

**Mercer Island School District #400
Board of Directors Meeting**

March 22, 2018

Full Governance Process Monitoring – Board Policy 2020 | Fundamental 7

Fundamental 7: Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

The March 22, 2018 Board meeting marks the third full governance monitoring of Fundamental 7. The Board approved the Superintendent’s Interpretation of Fundamental 7 on December 10, 2015. This report used a mixed-methods approach, noting both qualitative and quantitative indicators of measurement.

The leadership team used the Superintendent’s Interpretation of Fundamental 7 to prepare the following monitoring report and is organized into three themes: diversity, inclusiveness and equity.

QUANTITATIVE INDICATORS

Numerous quantitative factors were considered to highlight progress toward the aspirations of Fundamental 7. The team first considered the demographic changes of the Mercer Island School District. Below is a chart of the student population by race over the last six years.

District Race/Ethnicity Breakdown	12-13	13-14	14-15	15-16	16-17	17-18
Hispanic/Latino	3.6%	3.9%	4.2%	4.1%	4.4%	4.6%
American Indian/Alaskan Native	0.3%	0.3%	0.2%	0.2%	0.2%	0.1%
Asian	18.6%	18.5%	19.4%	19.4%	20.0%	21.1%
Black/African American	1.2%	1.4%	1.2%	1.0%	1.0%	0.9%
Native Hawaiian/Other Pacific Islander	0.2%	0.3%	0.2%	0.2%	0.2%	0.1%
White	71.5%	69.8%	67.9%	67.2%	65.7%	63.8%
Two or More Races	4.6%	5.8%	6.9%	7.9%	8.6%	9.4%

Mercer Island School District’s demographics are evolving, including the ethnic and racial diversity of the students and their families. The change over time is supported by comparing the race/ethnicity of Kindergarten and Grade 1 students with the race/ethnicity of the Grade 11 and 12 students for the last two years. One might predict that over the course of the next decade the percentages in early elementary will more closely resemble students in high school. Similarly, the differences between the demographics of our elementary schools, particularly our younger students, and the high school offers evidence that Mercer Island School District is becoming more racially and ethnically diverse.

District Race/Ethnicity Breakdown	2016-2017		2017-2018	
	Gr K and 1	Gr 11 and 12	Gr K and 1	Gr 11 and 12
Hispanic/Latino	6.7%	4.1%	7.3%	4.4%
American Indian/Alaskan Native	0.0%	0.8%	0.0%	0.5%
Asian	20.4%	20.7%	24.7%	19.6%

Black/African American	0.8%	1.3%	1.3%	1.2%
Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.1%
White	60.3%	69.0%	54.3%	69.2%
Two or More Races	11.9%	4.1%	12.4%	5.0%

English Language Learner (ELL) Parent Survey

Each ELL family was asked to participate in a survey in alternate years to provide feedback about their experience as a family in the Mercer Island School District as well as the supports afforded to their child(ren). The District, in alignment with the Consolidated Review Process, uses the instrument designed and published by OSPI. The survey is offered in each family’s home language as well as English.

Theme	Indicator	SY 15-16	SY 16-17	SY 17-18
ELL Parent Survey Data	% of parents who agree “I feel welcome when I visit the school.”	89	N/A	72
	% of parents who agree “I know what language development services my child is receiving.”	89	N/A	78
	% of parents who agree “I understand how the English language support is helping my child.”	93	N/A	77
	% of parents who agree “My child is learning the skills and knowledge necessary for success.”	93	N/A	78
	% of parents who agree “School staff provide extra help when my child needs it.”	89	N/A	80
	% of parents who agree “School staff recognize my child’s academic and personal accomplishments.”	89	N/A	77
	% of parents who agree “The school’s language development program helps my child learn our native language.”	58	N/A	*
	% of parents who agree “I understand the importance of helping my child learn our native language.”	87	N/A	*
	% of parents who agree “School staff value my family’s culture.”	80	N/A	80
	% of parents who agree “My child’s school makes it easy for me to participate in my child’s education.”	82	N/A	82
	% of parents who agree “School staff use my ideas to improve the school’s language development program.”	56	N/A	70
	% of parents who agree “School staff use the personal and academic information that I provide to help my child.”	56	N/A	60
	% of parents who agree “Teachers communicate with me about my child’s progress in language development and academic subjects.”	93	N/A	74

* Based on parent feedback from the 15-16 survey, this question was removed.

