



2019-2020

MENLO SCHOOL YEAR-ONE

EQUITY, DIVERSITY AND INCLUSION STRATEGIC PLAN EXECUTIVE SUMMARY

POINTS OF DISCUSSION

A Vision Towards 2024

Dedication

School Profile

About the Plan

Priority Area 1: United Campus Culture

Priority Area 2: Faculty of Color Recruitment and Retention

Priority Area 3: Equity, Diversity, and Inclusion Professional Development

Priority Area 4: Academic Support and Social-Emotional Learning

Conclusion

Acknowledgements

A VISION TOWARDS 2024

OUR STRATEGIC PLANNING EFFORTS CHARTS THE COURSE TOWARD OUR VISION AND REQUIRES US TO FURTHER PURSUE INNOVATIVE PRACTICES AND SYSTEM CHANGES THAT WILL ACCELERATE RESULTS FOR EQUITY, DIVERSITY, AND INCLUSION WORK.

OVER THE LAST 6 YEARS, GUIDED BY THE SCHOOL'S PREVIOUS STRATEGIC PLAN ([HERE](#)), MENLO HAS BUILT THE CRITICAL FOUNDATION TO ACHIEVE EQUITABLE OUTCOMES FOR STUDENTS, STAFF, FACULTY, AND FAMILIES. LED BY THE HEAD OF SCHOOL, MR. NATHANIEL HEALY, BOARD OF TRUSTEES, SENIOR ADMINISTRATIVE PERSONNEL, AND VARIOUS CONSTITUENT GROUPS HAVE ALL ENGAGED IN DEEP CONVERSATIONS TO DEVELOP SPECIFIC ACTION PLANS AND STRATEGIES ALIGNED WITH THE VISION AND GOALS OF SCHOOL.

FURTHERMORE, TO FULLY PROVIDE AN EQUITABLE AND HIGH QUALITY 21ST CENTURY EDUCATION FOR ALL STUDENTS AT MENLO, WE NOW SEE AND USE EQUITY AS THE DRIVING FORCE TO CO-CONSTRUCT KNOWLEDGE, CONTRIBUTE ACTIVELY TO THE WELFARE OF OUR DIVERSE COMMUNITY, ASSURING THAT ALL COMMUNITY MEMBERS KNOW THAT THEY BELONG.

THE CURRENT PLAN, *TRANSFORMING LEARNING, TRANSFORMING CULTURE, TRANSFORMING LIVES* IS DESIGNED AS A SET OF INTERCONNECTED STRATEGIC PROJECTS AND A ROADMAP FOR BUILDING AN EQUITY-CENTERED PERFORMANCE CULTURE THAT WILL RESULT IN THE ACHIEVEMENT OF KEY OUTCOMES FROM GRADES 6-12 THROUGH POST-SECONDARY SUCCESS.

BOARD OF DIRECTORS

JAKE REYNOLDS, CHAIR
KAREN KING, VICE CHAIR
JENNIFER AYER
REY BANATAO '91
BRUCE BURKARD '86
GRADY BURNETT
LAURA CHAN
JONATHAN COSLET
STEVE DOSTART
GREG GOLUB '90
AAREF HILALY
APRIL HOUSE
AMY HSIEH
STEPHANIE JACKSON
LINDA WYTHES KNOLL '89
JON LEVIN
STEVE MILLER '87
NKIA RICHARDSON
NICOLE RUBIN
NICOLE SHEEHAN
SCOTT TAYLOR, SECRETARY
LINDA TING
NIKHIL BASU TRIVEDI '07
CASEY TUNGUZ '02
MICHAEL UYTENGUSU '85
FRED WANG
MIKE YUEN

SENIOR ADMINISTRATORS

THAN HEALY
HEAD OF SCHOOL

BETH BISHOP
ADMISSIONS DIRECTOR

MAREN JINNETTE
INTERIM UPPER SCHOOL DIRECTOR

LA VINA LOWERY
MIDDLE SCHOOL DIRECTOR

TONY LAPOLLA
DEAN OF STUDENTS

BRIDGETT LONGUST
DEAN OF TEACHING AND LEARNING

STEVEN MINNING
CREATIVE ARTS DIRECTOR

ALEX PEREZ
DIRECTOR OF COMMUNICATIONS

JOHN SCHAFER
UPPER SCHOOL DIRECTOR

BILL SILVER
INTERIM CHIEF FINANCIAL OFFICER

GABE SCHWARZER
DIRECTOR OF TECHNOLOGY

KEITH WHEELER
CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY & INCLUSION

