARS ON EDI STRATEGIC PLAN LEADERSHIP TEAM
- CYOUNG@MENLOSCHOOL.ORG





EQUITY, DIVERSITY, AND INCLUSION ASSESSMENT, ACCOUNTABILITY, AND PERFORMANCE METRICS

INTERNALLY, OUR EDISPLT IS AWARE OF THE IMPORTANCE OF MULTIPLE ROUNDS OF DIVERSE DATA POINTS THAT DRIVE ASSESSMENT AND ENSURE ACCOUNTABILITY. WE CONSTANTLY MONITOR AND ITERATE IN ORDER TO MONITOR THE EFFECTIVENESS OF OUR SHARED WORK. FOR EXAMPLE, EVERY PROFESSIONAL DEVELOPMENT SESSION WILL CONSIST OF NOT ONLY THE KEY CONTENT TO BE DELIVERED, BUT ALSO A PRE AND POST-SURVEY TO GAUGE PARTICIPANT SATISFACTION, WHICH INFORMS THE PLANNING PROCESS IN REAL-TIME.

EVERY INITIATIVE WITHIN EACH PRIORITY AREA WILL HAVE AN IMPLEMENTATION CALENDAR. THIS INFORMATION WILL BE PUBLIC-FACING, SO ALL CONSTITUENCIES KNOW WHEN AND WHERE KEY INITIATIVES ARE TAKING PLACE AND HOW TO BECOME INVOLVED. WE USE MULTIPLE MEASURES TO DETERMINE AN INITIATIVE'S SUCCESS OR FAILURE, INCLUDING SURVEYS, INTERVIEWS, SIGN-IN SHEETS, AND MORE. WHEN CONDUCTING MID-YEAR AND ANNUAL ANALYSIS, WE WILL USE A TRADITIONAL LIKERT SCALE. WHEN REPORTING ON EACH INITIATIVE, WE WILL SIMPLIFY THE REPORTING STRUCTURE BY SHOWING THE RAW PERCENTAGE (%) THAT WAS COMPLETED, COUPLED WITH NARRATIVE TO FURTHER EXPLAIN THE PROGRESS.

THERE ARE KEY DATES THAT ALL MENLO CONSTITUENCIES SHOULD BE AWARE OF FOR OUR REPORTING CYCLE FOR THE 2020-2021 SCHOOL YEAR:

1. MID-YEAR EXECUTIVE SUMMARY 1:

- A. DATE: FRIDAY, JANUARY 9TH, 2021
- B. THE DELIVERY METHOD OF SUMMARY: EMAIL AND VIDEO
- C. THE DOCUMENT WILL BE TRANSLATED INTO SPANISH

2. YEAR-TWO COMPREHENSIVE EXECUTIVE SUMMARY:

- A. DATE: TUESDAY, JUNE 30TH, 2021
- B. THE DELIVERY METHOD OF SUMMARY: EMAIL ONLY
- C. THE DOCUMENT WILL BE TRANSLATED INTO SPANISH

3. YEAR-THREE PLAN REVISIONS:

- A. DATE: TUESDAY, AUGUST 31, 2021
- B. THE DELIVERY METHOD OF YEAR-THREE PLAN REVISIONS: EMAIL AND VIDEO

STRATEGIES IN ACTION

PRIORITY AREA 1

UNITED CAMPUS CULTURE AND INCLUSIVE LEADERSHIP DEVELOPMENT

GOAL THE SCHOOL WILL CONTINUE TO CULTIVATE A HEALTHY AND INCLUSIVE CULTURE THAT BUILDS GREATER UNITY WITHIN OUR COMMUNITY, THUS ENHANCING THE OVERALL EXPERIENCE OF STUDENTS, PARENTS, STAFF, AND FACULTY.

STRATEGIES

1

SUCCESSFULLY RECRUIT A HETEROGENEOUS BOARD OF TRUSTEES EQUITY, DIVERSITY, AND INCLUSION COMMITTEE (BOTEDIC) PROMOTING CREATIVITY, INNOVATION, AND DIVERSITY OF PERSPECTIVES, WHICH WILL HELP THE SCHOOL MEET ITS STRATEGIC GOALS. THE COMMITTEE LEADERSHIP WILL BE CHARGED WITH ENGAGING THE SCHOOL'S LEADERSHIP IN CONVERSATION ABOUT KEY PRIORITIES TO ENSURE THAT WE HONOR OUR COMMITMENT TO THESE VALUES. THIS WILL INCLUDE CREATING AN ANNUAL AGENDA, FOCUSING ON SHORT AND LONG-RANGE ESSENTIAL QUESTIONS TO BE STUDIED BY THE DIVERSE GROUP, DEVELOPING KEY COMMUNICATIONS TO SHARE WITH THE GOVERNING BOARD AND BROADER SCHOOL COMMUNITY REGARDING THE SCOPE AND SEQUENCE OF THE WORK, AND IDENTIFYING METRICS TO EVALUATE THE OVERALL SUCCESS OF THE GROUP. THE DATA FROM THESE METRICS WILL INFORM CONTENT AND STRUCTURES FOR FUTURE WORK.

2

COLLABORATE WITH SENIOR ADMINISTRATION TO EVALUATE AND REVISE SPECIFIC AREAS OF THE MIDDLE AND UPPER SCHOOL DISCIPLINARY PROCEDURES. THIS YEAR'S UPDATES WILL NOT BE COMPREHENSIVE, BUT RATHER WILL ADDRESS SPECIFIC DISCRIMINATORY CONDUCT THAT CAN OCCUR ON-CAMPUS, OFF-CAMPUS, OR ONLINE. SUBSEQUENT 6-12 EDUCATION WILL ENSURE THAT ALL STUDENTS, PARENTS, FACULTY, AND STAFF UNDERSTAND THE POLICY CHANGES AND THAT SCHOOL-WIDE CONDUCT DEMANDS ARE WIDELY UNDERSTOOD AND ENFORCED WITH EQUITY, CARE, AND COMPASSION. ANNUALLY, THE SCHOOL WILL ENGAGE IN A REFLECTION PROCESS IN WHICH SELECTED AREAS OF THE HANDBOOK WILL BE ANALYZED, REVISED, AND COUPLED WITH EDUCATIONAL OPPORTUNITIES TO ELIMINATE CONDUCT DETRIMENTAL TO THE SCHOOL'S MISSION, VISION, VALUES, AND OVERALL STUDENT EXPERIENCE.