The English Language program experienced a number of changes over the past three years.

- 27% growth between 15-16 and the 18-19 projection

- The single-service elementary (Island Park) service model changed in 15-16 to serving all students in their home schools
- Washington changed assessments from the Washington English Language Proficiency Assessment to the English Language Proficiency Assessment for the 21st Century, a national measure of English language development
- Additional staffing was added to support the growing number of students receiving support

The results from the parent survey indicate less satisfaction with the program and supports for students in several areas. Most notably, parents feel less welcome in the schools and are not clear about what students are learning. On the other hand, parents do report that the schools are doing a better job using their ideas for improvement. The data does not account for parents who responded “neutral”.

The ELL team and Assistant Superintendent invited all families with students receiving ELL services to a meeting on March 15 to collect qualitative data about further inquiry. The purpose of the meeting is also to outreach and network with families.

Highly Capable Gender Distribution

Mercer Island School District has been monitoring the gender and race/ethnicity distribution within the Highly Capable Program over the past several years. Aligned to Fundamental 7, the district is presently and has been committed to ensuring equitable access to this district program.

Gender	School Year **									
	13-14		14-15		15-16		16-17		17-18	
Male	339	58.5%	410	55.8%	442	56.5%	453	56.7%	427	54.0%
Female	240	41.5%	325	44.2%	340	43.5%	336	43.3%	363	46.0%

** 2013-2014 represent HiCap Students in grades 3-8, 2014-2015 to present represent HiCap students in grades K-12.

The data above represents HiCap enrollment in 2013-2014 as Grades 3-8. Due to program changes, the data in 2014-2015 represents Grades K-12. The current gender distribution for the district is 53.5% male and 46.5% female. The district is committed to identifying the most highly capable students in the district and recognizes that a perfect proportion is not the goal, although monitoring is essential to ensure equitable access for highly capable students.

HiCap Race and Ethnicity Demographics

Ethnicity/Race	2015-2016		2016-2017		2017-2018	
	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent
All other races*	13.2%	13.6%	13.5%	14.3%	14.3%	15.1%
Asian	22.8%	19.3%	25.0%	20.0%	25.8%	21.1%
White	64.1%	67.1%	61.4%	65.7%	59.9%	63.8%

* Data are combined because of small numbers of students and represent Hispanic/Latino; American Indian/Alaskan Native; Black/African American; Native Hawaiian/Other Pacific Islander; Two or

More Races students

When analyzing the ethnic/race demographics, the 2017-2018 data reveals that Asian students continue to be slightly overrepresented while White students are underrepresented. The percentage of Hispanic/Latino, American Indian/Alaskan Native, Black/African American, Native Hawaiian/Other Pacific Islander, and two or more races have been combined because of OSPI suppression rules but experienced small gains over the last three years.

Academic Course Access

Academic course access was investigated with the use of proportionality metrics for a variety of sub groups. The proportionality index compares the percent enrollment in a specific course with the overall percent of that ethnicity/race, gender or special population in the school. A value of one means that the proportion of students in a specific course matches the overall proportion of the students in the general population. Numbers above or below one represent over representation and under representation respectively. Proportionality was investigated at the course level at MIHS with AP, Honors and CTE courses, at IMS with all electives, and at the elementary level with 5th grade accelerated math. The following proportionality indices are based on a sample set of all Honors classes together or all AP classes together.