MIMA TAKEMOTO
MIDDLE SCHOOL ASSISTANT DIRECTOR

EARL KOBERLEIN
ATHLETICS DIRECTOR

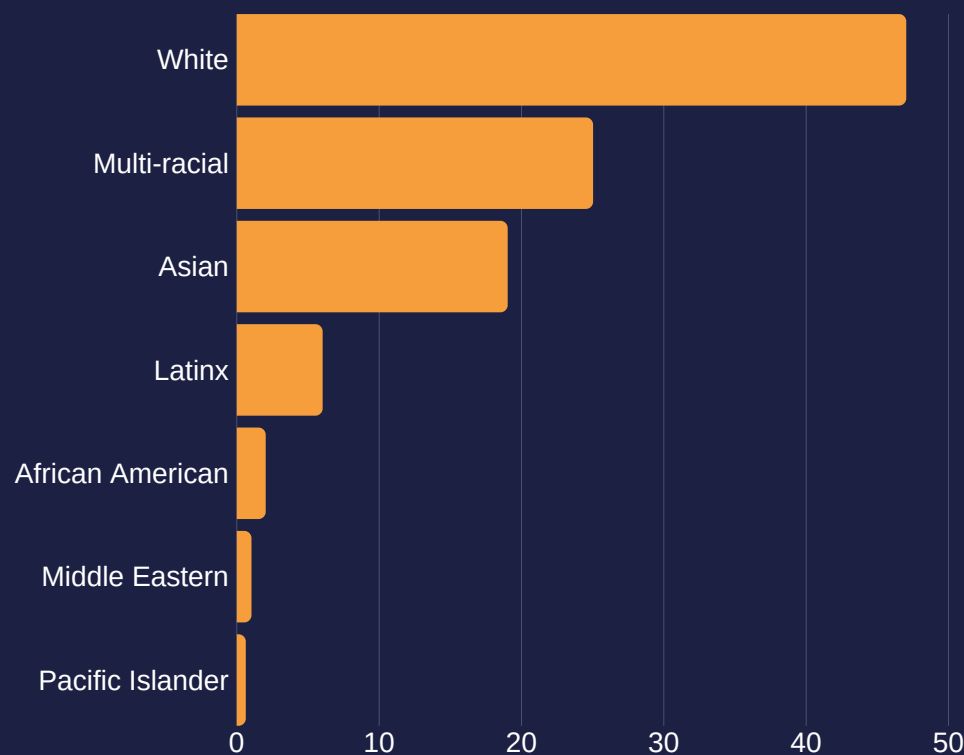




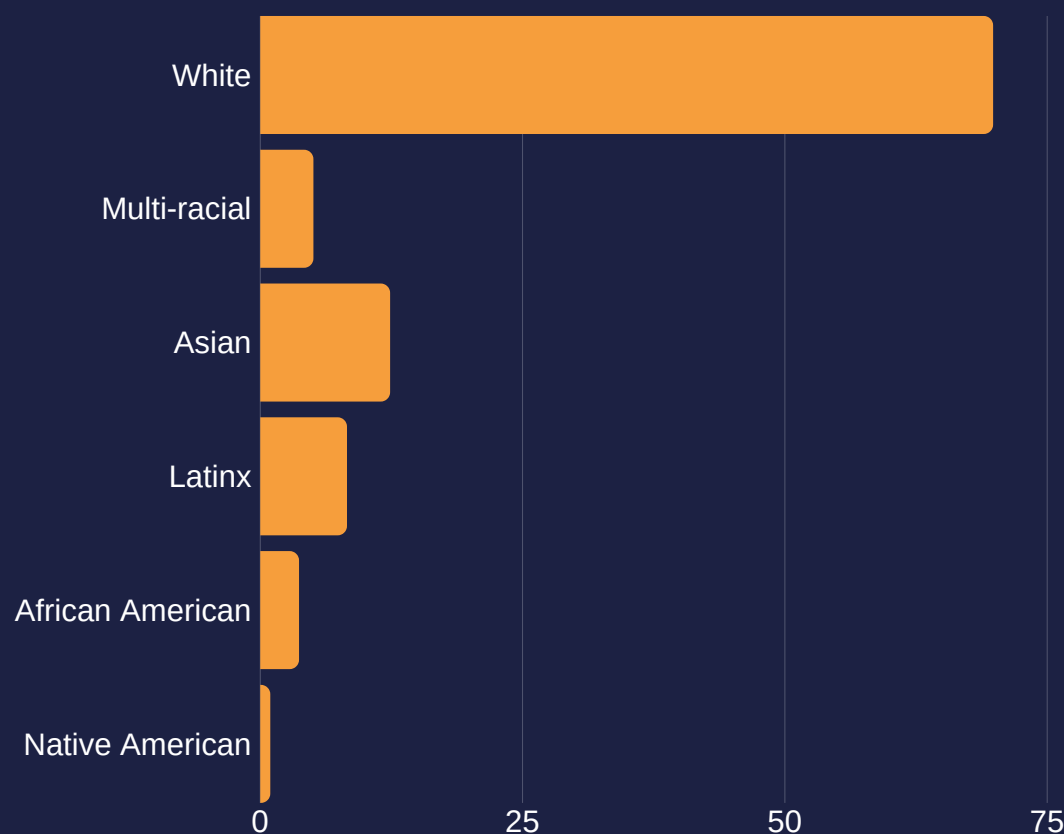
ROB CHANDRA

Menlo School Former Board Chair

The Menlo School Equity, Diversity, and Inclusion Strategic Plan is dedicated to our beloved former Board Chair, **Mr. Rob Chandra**.
Your care for this work spoke volumes and your spirit remains with us in all that we endeavor to accomplish.



*2019-2020 ADMISSIONS DATA



**2019-2020 HUMAN RESOURCES DATA

OUR FOUNDATION

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.