3

IN YEAR ONE OF OUR RESTORATIVE PRACTICE IMPLEMENTATION, STUDENT COUNCIL OR GOVERNMENT OFFICERS (6-12) WILL UNDERGO TRAINING TO AID IN THE DEVELOPMENT OF THEIR LEADERSHIP AND CONFLICT RESOLUTION SKILLS. THE TRAINING WILL FOCUS ON HANDLING MICROAGGRESSIONS, RACIAL STRESS, AND IDENTITY-RELATED TRAUMA WITHIN THE MENLO STUDENT BODY. AS THE PROGRAM EXPANDS, DEPARTMENT CHAIRS, SENIOR ADMINISTRATIVE STAFF, AND OTHER ADULT LEADERS WILL BE OFFERED TRAINING OPPORTUNITIES AS WELL.

4

SUCCESSFULLY ONBOARD THE NEW ASSOCIATE DIRECTOR OF STUDENT RESTORATIVE PRACTICES WITH, IDENTIFYING ANNUAL GOALS, INITIATIVE-RELATED OBJECTIVES, AND PERFORMANCE METRICS.

5

EXPLORE THE POTENTIAL OF CREATING A PHONE-BASED APP FOR STUDENT REPORTING OF CONCERNS REGARDING SCHOOL CLIMATE AND CULTURE CONCERNS (6-12). THE APP'S REAL-TIME DATA WILL BE USED TO DETERMINE RESTORATIVE PRACTICE TRAINING, HEALING CIRCLES, AND MEDIATIONS. THIS APP ITSELF WILL NOT SUPERSEDE THE DISCIPLINARY PROCESS FOR MORE SERIOUS INFRACTIONS. ALL INCIDENTS WILL BE REPORTED TO THE UPPER SCHOOL DEAN OF STUDENTS OR THE MIDDLE SCHOOL ASSISTANT DIRECTOR. THE 2020-2021 SCHOOL YEAR WILL BE DEDICATED TO THE DEVELOPMENT OF THE APP'S TECHNOLOGY, USER INTERFACE, INSTRUCTIONS, AND STUDENT TRAINING MODULES. THE APP WILL NOT BE FULLY INTEGRATED INTO 6-12 PROGRAMMING UNTIL THE 2021-2022 SCHOOL YEAR, FULLY RECOGNIZING CURRENT ELECTRONIC POLICIES AT THE MIDDLE AND UPPER SCHOOL LEVELS.

6

IMPLEMENT THE ASSESSMENT OF INCLUSIVITY AND MULTICULTURALISM (AIM) SURVEY TO UNDERSTAND HOW VARIOUS CONSTITUENT GROUPS FEEL EMPOWERED, AFFIRMED, SAFE, AND SUPPORTED IN OUR COMMUNITY.

7

CONTINUE PROVIDING TRAINING SESSIONS FOR MIDDLE AND UPPER SCHOOL AFFINITY GROUP LEADERS (FACULTY, STAFF, AND STUDENTS) TO HELP THEM UNDERSTAND BEST PRACTICES, STRATEGIC OUTCOMES, AND COLLABORATIVE EFFORTS THAT UNIFY CAMPUS CULTURE AND CLIMATE FOR ALL STUDENTS.

8

CONTINUE TO RESTRUCTURE THE ROLES AND REFINE THE PROCESSES OF THE EQUITY, DIVERSITY, AND INCLUSION STRATEGIC PLAN TASKFORCE SO THAT ITS OUTCOMES AND OBJECTIVES ARE MORE CLEAR TO PARENTS, STUDENTS, STAFF, FACULTY, AND ADMINISTRATORS.

9

CONTINUE COLLABORATION WITH THE RECENTLY APPOINTED MENLO SCHOOL PARENTS ASSOCIATION (MSPA) VICE PRESIDENT OF EQUITY, DIVERSITY, AND INCLUSION. THIS INDIVIDUAL WILL WORK DIRECTLY WITH THE SCHOOL'S CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY, AND INCLUSION TO ENSURE THAT MENLO IS STRENGTHENING RELATIONSHIPS, IDENTIFYING RESOURCES, AND STREAMLINING ENGAGEMENT OPPORTUNITIES FOR ALL PARENT COMMUNITIES THEY WILL ALSO WORK TO ENSURE THAT MENLO IS EFFECTIVELY RESPONDING TO INQUIRIES AND PROVIDING PARENTS WITH THE NECESSARY TOOLS TO NAVIGATE THE SCHOOL'S STRUCTURES WITH CONFIDENCE.

10

IN COLLABORATION WITH MSPA VICE PRESIDENT OF EQUITY, DIVERSITY, AND INCLUSION, AND THE MIDDLE AND UPPER SCHOOL CO-CHAIRS, THE SCHOOL WILL ADMINISTER THE FALL ENGAGEMENT AND PARTICIPATION SURVEY. THE SURVEY WILL HELP PROVIDE MORE DATA, HIGHLIGHTING OUR PARENT DEMOGRAPHICS AND WAYS IN WHICH MSPA LEADERSHIP CAN DEVELOP INFORMATION PROCEDURES AND PROTOCOLS THAT INCREASE PARTICIPATION IN MSPA ACTIVITIES ACROSS VARIOUS PARENT CONSTITUENCIES.

STRATEGIES IN ACTION

PRIORITY AREA 2

FACULTY OF COLOR RECRUITMENT AND RETENTION

GOAL THE SCHOOL WILL SUCCESSFULLY RECRUIT AND RETAIN HIGHLY QUALIFIED EDUCATORS REPRESENTING DIVERSE BACKGROUNDS AND ETHNICITIES.

STRATEGIES

1

IMPLEMENT ANTI-BIAS RESUME REVIEW AND INTERVIEW TRAINING FOR ALL SENIOR ADMINISTRATORS, DEPARTMENT CHAIRS, AND OTHER KEY PERSONNEL DIRECTLY INVOLVED IN HIRING.

2

DEVELOP A HUMAN RESOURCES RECRUITMENT MASTER PLAN TO IDENTIFY STRATEGIES, INCLUDING OPTIMAL LOCATION AND TIMING, FOR RECRUITING HISTORICALLY UNDERREPRESENTED EMPLOYEES. THE PROCESS WILL ALSO SEEK TO IDENTIFY RESOURCES THAT HELP THE SCHOOL ACHIEVE ITS RECRUITMENT GOALS AND SUCCESSFULLY HIRE DESIRED CANDIDATES.

3

IMPLEMENT ANNUAL "STAY" INTERVIEWS AS A BEST PRACTICE, SPECIFICALLY FOR ALL FACULTY OF COLOR TO CAPTURE IMPORTANT DATA REGARDING THE EMPLOYEE EXPERIENCE AT MENLO.

PRIORITY AREA 3

EQUITY, DIVERSITY, AND INCLUSION PROFESSIONAL DEVELOPMENT

GOAL

THE SCHOOL WILL CURATE EQUITY-CENTERED PROFESSIONAL DEVELOPMENT FOR ALL EMPLOYEES AND PARENTS. THE LEARNING PRIORITIES WILL ALIGN WITH THE CURRENT PROFESSIONAL DEVELOPMENT CYCLE AND STANDARDS OF EXCELLENCE, REINFORCED BY THE SCHOOL'S VISION AND MISSION. THE TRAINING WILL INTRODUCE BEST PRACTICES THAT WILL BECOME INTEGRAL PARTS OF DAILY LIFE, CONTINUOUS LEARNING, AND COLLABORATIVE INTERACTION WITH COLLEAGUES AND FAMILIES.