Gender	2015-2016		2016-2017		2017-2018	
	Honors	AP	Honors	AP	Honors	AP
Female	1.1	1.1	1.0	1.1	1.1	1.1
Male	0.9	0.9	1.0	0.9	0.9	0.9

Ethnicity/Race	2015-2016		2016-2017		2017-2018	
	Honors	AP	Honors	AP	Honors	AP
Asian	1.0	1.1	1.0	1.2	1.1	1.2
Black/African American	0.4	0.6	0.7	0.5	0.7	0.4
Hispanic	0.8	0.7	0.7	0.7	0.7	0.9
American Indian/Native Alaskan	0.9	1.4	0.5	1.3	**	**
Two or more races	0.9	0.5	1.1	0.4	0.9	0.6
Native Hawaiian/Other Pacific Islander	**	**	**	**	**	**
White	1.0	1.0	1.0	1.0	1.0	1.0

* N is less than 10 students

Special Programs	2015-2016		2016-2017		2017-2018	
	Honors	AP	Honors	AP	Honors	AP
504 students	0.9	1.0	0.9	1.0	0.8	0.9
Bilingual Education students	0.7	0.9	0.8	0.3	0.4	0.2
Special Education students	0.2	0.2	0.2	0.2	0.2	0.1

In reviewing these data, it is noted that gender enrollment is proportional to the overall school population. With regards to ethnicity/race, there is underrepresentation of Black/African American and Hispanic students in both AP and Honors courses, and Two or more races in AP courses. 504 students are proportionally represented in AP and Honors courses, while bilingual students are underrepresented in 2017-2018. While the proportionality numbers for special education students is low, they do indicate that special education students are accessing the

Honors and AP curricula.

The High School continues to examine these numbers, the students they represent and how to remove barriers. The High School continues to offer opportunities to and encourages all students to access honors and AP courses.

Boys and Girls Athletic Participation

Mercer Island School District actively monitors participation in athletics at the school and district level. The Title IX Committee meets regularly throughout the year to review the sports and activities offered to the students as well as students taking advantage of these opportunities.

Number of Sports by Gender

	2014-2015		2015-2016		2016-2017		2017-2018	
	MIHS	IMS	MIHS	IMS	MIHS	IMS	MIHS	IMS
Boys	13	3	13	3	13	3	13	3
Girls	14	4	14	4	14	4	14	4
Total	27	7	27	7	27	7	27	7

Student Participation in Athletics by Gender

	2014-2015			
Gender	MIHS Number of Participants	MIHS Athletic Program Participation Percent	IMS Number of Participants	IMS Athletic Program Participation Percent
Boys Participating	627	53.6%	205	51.4%
Girls Participating	542	46.4%	194	48.6%
Total	1,169	100%	399	100.0%

	2015-2016			
Gender	MIHS Number of Participants	MIHS Athletic Program Participation Percent	IMS Number of Participants	IMS Athletic Program Participation Percent

Boys Participating	590	52.9%	198	49.3%
Girls Participating	525	47.1%	204	50.7%
Total	1,115	100%	402	100.0%

	2016-2017			
Gender	MIHS Number of Participants	MIHS Athletic Program Participation Percent	IMS Number of Participants	IMS Athletic Program Participation Percent
Boys Participating	590	52.9%	198	49.3%
Girls Participating	525	47.1%	204	50.7%
Total	1115	100%	402	100%

	2017-2018			
Gender	MIHS Number of Participants	MIHS Athletic Program Participation Percent	IMS Number of Participants	IMS Athletic Program Participation Percent
Boys Participating	477	61.2%	181	50.1%
Girls Participating	368	38.8%	180	49.9%
Total	845	100%	361	100%

Additional MIHS Activities not Considered Part of WIAA

	Participants			
Activity	2014-2015	2015-2016	2016-2017	2017-18
Drill	28	29	33	36
Cheer (Girls)	40	34	22	30
Cheer/Stuntmen (Boys)	7	9	7	2

Boys outnumber girls in WIAA recognized sports but at the High School level mirror the overall district percentages (53.6% male, 46.4% female).