ABOUT THE PLAN

4 PRIORITY AREAS

UNITED
CAMPUS
CULTURE

1

FACULTY OF
COLOR
RECRUITMENT
AND RETENTION

2

EQUITY,
DIVERSITY, AND
INCLUSION
PROFESSIONAL
DEVELOPMENT

3

ACADEMIC
SUPPORT AND
SOCIAL-
EMOTIONAL
LEARNING

4

4 GOALS

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 PARENTS, STUDENTS, STAFF, AND FACULTY.
2. THE SCHOOL WILL SUCCESSFULLY RECRUIT AND RETAIN HIGHLY QUALIFIED EDUCATORS REPRESENTING DIVERSE BACKGROUNDS AND ETHNICITIES.
3. THE SCHOOL WILL CURATE EQUITY-CENTERED PROFESSIONAL DEVELOPMENT FOR ALL EMPLOYEES AND ENSURE LEARNING PRIORITIES ARE ALIGNED WITH THE CURRENT PROFESSIONAL DEVELOPMENT CYCLE AND STANDARDS OF EXCELLENCE. THE TRAINING WILL REINFORCE BEST PRACTICES THAT WILL BECOME INTEGRAL PARTS OF DAILY PRACTICE, CONTINUOUS LEARNING, AND COLLABORATIVE INTERACTION WITH COLLEAGUES.
4. THE SCHOOL WILL PROMOTE HEALTHY, RELEVANT, AND ROBUST ACADEMIC AND EXTRACURRICULAR EXPERIENCES ACROSS ALL DIVISIONS TO ENSURE ALL STUDENTS FEEL GENUINELY CHALLENGED, COMFORTABLE, AND INTELLECTUALLY SAFE, AND ENCOURAGED TO TAKE RISKS. THE SCHOOL WILL CONTINUE TO PROVIDE ACCESSIBLE SUPPORT SYSTEMS THAT RESPOND TO THE SOCIAL-EMOTIONAL NEEDS, ESPECIALLY AT THE ONSET OF ACADEMIC AND/OR PERSONAL CHALLENGES.

17
STRATEGIES

70% OF ALL
STRATEGIES IN
YEAR-ONE WERE
**SUCCESSFULLY
ATTEMPTED**
WITH MULTIPLE STAKE
HOLDER DATA
POINTS.

30% OF ALL
STRATEGIES WERE
**NOT
ATTEMPTED**
DUE TO THE SIZE,
DEPTH, AND, SCOPE
OF THE PROJECTS.



**TRANSFORMING LEARNING.
TRANSFORMING CULTURE.
TRANSFORMING LIVES.**

PRIORITY AREA 1:UNITED CAMPUS CULTURE

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 PARENTS, STUDENTS, STAFF, AND FACULTY.

STRATEGIES

- 1

IN 2019-2020, THE SCHOOL WILL PROVIDE TRAINING TO MIDDLE AND UPPER SCHOOL AFFINITY GROUP LEADERS TO HELP THEM UNDERSTAND BEST PRACTICES, STRATEGIC OUTCOMES, AND COLLABORATIVE EFFORTS THAT UNIFY CAMPUS CULTURE AND CLIMATE FOR ALL STUDENTS.
- 2

IN 2019-2020. THE SCHOOL WILL LAUNCH THE PARENT EQUITY, DIVERSITY, AND INCLUSION (EDI) LEARNING SERIES. PRESENTERS WILL PROVIDE KEY CONTENT TO HELP PARENTS, STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS UNDERSTAND ISSUES AND BEST PRACTICES RELATING TO EQUITY, DIVERSITY, AND INCLUSION.
- 3

IN 2019-2020, THE SCHOOL WILL CONTINUE TO RESTRUCTURE THE ROLES AND REFINE THE PROCESSES OF THE EQUITY, DIVERSITY, AND INCLUSION COMMITTEE (EDIC) SO THAT ITS OUTCOMES AND OBJECTIVES ARE MORE CLEAR TO PARENTS, STUDENTS, STAFF, FACULTY, AND ADMINISTRATORS.
- 4

IN 2019-2020, THE SCHOOL WILL COLLABORATE WITH THE RECENTLY APPOINTED MENLO SCHOOL PARENT ASSOCIATION (MSPA) VICE PRESIDENT OF EQUITY, DIVERSITY, AND INCLUSION. A NEW POSITION WITHIN THE PARENT’S ASSOCIATION, THIS INDIVIDUAL WILL WORK DIRECTLY WITH THE SCHOOL’S CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY, AND INCLUSION TO ENSURE THAT MENLO IS STRENGTHENING ITS RELATIONSHIPS WITH ALL PARENT COMMUNITIES, IDENTIFYING RESOURCES, AND STREAMLINING ENGAGEMENT OPPORTUNITIES.
- 5

IN 2019-2020, THE SCHOOL WILL IMPLEMENT THE ASSESSMENT OF INCLUSIVITY AND MULTICULTURALISM (AIM) SURVEY TO UNDERSTAND HOW VARIOUS CONSTITUENT GROUPS FEEL EMPOWERED, AFFIRMED, SAFE, AND SUPPORTED IN OUR COMMUNITY.