STRATEGIES

1

ADMINISTER THE INTERCULTURAL CONFLICT STYLE INVENTORY (ICS) TO GAUGE HOW EACH ADULT UNDERSTANDS THEIR COMMUNICATION AND PROBLEM-SOLVING STYLES ACROSS CULTURES. THIS NON-EVALUATIVE TOOL IS A RESEARCH-BASED MEANS TO INFORM PERSONAL AND PEDAGOGICAL GROWTH REGARDING EQUITY, DIVERSITY, AND INCLUSION.

2

CONTINUE THE PARENT EQUITY, DIVERSITY, AND INCLUSION (EDI) LEARNING SERIES WITH JESSICA L. STOVALL AND KEITH WHEELER. PRESENTERS WILL PROVIDE KEY CONTENT TO HELP PARENTS, STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS UNDERSTAND ISSUES AND BEST PRACTICES RELATING TO EQUITY, DIVERSITY, AND INCLUSION, USING RESEARCH FROM HUMANIZING PEDAGOGY AND CULTURALLY RESPONSIVE EDUCATION.

3

IMPLEMENT AND PUBLISH AN ANNUAL EQUITY, DIVERSITY, AND INCLUSION NEWSLETTER THAT WILL INFORM THE SCHOOL'S CONSTITUENCIES OF KEY INITIATIVES, ANNUAL REPORTS, POLICY DEVELOPMENTS, PROFESSIONAL AND COMMUNITY LEARNING OPPORTUNITIES, STRATEGIC TIMELINES, AND STUDENT, PARENT, FACULTY, AND STAFF SPOTLIGHTS.

4

IMPLEMENT AND SUSTAIN THE VIRTUAL TOWN HALL SERIES, WHEREBY STUDENTS, PARENTS, AND EMPLOYEES CAN LEARN FROM LEADING CONTENT EXPERTS, WHO WILL SHARE RESEARCH-BASED BEST PRACTICES CONCERNING RACE, PEDAGOGICAL SHIFTS, ANTI-RACIST EDUCATION, CULTURALLY RESPONSIVE SCHOOLS, AND A HOST OF OTHER TOPICS PERTINENT TO THE SCHOOL'S STRATEGIC VISION.

5

EXPLICITLY TARGET FACULTY, STAFF, ADMINISTRATORS, STUDENTS, AND TRUSTEES TO ATTEND THE PEOPLE OF COLOR CONFERENCE (POCC) AND STUDENT DIVERSITY LEADERSHIP CONFERENCE, WHICH WILL BE ONLINE FOR THE 2020-2021 SCHOOL YEAR. PRE-CONFERENCE MEETINGS WILL PREPARE ATTENDEES TO MAXIMIZE THEIR ENGAGEMENT DURING THE CONFERENCE AND RETURN WITH KEY TAKEAWAYS TO SHARE WITH THEIR DIVERSE CONSTITUENCIES. CREATE A SELECTION PROCESS FOR THE 2020-2021 SCHOOL YEAR THAT PRIORITIZES PARTICIPATION FROM BLACK INDIGENOUS PEOPLE OF COLOR (BIPOC) FACULTY, STAFF, STUDENTS, AND TRUSTEES.

PRIORITY AREA 4

ACADEMIC SUPPORT AND SOCIAL-EMOTIONAL LEARNING

GOAL THE SCHOOL WILL CONTINUE TO PROVIDE RELEVANT AND ROBUST SUPPORT PROGRAMS THAT RESPOND TO THE ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS OF ALL STUDENTS. WITHIN THESE SUPPORT PROGRAMS, TEACHERS WILL DEVELOP NEW AND IMPROVE UPON EXISTING METHODS TO ENSURE THAT HISTORICALLY UNDERREPRESENTED STUDENTS, MEMBERS OF THE LGBTQIA COMMUNITY, STUDENTS WITH NEUROLOGICAL DIFFERENCES, AND FAMILIES ARE PROVIDED AN EQUITABLE AND INCLUSIVE MENLO SCHOOL EXPERIENCE.

STRATEGIES

1

UNDER THE LEADERSHIP OF THE UPPER SCHOOL'S DEAN OF STUDENTS AND MIDDLE SCHOOL ASSISTANT DIRECTOR, THE SCHOOL WILL CREATE A MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) TEAM THAT WILL BE COMPOSED OF MIDDLE AND UPPER SCHOOL FACULTY, STAFF, AND SENIOR ADMINISTRATORS.. IN ITS FIRST YEAR, THE TEAM WILL FOCUS ON CREATING VERTICALLY ALIGNED SYSTEMS, 6-12, THAT ADDRESS ACADEMIC SUPPORT, RESTORATIVE PRACTICES, STUDENT CONDUCT ISSUES, HEALTH AND WELLNESS INITIATIVES, AND LGBTQIA INCLUSION BEST PRACTICES. FROM THE WORK DONE DURING THE PLANNING YEAR, THE TEAM WILL GENERATE TIERS OF IMPLEMENTATION THAT FOCUS ON THE FOLLOWING: CORE (TIER 1), SUPPLEMENTAL (TIER 2), AND INTENSIVE SERVICES (TIER 3) AND CORRESPONDING TRAINING FOR FACULTY AND STAFF TO IMPLEMENT.

2

FULLY DEVELOP THE SCHOOL'S FAMILY SUPPORT PLAN (FSP). THE FSP WILL ADDRESS THE SCHOOL'S SHORT AND LONG-TERM EFFORTS TO ADDRESS TRANSPORTATION, ECONOMIC AND COMMUNITY-BASED SUPPORTS, AND PANDEMIC-RELATED RESOURCES FOR STUDENTS AND FAMILIES IN NEED.

3

CONTINUE TO DEVELOP INNOVATIVE 6-12 ACADEMIC SUPPORT PROGRAMS, INCLUDING RESPONSE TO INTERVENTION AND KICKSTART.

4

REVISE AND REINTRODUCE THE 8TH-GRADE HUMAN SKILLS CLASS AS "KNIGHTS 101." THE REVISED CURRICULUM WILL FOCUS ON THE IDENTITY SPECTRUM, SOCIOECONOMIC BIAS, RACE AND CULTURE, SYSTEMIC RACISM, STRUCTURALIZED OPPRESSION, PRIVILEGE, THE GENDER SPECTRUM, AND THE EVOLUTION OF SEXUALITY.