One area requested at the March 30, 2017 Board Meeting for further investigation was a comparison of the number of international field trips taken by high school athletic teams, comparing boys and girls team trips. During 2016-2017, there was one international field trip with Boys Soccer travelling to Spain in July, 2017. International trips will continue to be monitored in the years that come. It is important to note that international sports trips require finding an appropriate venue/competition for the specific sport and a significant investment of time for the coaching staff which is not always possible for a specific team.

Discipline Data

Discipline data are analyzed utilizing the proportionality metrics of ethnicity/race subgroups.

	2015-2016	2016-2017
District Race/Ethnicity Breakdown	MISD	MISD
Hispanic/Latino	1.0	0
American Indian/Alaskan Native	0.0	**
Asian	0.6	0.6
Black/African American	0.0	0
Native Hawaiian/Other Pacific Islander	0.0	**
White	1.2	1.2
Two or More Races	0.5	0.6

** N is less than 10 students

In 2015-16 the district began the practice of considering all types of suspensions including in school, out of school, athletic suspensions, library violation and Saturday school. In 2016-2017, there was 36 of these events, and in 2015-2016 there was a total of 25 of these incidences. In 2014-2015 there were a total of 57 out of school suspensions. The district data show that the district suspends at rates proportional to the specific race/ethnicity proportion when small “N” sizes are taken into the consideration.

Educational Effectiveness Annual Survey

The Instructional Leadership team also considered the annual Educational Effectiveness Survey of staff, parents and students.

	Indicator	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17
EES Survey Data	% of staff who agree “The curriculum we teach reflects the diversity of the community we serve.”	52	49	45	47	50
	% of parents who agree “This school has activities to celebrate different cultures, including mine.”	64	51	46	46	56
	% of staff who agree “This school has activities to celebrate the diversity of this community.”	54	52	55	52	65
	% of students who agree “This school has activities to celebrate (culture) student differences.”	55	50	50	61	58
	% of students who agree “The school respects student differences (different cultures) in our community.”	80	80	79	71	81
	% of staff who agree “We have opportunities to learn effective teaching strategies for the diversity	45	41	38	57	55

	represented in our school.”					
	% of staff who agree “We are provided training to meet the needs of a diverse student population in our school.”	40	32	37	52	59
	% of staff who agree “The school addresses issues of diversity (cultural responsiveness) in a timely and effective manner.”	53	46	50	54	60

The Mercer Island School District continued to focus on equity, access, and inclusion of all stakeholders--students, staff, administrators, teachers, parents, and community members. The Educational Effectiveness Survey provides perceptual data about the impact the District is having. The survey suggests areas of growth and regression, which help us think through continued efforts and future goals.

Staff perspective:

- Despite efforts to address curriculum, staff continue to indicate we need to continue focusing on providing diverse materials that reflect our community.
- The staff had a noticeable, positive impression of the activities in the schools to celebrate diversity.
- The trend is in a positive direction to indicate that professional development is focused on meeting the needs of diverse students.

Student perspective:

- The student perception of how schools celebrate differences declined in a similar way that the staff perception of the same measure increased from 2015-2016 to 2016-2017.
- Over time, the student perception of accepting differences has remained unchanged.

Parent Perspective

- Perceptions of how school celebrate different cultures improved slightly from 2015-2016 to 2016-2017.

Fine Arts Enrollment

An additional area requested at the March 30, 2017 Board Meeting for further investigation was Fine Arts program area enrollments. Using the proportionality metrics, enrollments are as follows for 2017-2018.

