



2020-2021 EQUITY, DIVERSITY, AND INCLUSION EXECUTIVE SUMMARY





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INTRODUCTION

Menlo School is committed to our Equity, Diversity, and Inclusion (EDI) programming through a five-year strategic plan led by Keith Wheeler, the School's Chief of Institutional Equity, Diversity, and Inclusion, and Than Healy, Head of School. Our School's strategic planning process is supported by our concerned, committed, and compassionate community. Over the last three years, the School's Equity, Diversity, and Inclusion Committee (EDIC) has experienced exponential growth, coming to represent the rich and beautiful diversity of our constituencies. The EDIC is composed of trustees, senior administrators, faculty, staff, families, and students.

Throughout the year, we assess the effectiveness and impact of all of the initiatives outlined in the EDI Strategic Plan. Our process is rooted in ideas from the [Harvard RIDES Equity Improvement Cycle](#). The research component of this work is critical, as it shapes the way we think about these issues and informs how we use our resources across disciplines and divisions. This equity work is driven by our pursuit of progressive and meaningful change.

The strategic planning cycle closes for evaluation each year from May 31-July 30. In the October of the following academic year, a full executive summary is provided to the Menlo community highlighting the most salient findings and serving as a directional roadmap toward future work. This summary is not your only opportunity to engage with this work—you will also be hearing from us about upcoming town halls, committee gatherings, and annual updates. All sessions will have live interpretation services available to members of our community whose primary language is not English.

Our progress is not the work of any singular person; Menlo as a whole engages in constant reflection, revision, and repurposing. Daily, our journey resets, allowing us all to live compassionately, learn from mistakes while receiving grace, and experience the deep connection that is born from our beloved community. We hope that you will find this work intellectually generative and representative of a collective voice focused on systemic and structural change, co-creating a School where we all benefit, thrive, and belong. We are Menlo!

In Full Partnership,

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



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 our diverse student body. 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 to further address systemic forces of structuralized discrimination and racism that shape who we are, our beliefs, and how we construct our relationships with others within the academic experience and the workplace.

Thus, as a school, we are making a conscious decision to *no longer* 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 further intersect with intolerances such as heterosexism, Islamophobia, sexism, and antisemitism, and 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 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. Additionally, every student at Menlo shall honor, respect, and champion the diversity and life experiences of all community members to support the School's mission, vision, values, goals, and objectives to provoke systemic change that promotes justice, safeguards human rights, and ensures fair and equitable treatment and respect for human dignity for all people on our campus.

While students and their parents must know that Menlo maintains zero tolerance for such behaviors, the School does not want to develop a culture of fear, whereby students are not provided the opportunity to learn, reflect, and grow from their mistakes. 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 student's success.

2020-2021 Student Diversity Rep

Celeste Aguilar '21
Celeste was a key member of our EDI Strategic Plan Leadership Team and an active member of the Student Council. She shared key communications with students and was a driving force behind the implementation of an online advocacy platform for students.

2020-2021 Equity, Diversity, and Inclusion Strategic Plan Leadership Team

Carmen Borbón
EDI Associate Director of Restorative Practices Programs and Upper School History Department Chair

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

Roger Zamora
(Departed Menlo in February, 2021)
Associate Director of Admissions and Equity, Diversity, and Inclusion for Family Support

Kevin Campion
7th Grade Math Teacher and Academic Support and Social-Emotional Learning Lead

Chris Young
(Departed Menlo in June, 2021)
Director of Community Engagement and Senior Class Dean

2020-2021 Equity, Diversity, and Inclusion (EDI) Professional Learning Community

Nkia Richardson
Trustee and Co-Chair

Rey Banatao
Trustee and Co-Chair

John Maletis
Trustee

Steve Dostart
Trustee

Karen King
Trustee

Stephanie Jackson
Trustee

Scott Taylor
Trustee

Than Healy
Head of School

John Schafer
US Director

La Vina Lowery
MS Director

Keith Wheeler
Chief of Institutional EDI

Alex Perez
Director of Communications

Roger Zamora
Associate Director of Admissions and EDI Family Support

Carmen Borbón
Associate Director of Restorative Practices Program and Upper School History Dept. Chair