5

CONTINUE TO SUPPORT NEWLY APPOINTED 2020-2021 US STUDENT GOVERNMENT EQUITY, DIVERSITY, AND INCLUSION OFFICERS, WHOSE ROLE INCLUDES WORKING WITH STUDENT GOVERNMENT ON VARIOUS INITIATIVES, PROVIDING INSTITUTIONAL UPDATES (WRITTEN AND ORAL) TO ALL STUDENTS, PLANNING EVENTS, AND RECEIVING FEEDBACK FROM THE CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY, AND INCLUSION AND DEAN OF STUDENTS.

6

CREATE A NEW POSITION FOR AN 8TH GRADE EDI OFFICER THAT WILL SERVE AS AN ACTIVE MEMBER OF THE EQUITY, DIVERSITY, AND INCLUSION STRATEGIC PLAN TASKFORCE (EDISPTF).

7

REFINE AND IMPLEMENT SCHOOL-WIDE LANGUAGE TRANSLATION AND INTERPRETATION PROCEDURES TO BETTER SERVE THE MENLO STUDENTS AND THEIR FAMILIES WHOSE PRIMARY LANGUAGE IS SPANISH.

PRIORITY AREA 5

ANTI-RACIST LEARNING AND POLICY DEVELOPMENT

GOAL THE SCHOOL WILL PROVIDE ANTI-RACIST LEARNING OPPORTUNITIES FOR ALL STAKEHOLDERS AS WELL AS IMPLEMENT ANTI-RACIST AND ANTI-DISCRIMINATORY POLICIES WITHIN EACH OF ITS DEPARTMENTS, HIGHLIGHTING AN EXPLICIT COMMITMENT TO EQUITY, RACIAL JUSTICE, AND INCLUSION.

STRATEGIES

1 DEVELOP ANTI-RACIST PURPOSE STATEMENTS THAT WILL BE DISTRIBUTED TO AND SIGNED BY ALL STUDENTS, PARENTS, AND EMPLOYEES AS AN EXPLICIT COMMITMENT. THIS STATEMENT WILL NAME THE INSTITUTIONAL PRIORITIES AND STRATEGIC COMMITMENTS THAT WILL DISRUPT AND DISMANTLE STRUCTURAL EXCLUSIONARY PRACTICES, RACIALLY-CHARGED IDEOLOGIES, HOMOPHOBIA, AND OTHER OPPRESSIVE SYSTEMS THAT DESTRUCTIVELY IMPACT THE EDUCATIONAL EXPERIENCE.

2 PROVIDE A NEW EDUCATION SERIES TITLED ANTI-RACIST EDUCATION (ARE). THE OPT-IN ANTI-RACISM LEARNING SERIES WILL BE FOR STUDENTS, PARENTS, FACULTY, STAFF, ALUMNI, AND BOARD MEMBERS. THE SERIES' CONTENT WILL ALLOW INDIVIDUAL AND INSTITUTIONAL EXAMINATION OF IMPLICIT BIAS AND SYSTEMIC ADVANTAGE/OPPRESSION, AS WELL AS DEVELOPING KEY UNDERSTANDINGS AND BEST PRACTICES THAT DISMANTLE ALL FORMS OF RACISM AND ETHNIC OPPRESSION WITHIN ALL ASPECTS OF OUR EDUCATIONAL PROGRAMMING ADDITIONALLY, THE SESSIONS WILL INVITE ALL ATTENDEES TO SELF-INTERROGATE THEIR DEFINITION OF RACISM AND THEN EXPLORE, THROUGH CRITICAL INQUIRY, WAYS IN WHICH THEY CAN ADOPT ANTI-RACIST BEST PRACTICES AND MODEL BEHAVIORS WITHIN THE SCHOOL COMMUNITY.

3 PROVIDE OPT-IN CURRICULUM AUDITING SESSIONS WHEREBY ALL FACULTY CAN ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT, DETERMINE AREAS OF FOCUS, UNDERSTAND THE GOALS AND OBJECTIVES OF DIVERSE AND INCLUSIVE LEARNING, AND REIMAGINE PRIMARY AND SUPPLEMENTAL MATERIALS.

4 ENGAGE THE ALUMNI COMMUNITY WITH THE GOAL OF DIVERSIFYING OUR CURRICULUM THROUGH CO-CREATING A BLACK INDIGENOUS PEOPLE OF COLOR (BIPOC) MENLO ANTHOLOGY AND EQUITY, DIVERSITY, AND INCLUSION ALUMNI SPEAKER/WORKSHOP SERIES.

5 THROUGH COLLABORATION WITH ALUMNI AFFAIRS/EXCOMM, THE SCHOOL WILL DEVELOP AND IMPLEMENT AN ALUMNI EQUITY, DIVERSITY, AND INCLUSION COMMITTEE. THE GROUP WILL APPOINT A SPECIFIC ALUMNUS/ALUMNA FROM THE CURRENT EXCOMM COMMITTEE TO PROVIDE UPDATES ABOUT THE SCHOOL'S STRATEGIC PLANNING EFFORTS THROUGHOUT DIVERSE ALUMNI NETWORKS, COLLABORATE WITH ALUMNI ON RELEVANT STRATEGIES, AND PROVIDE WRITTEN AND ORAL COMMUNICATIONS REGARDING THE PROGRESS OF THE SCHOOL'S STRATEGIC PLAN EFFORTS.

6 DEVELOP A COMMON EQUITY, DIVERSITY, INCLUSION, AND ANTI-RACIST VOCABULARY GUIDE AND PROVIDE SUPPORT AND TOOLS FOR ALL STAKEHOLDERS TO UNDERSTAND AND PRACTICE USING THIS LANGUAGE.

7 INCREASE INVESTMENTS AND CONTRACTS WITH BIPOC-OWNED AND/OR LED COMPANIES AND ORGANIZATIONS BY 5%.

8 DEVELOP A BIPOC-LED SOCIAL MEDIA ACCOUNT THAT WILL PUBLICIZE SCHOOL-WIDE EVENTS, SHARE STUDENT ENGAGEMENT OPPORTUNITIES, AND SERVE AS A CONNECTING AGENT FOR BIPOC STUDENTS AND THEIR ALLIES AT PEER SCHOOLS. BEFORE THE ACCOUNT IS PUBLIC, THE BIPOC REPRESENTATIVE WILL DEVELOP A STRATEGIC MISSION, VISION, AND OUTCOMES FOR THE ACCOUNT, SO IT IS CLEAR AS TO HOW THE PLATFORM WILL BE USED TO ULTIMATELY ADVANCE THE MISSION AND VISION OF THE SCHOOL WHILE HONORING THE VOICES OF BIPOC STUDENTS.