2017-2018 MIHS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	1.9	1.1	0.9
American Indian/Alaskan Native	**	**	**
Asian	0.3	0.9	1.1
Black/African American	0	1.4	0.3
Native Hawaiian/Other Pacific Islander	**	**	**
White	1.1	1.0	1.0
Two or More Races	1.1	1.2	0.9

** N is less than 10 students

2017-2018 IMS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
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Hispanic/Latino	1.6	0.8	0.9
American Indian/Alaskan Native	**	**	**
Asian	0.7	1.5	0.9
Black/African American	0.8	1.0	1.3
Native Hawaiian/Other Pacific Islander	**	**	**
White	1.1	0.9	1.0
Two or More Races	1.0	0.8	0.9

** N is less than 10 students

These data show there is significant diversity within the individual Fine Arts programs that speaks to the value of the providing many opportunities at both IMS and MIHS for arts expression. Overall the race breakdown of Fine Arts programs is fairly consistent with the race breakdown of the student body.

QUALITATIVE INDICATORS:

The following qualitative data provides snapshots into Fundamental 7 - *Foster and embrace diversity, inclusiveness and equity with a focus on respect and acceptance of every student*. Several but not all will be highlighted at the March 22, 2018 board meeting.

Theme 1 - Diversity

Superintendent Diversity Advisory Committee (S-DAC): In the late spring of 2014, former Mercer Island School District Superintendent Dr. Gary Plano launched the Superintendent Diversity Advisory Committee, comprised of parent and community representatives to advise him on matters of diversity and equity. During the search for a new superintendent, the Board affirmed that this was a committee they supported beyond Dr. Plano’s tenure.

Hired in August, Superintendent Colosky worked immediately to learn about the committee, confirm participation, and envision the future for the S-DAC. Superintendent Colosky shared a desire for staff member voices to play a more prominent role on the committee. Thus, beginning in the 2017-2018 year, one representative from each level (elementary, middle and high school) now attends the S-DAC as a standing member.

The S-DAC regularly convenes throughout the academic year. As stated in the S-DAC’s Charter, the Mercer Island School District is committed to fostering an environment of diversity and to developing the social identity and academic achievement of every child. While diversity is viewed broadly, the charter sometimes focuses on addressing issues around racial diversity, since it remains a key issue in American society. To that end, the Mercer Island School District is committed to: the success of every student in each of our schools; equity of educational opportunity; individual empowerment; and fair treatment. All artifacts, meeting minutes and work products are found on the S-DAC webpage: <http://www.mercerislandschools.org/Page/11401>

MIHS Diversity Team: Mercer Island High School’s Diversity Action Team is advancing its focus on relevant issues to spark conversation and reflection among students and staff, exploring the topics of social and racial justice, diversity, equity, and inclusion.

In October, the staff participated in a professional development training, “Facilitating Courageous Conversations,” followed by breakout sessions for students during BRIDGES. The staff practiced structured listening exercises in small groups to increase understanding.

In December, MIHS was confronted disturbing racial signs which appeared unexpectedly on the campus. In

response, teachers, staff, and administrators gathered to debrief on these signs and the “It’s Ok to be White” movement, and decide how to proceed with students. Through English classes, students were given an opportunity to share and disseminate their reactions. The school developed a survey about these issues for students to respond.

In a January meeting, staff participated in a Self-Awareness of Social Justice Journey PD, which included topics ranging from Interrogating Silences to Creating Safe Spaces in Predominantly White Classrooms. Staff broke into small groups and interacted 1:1 to practice self-awareness and listening skills.

During the month of March, the MIHS Diversity Action Team plans a presentation of “The Hunting Ground,” a documentary film which closely examines the incidence of sexual assaults on college campuses and the devastating toll they take on students. On March 14, students will be prepped about the subject matter, with Officer Art Munoz on hand to provide additional content and context. The video will then be presented to students during BRIDGES March 21. A follow-up debriefing opportunity is scheduled during 6th period classes March 28.