Julie Floyd
Parent

OUR FOUNDATION AND DEMOGRAPHIC DATA FOR 2020-2021

Our Equity, Diversity, and 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

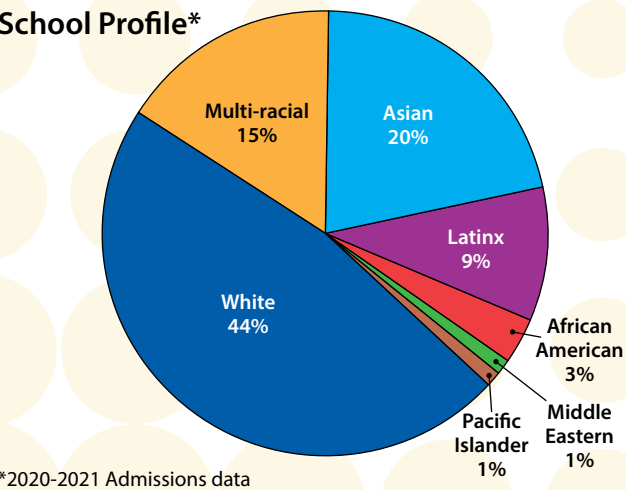
- Transforming learning
- Transforming culture
- Transforming lives

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 community members by supporting a campus ethos in which equity, diversity, and inclusion are among the major cornerstones of our culture.

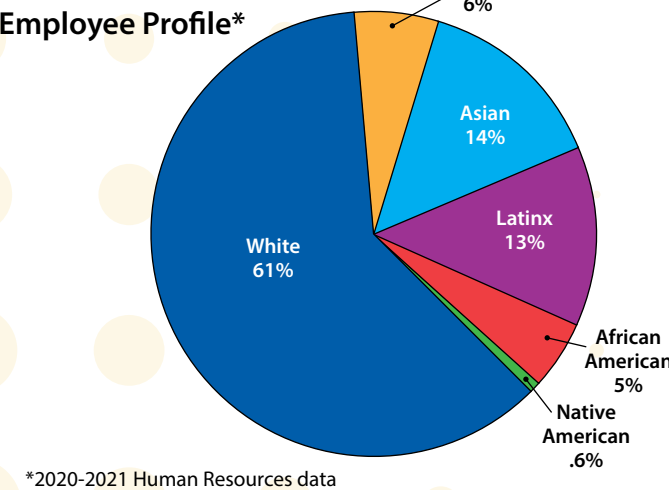
In this work, we are steeped in research-based best practices. Students and faculty regularly engage with material that is enhanced by the multiplicity of voices, viewpoints, and lived experiences within our school and our global context. We believe that through our purposeful efforts, we can become better people when we recognize, appreciate, and authentically embrace experiences other than our own.

2020-21 Demographic Data

School Profile*



Employee Profile*



ABOUT THE PLAN

33 Strategies in 5 Priority Areas

1

United Campus Culture & Inclusive Leadership Development

- 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.

2

Faculty of Color Recruitment Retention

- The School will successfully recruit and retain highly qualified educators representing diverse backgrounds and ethnicities.

3

Equity, Diversity, and Inclusion Professional Development

- The School will offer equity-centered learning opportunities for all employees and parents, introducing best practices that will become parts of daily life and encouraging collaborative interaction with colleagues and families.

4

Academic Support and Social-Emotional Learning

- The School will provide and improve relevant and robust support programs that respond to the academic, social, and emotional needs of all students, ensuring that our students of color are given an equitable and inclusive Menlo School experience.

5

Anti-Racist Learning and Policy Development

- The school will provide and improve relevant and robust support programs that respond to the academic, social, and emotional needs of all students, ensuring that historically underrepresented students, members of the LGBTQ+IA community, students with neurological differences, and families are provided equitable and inclusive experience.