MENLO ALUMNI PETITION

Menlo School Board of Trustees
Menlo School
50 Valparaiso Avenue
Atherton, CA 94027

Disclaimer: This letter was written by a white alumna of Menlo School speaking to her own experiences. It does not intend to speak on behalf of the erasure and trauma experienced by students of color at Menlo - there are certainly letters that could be written on that front, but they are not hers to write. The letter is co-signed by fellow alumni of various racial and ethnic backgrounds who identify with the message.

Dear Menlo School Board of Trustees,

As alumni of Menlo School, we have no doubt that our high school education was exceptional in many ways; we learned to think critically, to ask complex questions, and were supported in our learning by dedicated faculty and staff. For many of us, our time at Menlo is remembered fondly. But we also must acknowledge that our Menlo education lacked explicit and critical exploration of race; it led many of us with racial privilege to graduate with blindspots, while erasing the experiences of marginalized groups whose realities were not reflected in the curriculum.

As protests over the murder of George Floyd, police brutality, and America's systemic disregard for Black life have swept the country, we all must reflect on how our society has reached the present moment, and how we can each do our part in creating a just world. Systemic racism is foundational to America's history and has weaved its way into all aspects of our institutions and lives over the course of centuries; the work of undoing -- of becoming actively anti-racist as individuals and as institutions -- takes time, intentionality, and the willingness to listen to voices that challenge deeply-rooted assumptions. For many of us Menlo alumni, this journey did not start in high school. Only in going to college did we find our worldview broadened, leading us to become cognizant of the world of privilege in which we were raised and educated. While some of that "broadening" in higher education is both inevitable and important, why must it wait until that time? As we contemplate the urgency of our current situation, the depth of trauma lived by the Black community historically and presently, and as many white folks immerse themselves in anti-racist literature for the first time, our question is: why haven't we been learning about this our whole lives?

We do not intend to place the sole onus on Menlo for this education, but instead to say that the school has a critical role to play: to help students develop a racial consciousness within its walls that will both foster a more inclusive Menlo community and enable students to matriculate truly ready to carry out its stated values: "to raise challenging questions, to demonstrate a commitment to ethical behavior.. And purposes larger than themselves."

We are writing to respectfully but firmly call for improved anti-racism education within our alma mater. Specifically, we ask that Menlo does the following: (a) Develop an actionable plan for including education on systemic racism and confronting privilege as an integral part of the Upper School curricula, and (b) Share that plan publicly to ensure understanding, accountability, and to encourage peer institutions to follow suit.

We acknowledge that Menlo may have made vast strides toward these ends that we, as alumni, have not been privy to, and we hope this is the case. But as of June 8, 2020, in the published 5-year EDI plan on Menlo's website, most of the items from 2017 onward are essentially blank, containing the phrases "TBD. SUBJECT TO FEEDBACK AND OUTPUT." and "NO ACTION THIS YEAR." If even the public-facing EDI plan has not been updated in over 2 years, we are led to conclude that regardless of whatever strides Menlo has made in the intervening years since our time as students, there is much more to be done. Lip-service to the institutional celebration of diversity is insufficient in the face of the deeply-rooted systemic racism in our society.

Thus, we call upon Menlo to craft an actionable plan to incorporate education on systemic racism, and its many manifestations, into its core curriculum. These topics are not boxes to be checked with an annual assembly or an elective Ethnic Studies class. To truly prepare its students to be well-rounded citizens and leaders, Menlo must make these courses integral to its educational curriculum. Optional or infrequent programming too often leads to students of color, already well-versed in the injustices they face, carrying the burden of these emotionally laborious conversations, while white students fail to deeply reflect upon and challenge their own assumptions, or opt out entirely. Menlo must foster discussions at every grade-level that address the ways in which our current society is shaped by forces of systemic racism and acknowledge the institution's own role in preserving these racist structures. These conversations must further ask students to reflect on how their individual racial and economic identities situate them in these systemic dynamics, and to confront the role that plays in their lives.

Further, we call for Menlo to share this plan publicly, such that alumni, parents, current students, and the educational community at large can both hold the institution accountable and learn from its progress. With schools across the country already finding themselves in uncharted waters as they handle the consequences of COVID-19, it would be easy to say that the rollout of such a plan can wait for a more stable and convenient time. But we don't have the luxury of waiting to enact change as the assault on Black life and liberation continues daily in this country. It is imperative that these foundational arenas of learning (and unlearning) are implemented by the beginning of the 2020-2021 school year, and that the plan is released in advance of that time such that peer educational institutions, inspired by Menlo's commitments, will have time to enact their own versions of this process.

Finally, these particular calls are coming from students who feel that they graduated from Menlo with blindspots regarding race. Additional or alternative calls from students who themselves experienced trauma, erasure, or otherwise negative emotions at Menlo as a result of their race must be considered with even more urgency and importance.

We write this letter with the hope that the present moment will become the long-overdue inflection point our country needs. To make that possible, those of us with racial privilege must deeply reflect on whether we're doing enough to build an equal and just world, and change course when the answer is 'No'. We invite Menlo, and the individuals of whom it is composed, to turn this mirror on themselves. Thank you for your time; we look forward to a continued dialogue.

Sincerely,

Menlo School Alumni

A CALL TO ACTION

MENLO ALUMNI PETITION

Dear Alumni,

We hope the warm days of summer have brought you and your family joy as well as some much-needed calm during the past weeks.