During SBAC testing in May, the DAT plans to present two more documentary films, “The Mask You Live In” and “Gender Revolution.” “The Mask” follows boys and young men as they struggle to stay true to themselves while negotiating America’s narrow definition of masculinity, and suggests ways to raise healthier generations. “Gender Revolution” sets out to explore the rapidly evolving complexities of gender identity, speaking with transgender and intersex individuals about their experiences. Both films will have follow-up opportunities for discussion.

IMS Diversity Team: In following the lead of the District Advisory Committee, Islander Middle School has continued the Diversity Advisory Team for the 17-18 school year. The team was comprised of IMS teachers, administrators and parents. For this school year, the committee has focused on developing a set of articulated goals for students in terms of diversity and equity education during their time at IMS. Following the development of these goals, the team will work on making sure a plan is in place for students to meet these goals in grades 6, 7, and 8.

Island Park Diversity Team: Island Park Elementary School has a site-based diversity team consisting of certificated and classified staff (additional parent and student members will be included in the future). The team adopted a Commitment to Diversity, Equity and Inclusion statement that included commitments to:

- Rich Curriculum and classroom activities that reflect our diverse student population
- School events that celebrate and honor our diverse student body and community
- Staff development that enhances skill sets to meet the diverse needs of our learning community
- Staff, student and parent involvement in committees and activities that study, suggest and support diversity initiatives

The team meets monthly to participate in diversity-related book/article studies and monitor diversity initiatives in the areas of staff development, data collection, community and school-wide events, classroom activities, and curriculum. The IP Team’s focus this year is relational equity with the aim of providing each student the emotional and social support he or she needs to thrive in the school setting. It is based on take-a-ways from workshops facilitated by Dr. Caprice Hollins and Ben Ibale. A link to a complete list of current diversity initiatives is posted on the school’s website.

Lakeridge Diversity Team: Lakeridge Elementary School created a site-based diversity team during the 2015-2016 school year and work has continued into the 2017-2018 school year. This year’s work has been multifaceted as the school builds upon past diversity work and adds new emphasis on creating inclusive classrooms that embrace all learners to create a school climate and culture that fosters respect, belonging and value for all. To these ends, we’ve enhanced classroom instruction to include diverse Artists-in-Residence such as an African artist and musician in kindergarten, a Native American artist and storyteller in third grade,

Bollywood dance instruction in PE, and a particularly impactful author visit with fifth grade by David Greenberg, whose father was Dr. Martin Luther King, Jr.'s attorney. Each year, every third grader presents a family ancestry project followed in January by our annual PTA-sponsored International Night celebrating the rich international diversity of the Lakeridge community with displays of food, art, culture, music, dance, and related performances. We've added a cultural liaison (Chinese) representative, special programs (Special Education and Highly Capable) representatives, and a district Diversity Action Committee liaison to our School Advisory Committee. Several of our classrooms participate social justice projects such as Merchants for a Cause in our Highly Capable program and Reading Without Walls Challenge in the Library. Lakeridge continued to expand individual classroom libraries and our school library collections to include a rich depth and breadth of literature highlighting a wide variety of age-appropriate diversity, equity and social justice topics. All four elementary schools brought Ben Ibale for a second year of professional development around increasing our cultural competency and our elementary ELL program continues to offer opportunities to support teachers of students from different language groups and/or proficiencies.

Likewise, Lakeridge has focused much work on creating an inclusive, supportive school environment for every student including students with differing abilities and learning needs. The Kindergarten and special education department are working closely with consultants from the University of Washington on creating inclusive classrooms. The district special education team recently provided professional development around proactive classroom management strategies that allow for all students, regardless of ability, to have greater access to and success in general education classrooms. Additionally, the school implemented monthly trainings for para-educator staff, including inclusive and restorative practices, Second Step and social-emotional learning and support, de-escalation strategies, and more.

