2019-2020
MENLO SCHOOL YEAR-ONE
EQUITY, DIVERSITY AND INCLUSION STRATEGIC PLAN EXECUTIVE SUMMARY
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
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.

A VISION TOWARDS 2024

BOARD OF DIRECTORS
JAE RAYMOND, CHAIR
JANE AHMANN, VICE CHAIR
JENNIFER AYER
RYE BAGLEY ’79
BRUCE BURRAND ’66
GRADE BISWESHT
LAURA CLARK
JONATHAN COLETT II
SH K. GOSAIN
GREG GOLUB ’90
MARK HIRALY
APRIL HOUSE
AMY ISHIKAWA
STEPHANIE JACOBS
LINDA MYRTLE KNOLL ’89
JON LEVIN
DEE K. MILLER ’97
HEA RICHARDSON
NIcole RUBEK
NICKIE SHEPPARD
SCOTT TAYLOR, SECRETARY
SANDY YING
MARIKEMBA THYOMBO ’07
CASY TUNGU ’10
MICHAEL UTUMBUH ’85
FRED NGO
HANG NGUYEN

SENIOR ADMINISTRATORS
THAN HEALY
HEAD OF SCHOOL
BETH BISHOP
ADMISSIONS DIRECTOR
JASON BENNETTE
INTERIM UPPER SCHOOL DIRECTOR
LA VIA LONGBY
INTERIM MIDDLE SCHOOL DIRECTOR
T-HY LAMOLA
DEAN OF STUDENTS
BENJAMIN LONGSLOAT
DEAN OF TEACHING AND LEARNING
STEVEN MINNING
CREATIVE ARTS DIRECTOR
ALEXEIZ
DIRECTOR OF COMMUNICATIONS
JOHN SCHAFER
INTERIM UPPER SCHOOL DIRECTOR
MILICHER
INTERIM CIO FINANCE OFFICER
GAREY SMALLEY
DIRECTOR OF TECHNOLOGY
KEITH WHEELER
CHIEF OF INSTITUTIONAL EQUITY, DIVERSITY & INCLUSION
JINNA TAKEMOTO
INTERIM MIDDLE SCHOOL DIRECTOR
EARL BOEHLER
DEAN OF STUDENTS
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.
**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.

---

**EMPLOYEE PROFILE**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>75</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>50</td>
</tr>
<tr>
<td>Asian</td>
<td>25</td>
</tr>
<tr>
<td>Latinx</td>
<td>10</td>
</tr>
<tr>
<td>African American</td>
<td>5</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
</tr>
</tbody>
</table>

**SCHOOL PROFILE**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>40</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>20</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
</tr>
<tr>
<td>Latinx</td>
<td>5</td>
</tr>
<tr>
<td>African American</td>
<td>5</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
</tr>
</tbody>
</table>

---

*2019-2020 ADmissions Data*
4 PRIORITY AREAS

1. UNITED CAMPUS CULTURE
2. FACULTY OF COLOR RECRUITMENT AND RETENTION
3. EQUITY, DIVERSITY, AND INCLUSION PROFESSIONAL DEVELOPMENT
4. ACADEMIC SUPPORT AND SOCIAL-EMOTIONAL LEARNING

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.

70% OF ALL STRATEGIES IN YEAR-ONE WERE SUCCESSFULLY ATTEMPTED WITH MULTIPLE STAKEHOLDER 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.
PRIORIT Y 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.

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 Task Force increased (+82.5%) stakeholder participation. The task force was restructured with term limits for members, faculty facilitators, meeting minutes, norms, and institutional deliverables—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-BIASED RESUMÉ 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 IMPLEMENT ANTI-BIASED RESUMÉ REVIEW AND INTERVIEW TRAINING FOR ALL DEPARTMENT CHAIRS, DIVISION DIRECTORS, AND OTHER KEY PERSONNEL DIRECTLY INVOLVED IN HIRING-RELATED MATTERS.

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

4. 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.

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 COMPARE 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.

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.

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 group, 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 notes/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 CONTINUOUSLY 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 EXISTS—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 KEYS 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 RESUME 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 OFFERING THE PRACTICE AND PILING, FOR RECRUITED HISTORICALLY UNDERREPRESENTED EMPLOYERS. 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.

EDI STRATEGIC PLAN YEAR ONE EXECUTIVE SUMMARY
ACKNOWLEDGEMENTS

MEINO 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 JOBS | 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 TUDEO | 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 RAFAEL | PARENT
KING CHRISTIAN | MIDDLE SCHOOL ATHLETICS
RACHEL PARKER | PARENT
NAJMA BACHELANI | PARENT
LORENA MENDEZ-QUEZADA | PARENT
CARMEN BOROHN | UPPER SCHOOL HISTORY, UPPER SCHOOL HISTORY DEPARTMENT CHAIR
SHANEL DAINES | PARENT
LEO KITA/JAMAA QEEFAY | UPPER SCHOOL CREATIVE ARTS: ORCHESTRA, JAZZ BAND
KATHERINE BELLAFIORE SANDEN | UPPER SCHOOL COMPUTER SCIENCE, US MATHEMATICS
MAREN JINNITT | 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 BISHOP | PARENT
DEBORAH SCHAFER | PARENT
NICOLE BUNN | TRUSTEE AND PARENT
CARLA DIEZ-CANSELL | DIRECTOR OF HUMAN RESOURCES
MARTYN BARTON | PARENT
ALISSON ALDRICH | PARENT
RACHEL BLUMENTHAL | UPPER SCHOOL ENGLISH
VANESSA ORTEGA | ASSOCIATE DIRECTOR OF ADMISSIONS, DIRECTOR OF MULTICULTURAL OUTREACH
WATTI GROSSMAN | PARENT
ZACHARY BLICKENSDERFER | UPPER SCHOOL MATHEMATICS, UPPER SCHOOL COMPUTER SCIENCE
GUALALE 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 MELO | PARENT
MATT METTILE | COLLEGE COUNSELING: DIRECTOR OF COLLEGE COUNSELING
SYDNEY BIANCHI | STUDENT, DIVERSITY COUNCIL REPRESENTATIVE
ANGEL MORE | STUDENT
AAVA SAFARNA | STUDENT
2019-2020

MENLO SCHOOL YEAR-ONE

EQUITY, DIVERSITY AND INCLUSION STRATEGIC PLAN EXECUTIVE SUMMARY