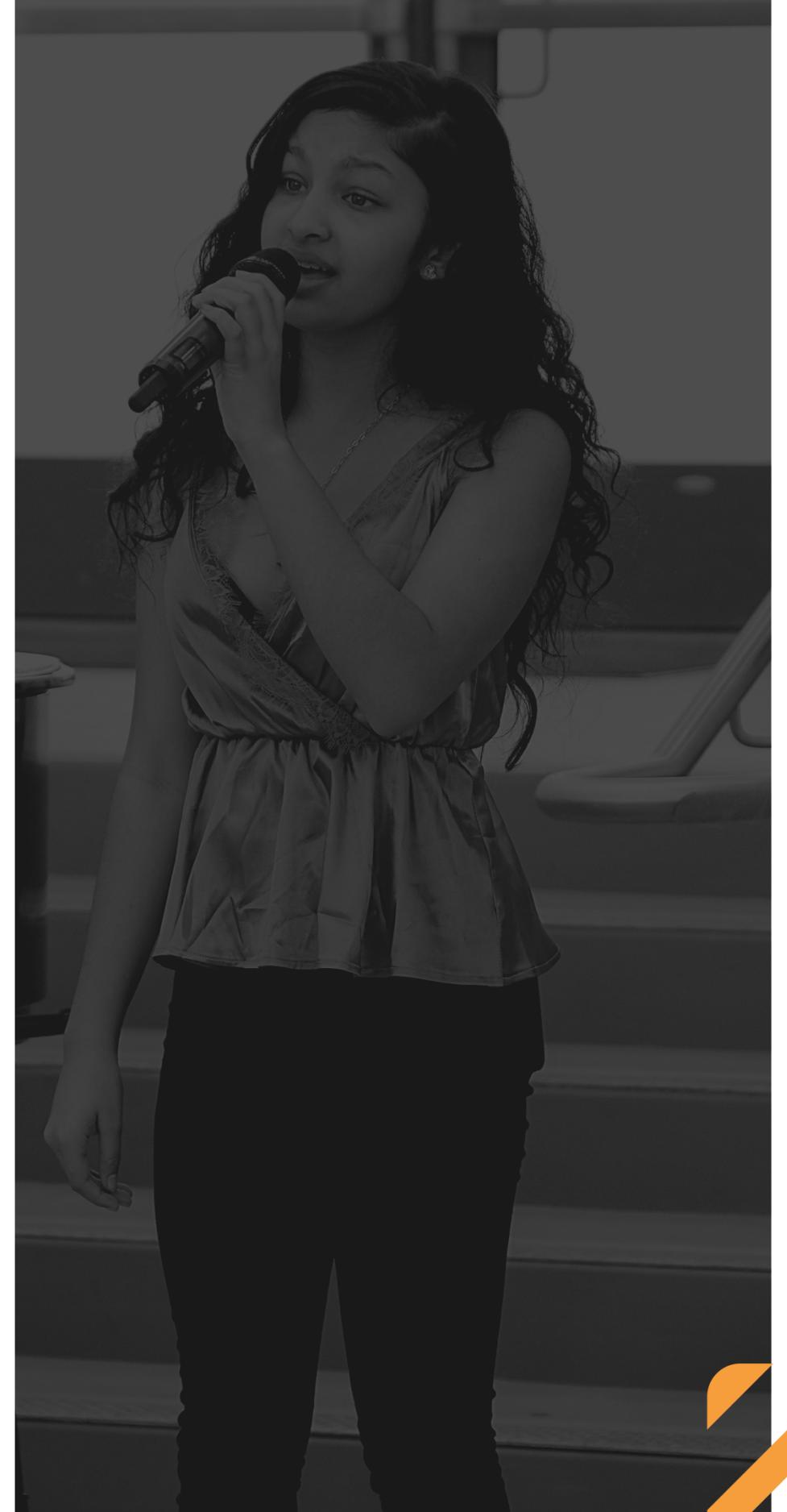
On behalf of the School, we are sharing with you letters written by Rey Banatao, Ph.D. '91 and Keith Wheeler, Menlo's Chief of Institutional Equity, Diversity, and Inclusion and the co-chairs of the Board of Trustees Equity, Diversity, and Inclusion subcommittee. These letters were penned in response to a petition written by two fellow alumni and submitted to Menlo's Board of Trustees a couple of months ago.

The petition outlined a direct call to action for the school to share plans for how Menlo is addressing systemic racism in our curricula - it has created an opportunity to engage in meaningful conversations around the work Menlo is doing in the areas of equity, diversity, and inclusion. It also provides an opportunity to share with you various resources that we have accumulated. We are excited to share that we are planning to host several virtual events in the coming months in support of antiracism, inclusivity, and equity. These events will allow us to bring the Menlo alumni community into the conversation while continuing to focus on our current students.

As a fellow alum and President of the Alumni Executive Committee who is a seated member of Menlo's Board of Trustees, I encourage you to read these letters to fully understand the level of intensity your alma mater gives this work. We encourage you to communicate with us, support us, and get involved. We are here to listen and excited about the opportunities ahead to engage with each of you.

Sincerely,

John Maletis '95
Katherine Kelly, Director of Alumni Giving and Engagement



MENLO ALUMNI PETITION

Dear Menlo Alumni,

I hope this message finds you and your family safe and well during these unprecedented times.

My name is Rey Banatao and I am writing to you as a fellow alum (Class of '91), a current parent, and Board Trustee for the past four years. I am also co-chair of a newly formed Board Committee on Equity, Diversity, and Inclusion (EDI).

In March 2020, our School Board initiated the formation of a new committee as part of our strategic planning efforts and to support diversity efforts, led by our Chief of Institutional Equity, Diversity, and Inclusion, Mr. Keith Wheeler. Our collective goal is to advance and further prioritize the school's mission to make Menlo a more diverse and inclusive community and thus, a more effective and excellent school.

Please allow me to share some personal perspectives on why I am truly excited to co-lead this effort alongside fellow parent and Trustee, Ms. Nkia Richardson, and Mr. Wheeler.

I am a proud first-generation Filipino-American, and I grew up in Cupertino, CA while attending Menlo School. My parents always prioritized education as a means to transform lives, and they passed along this important value to me and my siblings, Desi ('94) and Tala ('97). Today, our family personally supports various scholarships targeting talented underrepresented college students in the fields of Science Technology Engineering and Math (STEM). At Menlo, I am also proud to have collaborated with a fellow alum, Mr. Michael Uytensu ('89), in the formation of the Centennial Scholar Fund, an endowed scholarship celebrating the talented Menlo students of greatest financial need in our community.

When I reflect back on my experiences as a first-generation Filipino student, I found myself navigating the complexities of my identity not just on campus, but in the world as well. While attending a historically White institution, such as Menlo, there was always a persistent clash between culture and climate, especially for historically underrepresented students. With the utmost optimism, I like to think that any racist interactions I had back then were not ill-intended, but certainly could be categorized as 'micro-aggressions' in today's more enlightened world. As a student, it might have been easy for me to dismiss these experiences as pre-politically correct times while suppressing my emotions and internalizing resentment due to feeling different or like an 'outsider' at Menlo. My experiences have never left my mind nor my heart. From these empowering moments, I have committed myself to a life of intentional stewardship, giving back to Menlo, in order to fully recognize the dream of true cultural democracy in our school, where all students can emotionally, physically, intellectually, and culturally thrive.

Over the years, I've stayed in touch with fellow alums, and it's interesting that in some conversations, especially with alums of color, we ironically hold a sense of gratitude to the past feelings of 'not belonging' during high school, and for Menlo exposing us to societal burdens and oppressive structures that would shape our motivations to think, grow, and act towards social change. This is a transformative juncture in American history when we must acknowledge the pain and legacy of racial injustice and systemic and structural racism. Acknowledgment is only the first step towards transformation and liberatory change.

At this time, I ask my fellow alums to reflect on this question: how did your Menlo experience shape your view of the world today, and what can you do to help make our community better? While I can appreciate the recent petitions sent out by alums calling for the school to pro-actively provide anti-racism curriculum, we also recognize that for our work to be truly successful, it must be approached from a systems perspective, involving many areas of our life as a school. Menlo's recent diversity strategy has been a continuous journey that first took shape over 6 years ago with early work by Dr. Angela Birts (Class of '04), and now advances with the deep experience and leadership of Mr. Wheeler. But this work is not his responsibility alone, nor solely this committee's, nor the school's alone. It will take a community effort, our community's effort, to envision and build the diverse and empathetic school and world we strive for. I have hope and confidence that Menlo is on the right track.