100% ATTEMPTED

100% ATTEMPTED

100% ATTEMPTED

100% ATTEMPTED

NOT ATTEMPTED



YEAR-ONE ACCOMPLISHMENTS ✓

- FOUR SUCCESSFUL TRAININGS WERE OFFERED TO ALL ADULT AFFINITY GROUP FACILITATORS, WITH OVER 85% ATTENDANCE RATE.
- THE COMMUNITY LEARNING NIGHT SERIES EXPERIENCED EXPONENTIAL INCREASED (+72%) STAKEHOLDER PARTICIPATION FROM MEETING ONE TO MEETING TWO.
- THE EQUITY, DIVERSITY, AND INCLUSION STRATEGIC PLAN ADVISORY TASKFORCE INCREASED (+82.5%) STAKEHOLDER PARTICIPATION. THE TASKFORCE WAS RESTRUCTURED WITH TERM LIMITS FOR MEMBERS, FACULTY FACILITATORS, MEETING MINUTES, NORMS, AND INSTITUTIONAL DELIVERABLES—ALL ALIGNED WITH THE MOST RECENT WASC RECOMMENDATIONS.



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

IN 2019-2020, THE SCHOOL WILL IMPLEMENT ANTI-BIAS RÉSUMÉ REVIEW AND INTERVIEW TRAINING FOR ALL DEPARTMENT CHAIRS, DIVISION DIRECTORS, AND OTHER KEY PERSONNEL DIRECTLY INVOLVED IN HIRING-RELATED MATTERS.
- 2

IN 2019-2020, THE SCHOOL WILL CREATE A FACULTY AND STAFF OF COLOR AFFINITY GROUP TO SUPPORT FACULTY AND STAFF REPRESENTING DIVERSE CULTURAL BACKGROUNDS.
- 3

IN 2019-2020, THE SCHOOL WILL DEVELOP A HUMAN RESOURCES RECRUITMENT MASTER PLAN TO HELP IDENTIFY RECRUITMENT 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 ELEVATE SPECIFIC STRATEGIES FOR SUCCESSFULLY HIRING DESIRED CANDIDATES.
- 4

IN 2019-2020, THE SCHOOL WILL ON AN ANNUAL BASIS, IMPLEMENT “STAY” INTERVIEWS AS A BEST PRACTICE FOR ALL FACULTY TO CAPTURE IMPORTANT DATA REGARDING THE EMPLOYEE EXPERIENCE AT MENLO.

NOT ATTEMPTED



100% ATTEMPTED



NOT ATTEMPTED



NOT ATTEMPTED



YEAR-ONE ACCOMPLISHMENTS✔

- SENIOR ADMINISTRATIVE PERSONNEL BEGAN A COMPREHENSIVE REVIEW OF THE SCHOOL’S CANDIDATE SELECTION PROCESS. ALTHOUGH ANTI BIAS TRAINING DID NOT HAPPEN, FROM THE WORK, NEW EQUITY AND SOCIAL JUSTICE INTERVIEW QUESTIONS WERE CREATED AND PROVIDED TO EVERY CANDIDATE UNDER CONSIDERATION FOR THE 2020-2021 SCHOOL YEAR.
- THE FACULTY AND STAFF OF COLOR AFFINITY GROUP EXPERIENCED INCREASED PARTICIPATION (+79%) FROM MEETING ONE TO FINAL MEETING OF THE YEAR.
- THE SENIOR ADMINISTRATIVE TEAM HAS STARTED TO COMPILE BEST PRACTICES TO PLAN AND HELP IDENTIFY RECRUITMENT 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 ELEVATE SPECIFIC STRATEGIES FOR SUCCESSFULLY HIRING DESIRED CANDIDATES. THE PLAN WILL BE SOLIDIFIED IN THE FALL OF 2020.



PRIORITY AREA 3: EQUITY, DIVERSITY, AND INCLUSION PROFESSIONAL DEVELOPMENT

GOAL

THE SCHOOL WILL CURATE EQUITY-CENTERED PROFESSIONAL DEVELOPMENT FOR ALL EMPLOYEES AND ENSURE LEARNING PRIORITIES ARE ALIGNED WITH THE CURRENT PROFESSIONAL DEVELOPMENT CYCLE AND STANDARDS OF EXCELLENCE. THE TRAINING WILL REINFORCE BEST PRACTICES THAT WILL BECOME INTEGRAL PARTS OF DAILY PRACTICE, CONTINUOUS LEARNING, AND COLLABORATIVE INTERACTION WITH COLLEAGUES.

STRATEGIES

- 1

IN 2019-2020, THE SCHOOL WILL ADMINISTER THE INTERCULTURAL CONFLICT STYLE INVENTORY (ICS) TO HELP GAUGE HOW EACH ADULT UNDERSTANDS THEIR COMMUNICATION AND PROBLEM-SOLVING STYLES ACROSS CULTURES. THIS NON-EVALUATIVE TOOL IS A RESEARCH-BASED MEANS TO HELP INFORM PERSONAL AND PEDAGOGICAL GROWTH REGARDING EQUITY, DIVERSITY, AND INCLUSION.
- 2

