Menlo School
2020-2021 EDI Strategic Plan Town Hall

Thursday, September 3, 2020, 6:00 PM, PST

Keith B. Wheeler
Chief of Institutional Equity, Diversity, and Inclusion
AGENDA

Opening Reflection: group meditation
Structural past: plan 1
Cultural future: plan 2
Active learning: activity 1
Plan 1: Structural Past

- Foundational in nature,
- The building blocks of an EDI-focused culture,
- Expanded relationships with peer schools to build safe spaces, allyship, and community
- Common language,
- Established ethnoracial affinity groups (e.g. students, parents, and identity-related)
- Recruitment and retention efforts, specifically focused on faculty and staff of color,
- Continued and successful of Admissions outreach efforts
- Professional development investments,
- People of Color Conference (PoCC),
- Student Diversity Leadership Conference (SDLC),
- Continued support of Parent Education Conference
Plan 2:  
**Cultural Future and Practitioner-based Learning**

- Rooted in the school's WASC Recommendations, 
- Strategic Framework: Harvard Universities RIDES equity continuous improvement model, 
- Data driven 
- Multiple measures in terms of assessment and accountability for reporting, 
- Established reporting cycles 

- Practitioner-based learning, 
- Increased opportunities to learn, reflect, grow, gain confidence, fluency, practice and support 
- Cross-divisional leadership, 
- Student training and leadership roles 
- Equity finance agenda 
- The plan has doubled in scope, focused on practitioner-based learning, which involved students, parents, employees, and outside parties, 
- Staircase learning: continuous improvement
What’s the Plan?

A practitioner-based improvement cycle

**Attempt**
WE will attempt 100% of each strategy.

**Data-driven**
Stakeholder data will determine success, modifications, etc.

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100%

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100%
Data Matters: *how do we monitor the plan?*

Keeping you in the know
Builders and Leaders: *who you can count on.*

**Distributive Leadership**

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**CHRIS YOUNG**
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Builders and Leaders: Your Board is on board!

Distributive Leadership
Active Learning: let’s practice!

**WHAT IS DIALOGUE?**  
(VERSUS DEBATE, DISCUSSION)  
BRETT & YEAKLEY

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<thead>
<tr>
<th>Dialogue</th>
<th>Debate</th>
<th>Discussion</th>
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<tr>
<td>Broaden own perspective</td>
<td>Succeed or win</td>
<td>Present ideas</td>
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<tr>
<td>Look for shared meaning</td>
<td>Look for weakness</td>
<td>Seek answers or solutions</td>
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<td>Find places of agreement</td>
<td>Stress disagreement</td>
<td>Persuade others</td>
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<td>Allow for and invite differences of opinion</td>
<td>Advocate one perspective or another</td>
<td>Solve our own and other’s problems</td>
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<td>and experience</td>
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<td>Challenge our and others' preconceived</td>
<td>Judge other viewpoints as inferior or</td>
<td>Achieve preset goals</td>
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<td>notions</td>
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Breakout Session Protocols

Let’s not move at the speed of light.

Determine your roles:

1. Person with birthday closest to September is the Facilitator: Keep the conversation going.
2. Person with next birthday in the year is the Note-taker & Summarizer: Capture your group’s key ideas to share out.
3. Person with next birthday is the Equity Checker: Is everyone getting a chance to join the conversations or ask others to step back.
4. Person with birthday latest in the year is the Timekeeper: Keep the group on track, let them know how much time is left to ensure everything gets done.
Determine your roles:

1. What is educational justice?

2. What is my role in contributing towards educational justice at Menlo?

3. As it relates to educational justice at Menlo, at this very moment, do you consider yourself an ally or a co-conspirator? (Elaborate on either choice. If you are new to the school, please share that with your group.)

4. How can I learn and then lead with confidence as a co-conspirator for educational justice at Menlo?
Important Meeting

EIDC – Meeting 1:
• 3:30 – 4:30 PM
• Via Zoom
• Link will be shared via e-Notes and Zip-notes
Questions?
More Information?

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