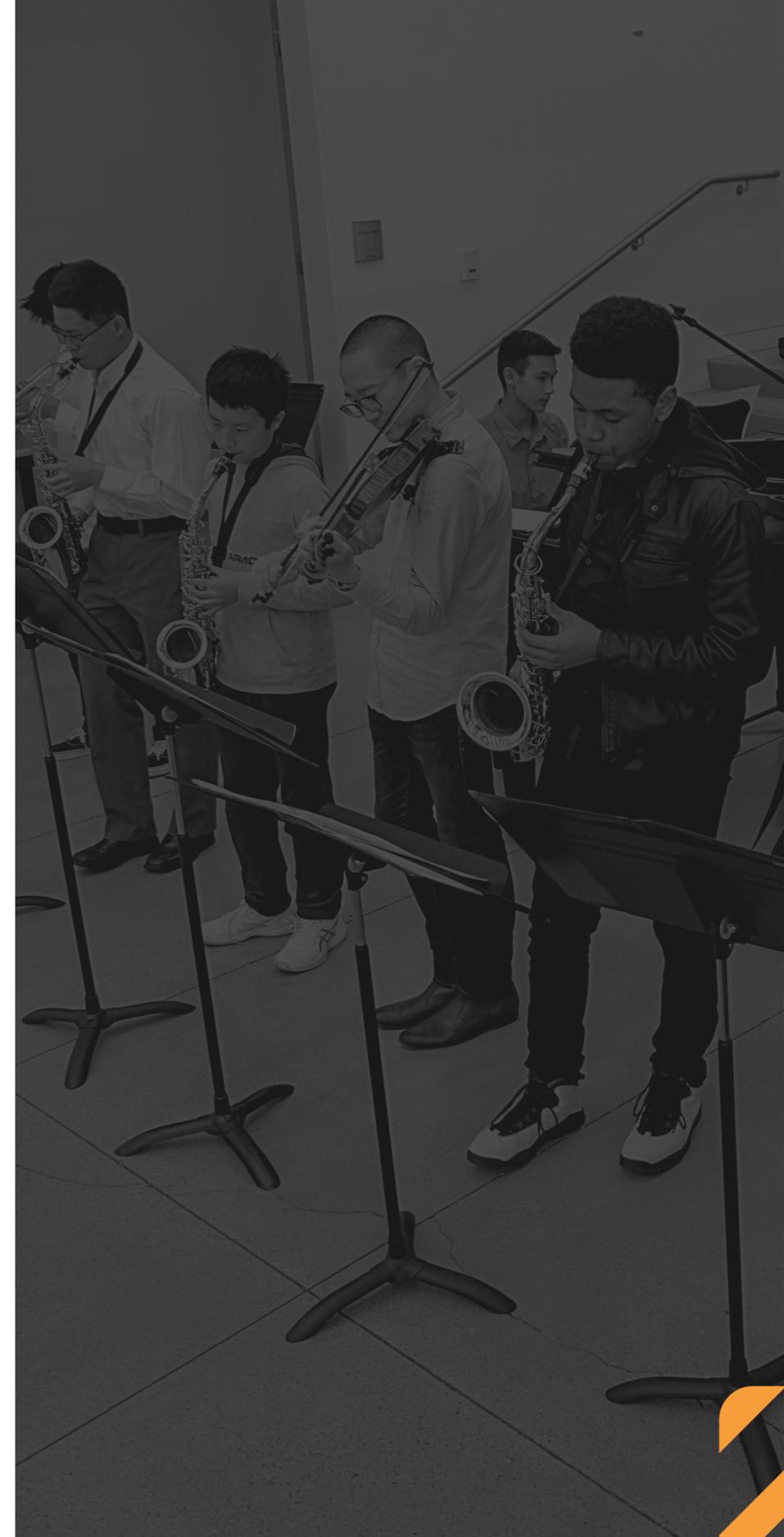
The journey ahead likely will be longer than our time on the board: it predates our arrival on the board, and if we are doing the work responsibly, the work will extend well beyond our time as board members. And we will need the help of all stakeholders in our community: students, families, faculty, staff, and alumni. I firmly believe this work begins with self-reflection. What are our own personal demons, denials, and inhibitions that prevent us from being our true selves? The time is now for everyone to direct the school's legacy toward becoming an institution that celebrates and navigates diversity, equity, inclusion, and social responsibility for all students who learn there.

If you are interested in supporting Menlo's initiatives for Diversity, Equity, and Inclusion, I invite you to support the school by learning more about what we are doing within our community, donating to causes promoting social justice and equity, or connecting with us directly. Please read the accompanying letter from our new EDI committee. We welcome you to engage. Your legacy is our legacy. We are in this together.

Sincerely,

Rey Banatao, PhD Menlo Class of '91
Trustee and Co-Chair - Equity, Diversity, and Inclusion Committee

EDI STRATEGIC PLAN YEAR-TWO STRATEGIC PLAN



PURPOSEFUL AND PERSONAL

MENLO ALUMNI PETITION

Dear Menlo Alumni,

As members of the newly formed Board of Trustees Equity, Diversity, and Inclusion Committee (EDIC), we hope this communication finds you, your families, and your friends safe, healthy, and whole.

During the final Board of Trustees meeting held on Thursday, April 16, 2020, it was voted on and approved by the Board to begin the formation of the school's first EDIC. As a Committee, Board, and school, we recognize that our country is dealing with two pandemics—first, COVID-19, and, second, systemic and structural racism and oppressive systems, which significantly and disproportionately impact the lives of Black Indigenous People of Color (BIPOC).

Over the past month, our nation and local community have been struggling with the overwhelming and heartrending death of George Floyd and other related cases of unconcealed and inexcusable racism and murder. In the wake of persistent protests, people from all walks of life insist: Black lives do matter. The United States is experiencing a seismic cultural shift, and Menlo is at the epicenter of this thrust for moral, political, educational, and intellectual transformation. As an institution, we must atone for harm done to our Black and Brown students, staff, and faculty; we must interrogate our institutional history; we must lean into new priorities and strategic commitments that will disrupt and dismantle all forms of structural exclusionary practices, racially-charged ideologies, homophobia, and other oppressive systems that destructively impact the educational experience.