Northwood Equity Team: Northwood created a site-based Diversity and Equity Team when the school opened in the 2016-17 school year and has continued its work in the 2017-18 school year. The school's work has been to learn more about the students served at Northwood, to continue to develop instructional strategies and curriculum options to engage diverse learners, and to celebrate and honor a diverse community through curricular events and community involvement events. Staff has also focused on fine-tuning the Positive Behavior Intervention and Support System, including Mindfulness lessons and Second Step, positive Character Trait development, all of which contribute to a positive culture of empathy and acceptance of others. Northwood has the highest percentage of English Language Learners in the elementary buildings, and to support them, each grade level has one or two team members who engaged in six days of training in Guided Language Acquisition Design (GLAD), a collection of strategies to support English Language Learners in developing language skills alongside content learning. These leaders were provided with release time for planning and have collaborated with one another to create effective lessons to support all learners. Additionally, we hosted an ELL-focused Principal's Coffee in the fall to welcome new families and provide information to support their transition into our school. Northwood continued the all-elementary work begun last year with Dr. Caprice Hollins, through two workshops with Ben Ibale to support creating Culturally Competent Classrooms. The PTA has supported our equity initiatives through a very well-attended International Night, as well as through funding to support in-school assemblies and presentations for the students that help them develop awareness of and appreciation for diversity in our communities.

West Mercer Diversity Team: West Mercer Elementary School created a site-based diversity team during the 2015-2016 school year and has continued its work into the 2017-2018 school year. During regularly scheduled meetings, the team focuses on questions and activities to build awareness, knowledge, and skills for both staff and students. The focus of West Mercer for the 2017-2018 school year continues to be looking at "Invitational Education"; celebrating ways that we welcome new families into our classrooms and our school and then focusing on ways we can be even more invitational. We are also looking at a 21 Days of Kindness Challenge to strengthen our school community, to lift each other up, and to acknowledge the inclusive work we are doing. West Mercer had a very successful Principal's Coffee in the fall with many new families represented and the team was able to hear each of their respective voices; where they had come from and what they hoped for, in

terms of overall education, learning, and community while their children are at West Mercer. Each classroom received \$100 to purchase books for their classroom library that celebrated diversity among our literacy collections.

Island Park Library Collection: The Island Park library continues its purposeful acquisition of picture books and novels that depict, through illustrations and text, our society and student body's demographics, while also addressing age appropriate issues of diversity, equity and social justice. Topics include the history of women's rights, stories of citizens with disabilities, as well as Native American, African American, Latino/Hispanic, and Asian biographies, history, and stories (folk tales, historical fiction, and poetry). Teachers were also awarded grants from the school's PTA and Mercer Island Schools Foundation to enhance their multicultural classroom libraries

West Mercer Professional Development: West Mercer has embraced Guided Language Acquisition Design (GLAD) as a means of support for our many ELL students. 12 of our teachers, 9 of our 21 classrooms (along with our ELL and Music teacher), participated in six days of intensive training. GLAD strategies are being used throughout the building and our GLAD trained teachers have taken on leadership roles to share these GLAD strategies among the staff.

7th Grade LA/SS "Where I'm From" poems— 7th grade teachers continue to build on an idea from Dr. Caprice Hollins, the co-founder of "Cultures Connecting," an organization that works with children and adults on issues of race, culture, and social justice. Her poem, "Where I'm From," is about exploring one's own identity and honoring those layers that make us who we are. Students wrote their own poems. They reflected on their interests, challenges, family—everything that makes up their history. The final pieces were shared anonymously, so students became more aware of each others' experiences while still maintaining the privacy of students who shared personal information. Students left sticky notes to indicate what "windows" (differences they could learn from) and "mirrors" (similarities they could relate to) they observed. The goal of this project was to create greater understanding and connection among the students and to build a platform for understanding that everyone is a product of their background—including the characters in literature and the figures (hidden or venerated) in history.