HOW WE DETERMINE OUR RESULTS

Throughout the year, we assess these initiatives in a variety of ways, including surveys, direct observations, interviews, meeting agendas, and other artifacts. We conduct an in-depth analysis of each initiative, using a basic Likert scale as you'll see below. We consult the data to determine if the work will discontinue, be modified, or continue. In some cases, an initiative may be discontinued because it has already been successfully completed. In this section of the executive summary, you will see each initiative summarized by the answers to the following questions:

- 1. Was this initiative attempted? ✓ ✗
- 2. Likert rating (1= Unsuccessful; 3=Moderately Successful; 5=Successful) 1 2 3 4 5
- 3. Stakeholder Participation Rate of those who attended, what was the rate of participation? PERCENTAGE
- 4. Highest Attendance RAW NUMBER
- 5. Will this initiative continue or discontinue during the next cycle of improvement? + -

Total Strategies





PRIORITY AREA 1: United Campus Culture and Inclusive Leadership Development

Facilitated by Carmen Borbón and Keith Wheeler

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.

	Was this initiative attempted?	Likert Rating	Stakeholder Participation Rate	Highest Attendance Recorded	Will this initiative discontinue, or continue during the next cycle of improvement?
Strategy 1: Successfully recruit a Board of Trustees Equity, Diversity, and Inclusion committee promoting creativity, innovation, and diversity of perspectives. The committee will engage the School's leadership in conversation about key priorities to ensure that we honor our commitment to these values.	✓	5	99.5%	16	+
Strategy 2: Collaborate with senior administration to evaluate and revise 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 education will ensure that all students, parents, faculty, and staff understand the policy changes and that disciplinary policies are widely understood and enforced with equity, care, and compassion.	✓	5	100%	4	+
Strategy 3: In year one of our Restorative Practice implementation, student council or government officers will undergo training to develop 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 also be offered training opportunities.	✗	1	N/A	N/A	+
Strategy 4: Successfully onboard the new Associate Director of Student Restorative Practices, identifying annual goals, initiative-related objectives, and performance metrics.	✓	3	N/A	N/A	+
Strategy 5: Explore the potential of creating a mobile app for student reporting of concerns regarding school climate and culture. The app's real-time data will be used to determine restorative practice training, healing circles, and mediations, but the app itself will not replace the disciplinary process. The 2020-2021 school year will be dedicated to the development of the app's technology, user interface, instructions, and student training modules.	✓	1	N/A	N/A	-
Strategy 6: Implement the Assessment of Inclusivity and Multiculturalism (AIM) survey to understand how different groups within Menlo feel empowered, affirmed, safe, and supported in our community.	✓	3	N/A	N/A	+
Strategy 7: Continue providing training sessions for Middle and Upper School affinity group leaders (faculty, staff, and students) to help them adopt best practices that unify campus culture and climate.	✓	5	100%	14	+
Strategy 8: Restructure the roles and refine the processes of the Equity, Diversity, and Inclusion Strategic Plan Task Force so that its outcomes and objectives are clearer to parents, students, staff, faculty, and administrators.	✓	5	92.5%	102	+
Strategy 9: Collaborate with the recently appointed Menlo School Parents Association (MSPA) Vice President of Equity, Diversity, and Inclusion, who will work to ensure that Menlo is strengthening relationships, identifying resources, and engaging all parent communities. They will 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.	✓	5	100%	6	+
Strategy 10: The School will administer the fall Engagement and Participation survey. The survey will provide more data highlighting our parent demographics and ways in which MSPA leadership can increase participation in MSPA activities across different groups within the parent community.	✓	5	77.6%	N/A	-

PRIORITY AREA 2: Faculty of Color Recruitment and Retention

Facilitated by Keith Wheeler

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

	Was this initiative attempted?	Likert Rating	Stakeholder Participation Rate	Highest Attendance Recorded	Will this initiative discontinue, or continue during the next cycle of improvement?
Strategy 1: Implement anti-bias resume review and interview training for all senior administrators, department chairs, and other key personnel directly involved in hiring.	✓	4	100%	15	—
Strategy 2: Develop a human resources recruitment master plan to identify strategies, including best 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	100%	6	+
Strategy 3: Implement annual “stay” interviews as a best practice, specifically for all faculty of color, to gain understanding of the employee experience at Menlo.	✓	5	100%	10	+

PRIORITY AREA 3: Equity, Diversity, and Inclusion Professional Development

Facilitated by Roger Zamora and Keith Wheeler

Goal: The School will offer equity-centered learning opportunities for all employees and parents, introducing best practices that will become parts of daily life and encouraging collaborative interaction with colleagues and families.