IN 2019-2020, THE SCHOOL WILL PROVIDE OPPORTUNITIES FOR ALL STAFF AND FACULTY TO PARTICIPATE IN FOUR, THREE-HOUR EQUITY, DIVERSITY, AND INCLUSION PROFESSIONAL DEVELOPMENT WORKSHOPS. WORKSHOP CONTENT WILL BE CURATED WITH INPUT FROM STAFF AND FACULTY MEMBERS TO ENSURE THE COVERED CONTENT IS RELEVANT AND MEANINGFUL TO THEIR NEEDS AND PROFESSIONAL GROWTH.
- 3

IN 2019-2020, THE SCHOOL WILL ENCOURAGE FACULTY, STAFF, ADMINISTRATORS, STUDENTS, AND TRUSTEES TO ATTEND THE PEOPLE OF COLOR CONFERENCE. PRE-CONFERENCE MEETINGS WILL PREPARE ATTENDEES TO MAXIMIZE THEIR ENGAGEMENT DURING THE CONFERENCE AND HELP PARTICIPANTS RETURN WITH KEY TAKEAWAYS TO SHARE WITH THEIR DIVERSE CONSTITUENCIES.
- 4

IN 2019-2020, THE SCHOOL WILL WORK WITH THE TECHNOLOGY DEPARTMENT TO STRATEGIZE AND LEVERAGE HOW TO USE A NEW INTERNAL STUDENT DASHBOARD TOOL THAT WILL PROVIDE TEACHERS, ADVOCATES, ADMINISTRATORS, AND COUNSELORS A BETTER UNDERSTANDING OF THE PROGRESSION OF EACH STUDENT DURING THEIR MENLO JOURNEY. ARTICULATE, WITH THE SUPPORT OF DEPARTMENT CHAIRS, HEAD OF SCHOOL, AND DIVISION LEADERS, WHAT FEATURES ARE NEEDED PRIOR TO PROTOTYPING SYSTEMS. IN YEAR TWO, OUTLINE PRIVACY GUIDELINES AND DEFINE AND IMPLEMENT PROCEDURES AND PROTOCOLS FOR MANAGING THE DASHBOARD TOOL AND ITS ROLLOUT.

NOT ATTEMPTED



100% ATTEMPTED



100% ATTEMPTED



NOT ATTEMPTED



YEAR-ONE ACCOMPLISHMENTS ✓

- ADMINISTRATIVE STAFF AND FACULTY PROVIDED OPPORTUNITIES FOR ALL STAFF AND FACULTY TO PARTICIPATE IN FOUR, THREE-HOUR EQUITY, DIVERSITY, AND INCLUSION PROFESSIONAL DEVELOPMENT WORKSHOPS.
- PROFESSIONAL DEVELOPMENT SATISFACTION DATA HIGHLIGHTED A 98% SATISFACTION RATE FROM ALL STAFF AND FACULTY SURVEYED.
- THE SCHOOL PROVIDED OVER 34 PARTICIPANTS, CONSISTING OF FACULTY, STAFF, ADMINISTRATORS, STUDENTS, AND TRUSTEES THE OPPORTUNITY TO ATTEND THE PEOPLE OF COLOR CONFERENCE IN SEATTLE, WA. THIS WAS ALSO INCREASED (+48%) PARTICIPATION RATE FROM LAST YEAR’S COHORT.



PRIORITY AREA 4: ACADEMIC SUPPORT AND SOCIAL-EMOTIONAL LEARNING

GOAL

THE SCHOOL WILL PROMOTE HEALTHY, RELEVANT, AND ROBUST ACADEMIC AND EXTRACURRICULAR EXPERIENCES ACROSS ALL DIVISIONS TO ENSURE ALL STUDENTS FEEL GENUINELY CHALLENGED, COMFORTABLE, AND INTELLECTUALLY SAFE, AND ENCOURAGED TO TAKE RISKS. THE SCHOOL WILL CONTINUE TO PROVIDE ACCESSIBLE SUPPORT SYSTEMS THAT RESPOND TO THE SOCIAL-EMOTIONAL NEEDS, ESPECIALLY AT THE ONSET OF ACADEMIC AND/OR PERSONAL CHALLENGES.

STRATEGIES

- 1

IN 2019-2020, THE SCHOOL WILL CONTINUE TO DEVELOP INNOVATIVE 6-12 PROGRAMS, INCLUDING HUMAN SKILLS, LEARNING SEMINAR, ADVOCACY, FRESHMAN SEMINAR, LEARNING LAB, STUDY SMARTER, AND KICKSTART, AS WELL AS A PROPOSED 9TH GRADE PILOT ACADEMIC SUPPORT PROGRAM, RESPONSE TO INTERVENTION (RTI).
- 2

IN 2019-2020, THE SCHOOL WILL MONITOR HOW STUDENTS ARE IDENTIFIED AND CHOSEN FOR THE KICKSTART PROGRAM. CONTINUE TO DEVELOP METHODS FOR TRACKING STUDENT SUCCESS FOLLOWING PARTICIPATION IN THE PROGRAM AND PROVIDE ONGOING SUPPORT AND MENTORSHIP FOR BOTH THE STUDENTS AND THEIR FAMILIES, INCLUDING A SUMMER “BOOT CAMP” THAT PREPARES 10TH AND 11TH GRADE STUDENTS FOR THE SAT AND ACT EXAMS AND IS IN ALIGNMENT WITH THE COLLEGE COUNSELING PROGRAM RECOMMENDATIONS.
- 3

IN 2019-2020, THE SCHOOL WILL CONTINUE TO SUPPORT THE THREE NEWLY APPOINTED 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.
- 4

IN 2019-2020, THE SCHOOL WILL DEVELOP AND IMPLEMENT SCHOOL-WIDE LANGUAGE TRANSLATION AND INTERPRETATION PROCEDURES TO BETTER SERVE THE MENLO STUDENTS AND THEIR FAMILIES WHOSE PRIMARY LANGUAGE IS SPANISH.