Our Committee has carefully read the alumni petition recently sent to the Board and leadership of the school. We are excited by this level of engagement regarding social transformation, but this is not the singular impetus for change. There is a considerable amount of pain, anxiety, hurt, and trauma that has been triggered nationally by recent events. As a Committee, we deeply empathize with the impactful stories shared by our alums of color. For anyone to recall such distressing moments from their formative years and to re-experience their ensuing emotional and psychological harm requires extraordinary power, conviction, and vulnerability. We hear you. We see you. We honor you. And we welcome you to join us in this process of learning, self-discovery, and reflection in order to make Menlo an exemplary campus for all.

Furthermore, Menlo School is committed to being part of a larger systematic change that confronts racism and inequality of any type within our local educational context. We have a renewed sense of urgency and commitment to lead in this area. As a school, we stand in solidarity against any and all acts of racism, disrespect, and inequitable treatment of persons of color. As such, we are committed to confronting racism to create a more inclusive and just world, which commits us to a purpose greater than our campus footprint. The Menlo learning experience must extend beyond our walls in order to be transformative, not transactional.

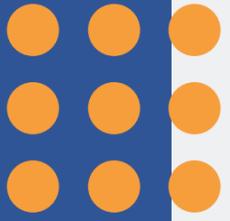
In closing, as an institution, we acknowledge that creating a school that reflects true equality and liberation is a journey, but we are prepared and poised to engage in the deep, uncomfortable work that drives change. This is not a performative statement, but rather an ongoing commitment to making critical changes as we all work together to tackle and eradicate the aforementioned issues. The months of June and July have been dedicated to comprehensive planning, restructuring, and deep data analysis of our current infrastructures—preparing for the important work ahead. In August, our school's Chief of Institutional Equity, Diversity, and Inclusion will be sharing with all our constituencies the year-two priority areas, goals, and strategies that will be found in the school's Equity, Diversity, and Inclusion Strategic Plan. We hope that you will partner with us, as this work directly impacts us all and will require a true community effort. During the 2020-2021 school year, the Committee will focus on the following areas:

- Work with the Board, Head of School, administration, faculty, staff, students, parents, and alumni to continue intentional and meaningful recruitment and retention of diverse Committee membership;
- Work with the Board, Head of School, administration, faculty, staff, students, parents, and alumni with supporting ongoing professional development and education for faculty, staff, students, and parents that continue to build capacity in diversity, equity, inclusion, and anti-oppression strategies;
- Work with the Board, Head of School, administration, faculty, staff, students, parents, and alumni to publish a list of anti-racism references and resources for our families and publish on the school's website.

Yours in Partnership,

Rey Banatao '91
Nkia Richardson
Keith B. Wheeler





ACKNOWLEDGEMENTS

MENLO SCHOOL IS AN INCLUSIVE LEARNING COMMUNITY THAT PROMOTES THE VALUE AND IMPORTANCE OF COLLABORATION AND SHARED-THINKING. THE EQUITY, DIVERSITY, AND INCLUSION STRATEGIC PLAN ADVISORY COMMITTEE REPRESENTS THE RICH AND DEEP DIVERSITY OF OUR SCHOOL. THE COMMITTEE IS COMPRISED OF THE FOLLOWING STAKEHOLDERS:

KEITH B. WHEELER | CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY, AND INCLUSION

ROGER ZAMORA | ASSOCIATE DIRECTOR OF ADMISSIONS EQUITY, DIVERSITY & INCLUSION FOR FAMILY SUPPORT

CINDY LAPOLLA | ASSOCIATE ADMISSIONS DIRECTOR, STUDENT LIFE: DEAN OF FRESHMAN TRANSITION

TONY LAPOLLA | DEAN OF STUDENTS

CHRIS YOUNG | DIRECTOR OF COMMUNITY ENGAGEMENT, SENIOR CLASS DEAN

MIMA TAKEMOTO | MIDDLE SCHOOL ASSISTANT DIRECTOR, 6TH GRADE HUMAN SKILLS TEACHER

KATIE MILLER | EDUCATIONAL TECHNOLOGY SPECIALIST, GLOBAL ONLINE ACADEMY SITE DIRECTOR

RANDY JOSS | UPPER SCHOOL MATHEMATICS

JULIE FLOYD | PARENT AND MSPA VICE-PRESIDENT OF EQUITY, DIVERSITY, AND INCLUSION

JULIE LEV | PARENT

ALLIE LEV | STUDENT AND 11TH GRADE DIVERSITY REPRESENTATIVE

LAURA AGARWAL | PARENT

CHRISTINA TUDOR | PARENT

DEVON GOLD | PARENT

KEVIN CAMPION | MIDDLE SCHOOL 7TH GRADE MATHEMATICS

MAYMA RAPHAEL | PARENT

KING CHRISTIAN | MIDDLE SCHOOL ATHLETICS

RACHEL PARKER | PARENT

NAJMA BACHELANI | PARENT

LORENA MENDEZ-QUEZADA | PARENT

CARMEN BORBON | UPPER SCHOOL HISTORY, UPPER SCHOOL HISTORY DEPARTMENT CHAIR

SHANEL DAINES | PARENT

LEO KITAJIMA GEEFAY | UPPER SCHOOL CREATIVE ARTS: ORCHESTRA, JAZZ BAND

MAREN JINNETT | DIRECTOR OF INNOVATION

BECKY GERTMENIAN | UPPER SCHOOL ENGLISH, UPPER SCHOOL HISTORY

DONNA COLLINS | PARENT

COLBY WILSON | STUDENT AND 9TH GRADE DIVERSITY REPRESENTATIVE

LYNDA HALPRIN | PARENT

KERRY O'ROURKE BISCHOF | PARENT

DEBORAH SCHAFFER | PARENT

CARLA DIEZ-CANSECO | DIRECTOR OF HUMAN RESOURCES

MARILYN BARTON | PARENT

ALLISON ALDRICH | PARENT

RACHEL BLUMENTHAL | UPPER SCHOOL ENGLISH

VANESSA ORTEGA | ASSOCIATE DIRECTOR OF ADMISSIONS, DIRECTOR OF MULTICULTURAL OUTREACH

ZACHARY BLICKENSBERGER | UPPER SCHOOL MATHEMATICS, UPPER SCHOOL COMPUTER SCIENCE

GIULIA RAMOS | STUDENT AND 10TH GRADE DIVERSITY REPRESENTATIVE

DEBORAH SCHAFFER | PARENT

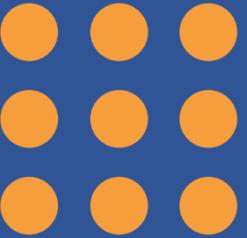
LORENA FERDOWS | PARENT

ELIZABETH BISHOP | DIRECTOR OF ADMISSIONS AND FINANCIAL AID

SHELIA MERLO | PARENT

MATT METTILE | COLLEGE COUNSELING: DIRECTOR OF COLLEGE COUNSELING





2020-2021

MENLO SCHOOL YEAR-TWO

EQUITY, DIVERSITY AND INCLUSION STRATEGIC PLAN