	Was this initiative attempted?	Likert Rating	Stakeholder Participation Rate	Highest Attendance Recorded	Will this initiative discontinue, or continue during the next cycle of improvement?
Strategy 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 way to achieve personal and pedagogical growth.	✗	1	N/A	N/A	—
Strategy 2: Continue the parent Equity, Diversity, and Inclusion (EDI) learning series with Jessica Stovall and Keith Wheeler. The series will 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.	✓	4	N/A	102	—
Strategy 3: Publish an annual Equity, Diversity, and Inclusion newsletter that will inform the School community of key initiatives, policy developments, professional and community learning opportunities, timelines, and student, parent, faculty, and staff spotlights.	✗	5	N/A	8	—
Strategy 4: Sustain the virtual Town Hall series, in which students, parents, and employees can learn from leading experts who will share research-based best practices on race, pedagogy, anti-racist education, culturally responsive schools, and other topics relating to the School’s strategic vision.	✓	5	N/A	207	—
Strategy 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 engage fully during the conference and return with key takeaways to share. 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.	✓	5	N/A	28	+

PRIORITY AREA 4: Academic Support and Social-Emotional Learning

Facilitated by Kevin Campion and Keith Wheeler

Goal: The School will provide and improve relevant and robust support programs that respond to the academic, social, and emotional needs of all students, ensuring that historically underrepresented students, members of the LGBTQ+IA community, students with neurological differences, and families are provided an equitable and inclusive experience.

	Was this initiative attempted?	Likert Rating	Stakeholder Participation Rate	Highest Attendance Recorded	Will this initiative discontinue, or continue during the next cycle of improvement?
Strategy 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 composed of Middle and Upper School faculty, staff, and senior administrators. In its first year, the team will focus on creating systems that address academic support, restorative practices, student conduct issues, health and wellness initiatives, and LGBTQ+IA inclusion. From this planning work, the team will distinguish core, supplemental, and intensive services and the corresponding training that will be needed for faculty and staff to implement them.	✓	3	N/A	17	—
Strategy 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	N/A	15	+
Strategy 3: Continue to develop innovative 6-12 academic support programs, including Response to Intervention and Kickstart.	✓	5	N/A	5	+
Strategy 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.	✓	1	N/A	N/A	+
Strategy 5: Support newly appointed 2020-2021 Upper School student government Equity, Diversity, and Inclusion officers, whose role includes working with student government on initiatives, providing updates to all students, planning events, and receiving feedback from the Chief of Institutional Equity, Diversity, and Inclusion and Dean of Students.	✓	5	N/A	2	+
Strategy 6: Create a new position for an Eighth Grade Equity, Diversity, and Inclusion Officer who will serve as an active member of the Equity, Diversity, and Inclusion Strategic Plan Taskforce.	✓	5	N/A	3	+
Strategy 7: Refine and implement school-wide language translation and interpretation procedures to better serve the Menlo students and families whose primary language is Spanish.	✓	5	N/A	17	+

PRIORITY AREA 5: Anti-Racist Learning and Policy Development

Facilitated by Chris Young and Keith Wheeler

Goal: The School will provide anti-racist learning opportunities for all, and will implement antiracist policies within each department, highlighting an explicit commitment to equity, racial justice, and inclusion.