100% ATTEMPTED

100% ATTEMPTED

100% ATTEMPTED

100% ATTEMPTED

YEAR-ONE ACCOMPLISHMENTS ✓

- SUMMER KICKSTART COHORT HAD A 75% PROGRAM ACCEPTANCE RATE, AND A 100% COMPLETION RATE FROM ALL STUDENTS THAT ENTERED THE PROGRAM.
- MIDDLE AND UPPER SCHOOL PROGRAMS WILL BE OFFERING UPDATED VERSIONS OF THE KICKSTART PROGRAM, SUMMER 2020.
- INTRODUCTORY 9TH GRADE PILOT ACADEMIC SUPPORT PROGRAM, RESPONSE TO INTERVENTION (RTI) WAS STARTED AT THE BEGINNING. THERE WERE 3 SUPPORT ROUNDS FOR THE YEAR, LED BY WITH FACULTY AND SUPPORT STAFF, WHERE STUDENT PROGRESS WAS MONITORED IN ORDER TO SUPPORT IN AREAS SUCH AS TIME MANAGEMENT, EXECUTIVE FUNCTIONING, ORGANIZATION, SOCIAL-EMOTIONAL ENGAGEMENT, AND DISCIPLINE-SPECIFIC CONTENT AREAS. OF THE 8 STUDENTS THAT ENTERED THE PROGRAM AT THE BEGINNING OF THE YEAR, 80% SUCCESSFULLY EXITED THE PROGRAM DUE TO INCREASED ACADEMIC ACHIEVEMENT, BY WAY OF PROGRESS REPORTS, TEACHER AND MENTOR RECOMMENDATIONS, AND IN SOME CASES, PARENT APPROVAL.
- THE SCHOOL SUCCESSFULLY DEVELOPED AND IMPLEMENTED A NEW SCHOOL-WIDE LANGUAGE TRANSLATION AND INTERPRETATION PROCEDURES TO BETTER SERVE THE MENLO STUDENTS AND THEIR FAMILIES WHOSE PRIMARY LANGUAGE IS SPANISH.
 - WE HAVE ABOUT 60 FAMILIES THAT PARTICIPATE IN OUR LATINX PARENT AFFINITY GROUPS, 19 OF THEM BEING SPANISH-ONLY HOUSEHOLDS.
 - BEFORE OUR CLOSURE, WE HAD PROVIDED SPANISH INTERPRETATION SUPPORT AT 21 SCHOOL EVENTS IN THE 2019-2020 SCHOOL YEAR.
 - THIS YEAR, WE TRANSLATED AN ESTIMATED 120 DOCUMENTS, INCLUDING INSTITUTIONAL ANNOUNCEMENTS, TEXT BLASTS, GRADE AND PROGRESS REPORTS, WEEKLY ENOTES/ZIPNOTES, OFFICIAL SCHOOL DOCUMENTS, AND COMMUNICATIONS BETWEEN PARENTS & TEACHERS.





CONCLUSION

DIVERSITY WORK IS CHALLENGING WORK, AND NEVER WILL IT BE CONSIDERED CHIC. IT REQUIRES UNITED COMMUNITY THINKING, IN ADDITION TO CRITICAL SELF-REFLECTION, WHICH ALSO MEANS A CLOSE EXAMINATION OF WHAT HAS COME BEFORE SO THAT WE MAY CONTINUALLY QUESTION THE STATUS QUO, WHILE INTELLIGENTLY CHARTING THE PATH TOWARDS THE FUTURE.