	Was this initiative attempted?	Likert Rating	Stakeholder Participation Rate	Highest Attendance Recorded	Will this initiative discontinue, or continue during the next cycle of improvement?
Strategy 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.	✓	4	N/A	20	—
Strategy 2: Provide a new education series titled Anti-Racist Education (ARE). This opt-in anti-racism learning series for students, parents, faculty, staff, alumni, and board members will allow participants to examine implicit bias and systemic advantage/oppression. The sessions will invite all attendees to self-interrogate their definition of racism and then explore ways in which they can adopt anti-racist best practices and model behaviors within the School community.	✓	4	N/A	110	—
Strategy 3: Provide opt-in curriculum auditing sessions in which all participating faculty can understand the goals and objectives of diverse and inclusive learning and reimagine primary and supplemental materials.	✓	4	N/A	45	—
Strategy 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.	✓	4	N/A	97	—
Strategy 5: Through collaboration with alumni affairs the Alumni Executive Committee, the School will develop and implement an alumni Equity, Diversity, and Inclusion committee. The group will appoint an alumnus/alumna from the current Alumni Executive Committee to provide updates about the School’s strategic planning to other alumni and collaborate with alumni on relevant strategies.	✓	5	N/A	10	—
Strategy 6: Develop a common Equity, Diversity, Inclusion, and anti-racist vocabulary guide and provide support and tools for all community members to understand and practice using this language.	✓	3	N/A	N/A	—
Strategy 7: Increase investments and contracts with BIPOC-owned and/or led companies and organizations by 5%.	✓	5	N/A	N/A	—
Strategy 8: Develop a social media account to publicize school-wide events, share student engagement opportunities, and connect BIPOC students and their allies at peer schools. Before the account is public, we will develop a strategic mission, vision, and set of desired outcomes for the account, so it is clear how the platform will be used to advance the mission and vision of the School while honoring the voices of BIPOC students.	✓	5	N/A	N/A	—

WHAT'S AHEAD THIS YEAR AND BEYOND

2021-2022 Strategic Plan Calendar of Events

EDI Town Hall Meetings

These are the community rollout and accountability presentations. During these times, the Strategic Plan Leadership Team will present key artifacts, data, and other pertinent details in Zoom breakout rooms, highlighting the progress of the School's efforts.

These meetings take place from 6:00-7:00 pm PST, via Zoom.

- 11/18 (Fall Strategic Plan Rollout)
- 2/3 (Winter Strategic Plan Update)
- 5/19 (Spring Strategic Plan Summary)

Equity, Diversity, and Inclusion and Belonging (EDIB) Committee

The EDIB Committee hosts school-wide collaboration meetings that are open to current students, parents, faculty, staff, senior administrators, and trustees.

These meetings take place from 3:15-4:15 pm PST, via Zoom, on 11/11, 12/13, 1/13, 2/10, 3/24, 4/25, 5/19, and 6/2.

Equity, Diversity, and Inclusion Strategic Plan Leadership Team Committee Dates

These meetings are with faculty leads and students and are not designed as public meetings. These planning sessions are for strategizing and implementation of the entire plan. However, we'd like you to know when we're meeting!

Meetings take place from 3:15-4:15 pm PST on 10/5, 10/26, 11/15, and 12/6.



WELCOME OUR NEW DIRECTOR OF FAMILY SUPPORT SERVICES



Miriam Magaña, Menlo's new Director of Family Support, plays a central role in assisting families in experiencing full belonging and participation in the School community, including by coordinating translation and interpretation services. Miriam grew up in Michoacán, Mexico, before coming to East Palo Alto in 2001. She received her bachelor's degree in anthropology, with a minor in Spanish, from Bryn Mawr College. She shares, "As one of the first people in my family to graduate from high school and go to college, my college graduation was a monumental accomplishment in my life. Having benefited from the support of many programs in East Palo Alto inspired me to return to my community after graduation." As Program Director for the San Francisco 49ers Academy, she served as an advocate and liaison for families transitioning from Ravenswood to Menlo-Atherton High School, and one of her proudest accomplishments is founding the High School Program there. She lives in East Palo Alto with her husband, her daughter Nicole '28, her three-year-old terrier mix Rosie, and over 50 houseplants.

CLOSING THOUGHTS AND LOOKING AHEAD

As a school, our strategic planning process has informed all of our current and future efforts. Now we are in a position to refine and deepen the practices that we have found to be the most important and impactful for our community.

Looking ahead, we will listen to our community members who have voiced the critical importance of defining, adopting, and embracing a unified school culture—an atmosphere of joy, collaboration, inquiry, acceptance, and *belonging*. While all of our work is important, establishing and continuously nurturing a healthy school climate and culture is particularly essential in this moment. We have amazing faculty, staff, students, families, and alumni, and there is a tremendous amount of belief and goodwill at Menlo School. We want to leverage this positive energy and commitment in order to advance meaningful change.

Thank you for your continued support.



Menlo School

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