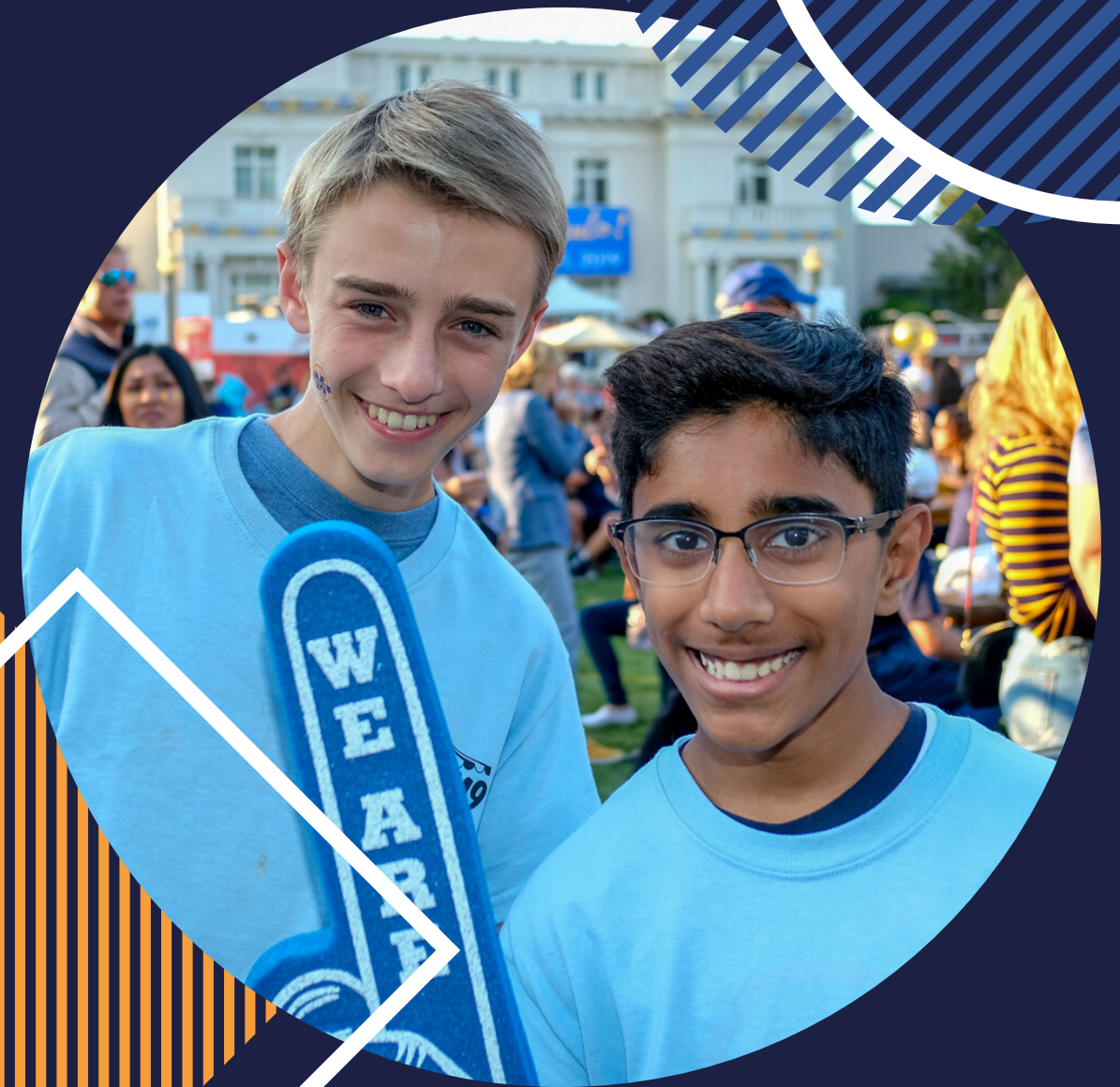
THROUGH EDUCATION, PROGRAMMING, PRACTICE, ACCOUNTABILITY, AND SUPPORT, WE LEARN THE LANGUAGE TO TALK ABOUT THE ONCE UNSPEAKABLE. WE GROW FROM OUR INEVITABLE MISTAKES. THIS YEAR, AS A COMMUNITY, THERE WAS SUBSTANTIAL GROWTH, AND WE ARE ABLE TO RECOGNIZE THE SYSTEMIC LIMITATIONS THAT REQUIRE MODIFICATION. WE SEE AND CELEBRATE OUR DIFFERENCES WITH A NEW SENSE OF BELONGING AND AFFECT REAL, LASTING CHANGE.

AS THE WORLD NAVIGATES THE MYRIAD OF CHALLENGES RESULTING FROM THE COVID-19 GLOBAL PANDEMIC, WE MUST CONTINUE TO DEVELOP OUR INSTITUTIONAL LENSES FOR THE INSIDIOUS REALITY THAT PERSISTS—HATRED, BIGOTRY, ECONOMIC INEQUALITY, AND OTHER FORMS OF INJUSTICE. OUR SCHOOL IS NOT INOCULATED FROM THESE SOCIAL ILLS. AS HUMANITY SEEKS TO MAKE SENSE OF A NEW WORLD, COMPRISED OF SOCIAL DISTANCING MANDATES, VIRTUAL LEARNING, AND BUSINESS, AND THE UNTHINKABLE HUMAN SUFFERING AND LOSS, OUR WORK MUST CONTINUE, AS IT ADDS TO THE FABRIC OF HEALING THAT SHALL COVER US ALL.

DUE TO OUR SCHOOL CLOSURE IN MARCH, OUR EFFORTS LOST A CONSIDERABLE AMOUNT OF MOMENTUM. HOWEVER, THERE REMAIN KEY AREAS THAT THE SCHOOL WILL FOCUS ON AS WE PRIORITIZE OUR PRIORITIES FOR YEAR-TWO OF THE STRATEGIC PLAN. SOME OF THOSE AREAS ARE THE FOLLOWING:

1. IMPLEMENT ANTI-BIAS RÉSUMÉ REVIEW AND INTERVIEW TRAINING FOR ALL DEPARTMENT CHAIRS, DIVISION DIRECTORS, AND OTHER KEY PERSONNEL DIRECTLY INVOLVED IN HIRING-RELATED MATTERS;
2. DEVELOP A HUMAN RESOURCES RECRUITMENT MASTER PLAN TO HELP IDENTIFY RECRUITMENT 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 ELEVATE SPECIFIC STRATEGIES FOR SUCCESSFULLY HIRING DESIRED CANDIDATES;
3. ON AN ANNUAL BASIS, IMPLEMENT “STAY” INTERVIEWS AS A BEST PRACTICE FOR ALL FACULTY TO CAPTURE IMPORTANT DATA REGARDING THE EMPLOYEE EXPERIENCE AT MENLO;
4. PROVIDE OPPORTUNITIES FOR ALL STAFF AND FACULTY TO PARTICIPATE IN FOUR, THREE-HOUR EQUITY, DIVERSITY, AND INCLUSION PROFESSIONAL DEVELOPMENT WORKSHOPS. WORKSHOP CONTENT WILL BE CURATED WITH INPUT FROM STAFF AND FACULTY MEMBERS TO ENSURE THE COVERED CONTENT IS RELEVANT AND MEANINGFUL TO THEIR NEEDS AND PROFESSIONAL GROWTH;
5. WORK WITH THE TECHNOLOGY DEPARTMENT TO STRATEGIZE AND LEVERAGE HOW TO USE A NEW INTERNAL STUDENT DASHBOARD TOOL THAT WILL PROVIDE TEACHERS, ADVOCATES, ADMINISTRATORS, AND COUNSELORS A BETTER UNDERSTANDING OF THE PROGRESSION OF EACH STUDENT DURING THEIR MENLO JOURNEY. ARTICULATE, WITH THE SUPPORT OF DEPARTMENT CHAIRS, HEAD OF SCHOOL, AND DIVISION LEADERS, WHAT FEATURES ARE NEEDED PRIOR TO PROTOTYPING SYSTEMS. IN YEAR TWO, OUTLINE PRIVACY GUIDELINES AND DEFINE AND IMPLEMENT PROCEDURES AND PROTOCOLS FOR MANAGING THE DASHBOARD TOOL AND ITS ROLLOUT;
6. INCREASE THE CAPACITY OF STUDENTS, FACULTY, AND STAFF TO APPLY RESTORATIVE PRACTICES TO CREATING SAFE AND CARING SCHOOL CLIMATES WHERE STUDENTS LEARN TO TAKE RESPONSIBILITY FOR THEIR ACTIONS AND ADULTS HAVE MULTIPLE STRATEGIES TO EFFECTIVELY PROMOTE POSITIVE STUDENT BEHAVIOR.

TO THAT END, TOGETHER AS A COMMUNITY, WE ACCOMPLISHED SIGNIFICANT MILESTONES. WE ACKNOWLEDGE THAT OUR WORK IS FAR FROM COMPLETE. WE ARE POISED AND POSITIONED TO EMBRACE THE WORK AHEAD AND VIEW CHALLENGES AS OPPORTUNITIES FOR CONTINUOUS IMPROVEMENT.



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 AND MSPA CO-PRESIDENT FOR MIDDLE SCHOOL, EX OFFICIO

DEVON GOLD | PARENT AND MSPA CO-PRESIDENT FOR UPPER SCHOOL, EX OFFICIO

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

KATHERINE BELLAFIORE SANDEN | UPPER SCHOOL COMPUTER SCIENCE, US MATHEMATICS

MAREN JINNETT | UPPER SCHOOL ENGLISH, UPPER SCHOOL ENGLISH DEPARTMENT CHAIR

BECKY GERTMENIAN UPPER SCHOOL ENGLISH, UPPER SCHOOL HISTORY

“JP” GARCIA | PARENT

DONNA COLLINS | PARENT

COLBY WILSON | STUDENT AND 9TH GRADE DIVERSITY REPRESENTATIVE

LYNDA HALPRIN | PARENT

KERRY O'ROURKE BISCHOF | PARENT

DEBORAH SCHAFER | PARENT

NICOLE RUBIN | TRUSTEE AND 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

WATI GROSSMAN | PARENT

ZACHARY BLICKENS DERFER | UPPER SCHOOL MATHEMATICS, UPPER SCHOOL COMPUTER SCIENCE

GIULALE RAMOS | STUDENT AND 10TH GRADE DIVERSITY REPRESENTATIVE

DEBORAH SCHAFER | PARENT

WILLIAM “CESAR” CESAROTTI | UPPER SCHOOL COMPUTER SCIENCE, UPPER SCHOOL MATHEMATICS

ROLANDO VICTORIA | UPPER SCHOOL WORLD LANGUAGES: SPANISH

LORENA FERDOWS | PARENT

ELIZABETH BISHOP | DIRECTOR OF ADMISSIONS AND FINANCIAL AID

SHELIA MERLO | PARENT

MATT METTILLE | COLLEGE COUNSELING: DIRECTOR OF COLLEGE COUNSELING

SYDNEY BIANCHI | STUDENT, DIVERSITY COUNCIL REPRESENTATIVE

ANGEL MORE | STUDENT

AAVA SAFARNIA | STUDENT



2019-2020

MENLO SCHOOL YEAR-ONE

EQUITY, DIVERSITY AND INCLUSION STRATEGIC PLAN EXECUTIVE SUMMARY