IMS MLK Recognition Efforts: MLK Day recognition (January 2017): In recognition of MLK day, all IMS students attended grade-level presentations in the gym by Poet Charles Waters who discussed his recently published book [Can I touch Your Hair](#). The poems are of race, mistakes and friendship. In addition, all staff members were directed to find a connection to MLK, diversity or equity in their lessons for the day. IMS wanted all students to experience the mission and goals of MLK in every class period they attended and to see that there can be a connection from his message and actions into every fiber of today's society. The admin team provided some support resources that teachers could consider using in their lesson planning. The school is very proud of our teachers and the events from this day.

Bronx Masquerade:

In 8th grade, IMS students read the Coretta Scott King award-winning novel *Bronx Masquerade* by Nikki Grimes, which is written in the styles of slam-poetry and journal-entry vignettes. By studying these poems and their accompanying prose journal entries, our students see the 19 narrators through their unique lenses: gender, race, ethnicity, socioeconomic status, and personal experiences. Lessons of acceptance and empathy are developed as students hear stories of teens who are similar to them as well as teens who are seemingly opposites of them. In response to the novel, the lens is then turned inward. Students create their own slam poetry to bring voice to their stories. As in the novel, these poems are shared, and in turn, students see a much clearer picture of their classmates.

IMS Social Justice Elective – Race/Ethnicity, Sex/Gender, Sexual Identity: This course examines the role that identity and privilege play in everyone's lives, specifically examining the areas of race/ethnicity, sex/gender, and sexual identity. The class gives students a chance to learn about what goes on in our country and to empathize with people from many different backgrounds—starting with the other students in the class. You will have opportunities to create group projects, conduct individual investigations, and participate in many group discussions about society and our place in it. If you love learning about our communities, our rights, each other, and the differences we can make together, then this is the class for you!

IMS Social Justice Elective –Socioeconomic Status, Ability/Disability, Mental Health, Appearance

This course examines the role that identity and privilege play in everyone's lives, specifically examining the areas of socio-economic status, ability/disability, mental health, and appearance. The class gives students a chance to learn about what goes on in our country and to empathize with people from many different backgrounds and in many different life situations—starting with the other students in the class. You will have opportunities to create group projects, conduct individual investigations, and participate in many group discussions about society and our place in it. If you love learning about our communities, our rights, each other, and the differences we can make, then this is the class for you!

MIHS Race Talks: Anti-Racism Curriculum - History and Theory: In recognition of African American History, beginning in February and scheduled throughout this school year, DAT member Mike Radow is presenting an independent series of Anti-Racism workshops during lunch on Wednesdays and after school on Mondays. Students and staff are invited to attend. His topics include:

- *How to talk about race without rancor*
- *Courageous listening exercises*
- *Why we talk about race: Black Lives Matter or All Lives Matter?*
- *Race as a social construct: Why there is no such thing as reverse racism*
- *What do all those words mean? A glossary of terms*
- *What does White Supremacy culture look like?*
- *Cultural appropriation: concept, examples, discussion*
- *Manifestations of racism*
- *Microaggressions and interrupting microaggressions*

English 12 Film as Literature Theory Study: Students in Dani King's Film as Literature course are exposed to themes like diversity, inclusivity, and empathy in nearly every unit of study. King teaches students to explore feminist critical theory in film, race in America through a study of the messages of director Spike Lee, and gender, race, and queer theory applied to films in the horror, sci-fi, and western genres. As presented for a previous Fundamental report, King's Film as Lit students will use the skills and lenses they learn in her class to plan and implement the first ever MIHS Film Festival this spring.

Drama 2's LGBTQ+ Workshops and Performances: Daniela Melgar's Drama 2 students participated in a two-day workshop with actors who travel the country working with students to share stories and create original pieces about either being an ally or a member of the LGBTQ+ community and how it affected them and their thoughts. In preparation for day two of the workshop, students were asked to write a letter to someone who isn't on board or who hasn't supported them in their vision of themselves or write a letter to someone who supported their execution of the vision they had for themselves. This introspective and reflective activity allowed students to share personal experiences and take action steps to achieve their visions of themselves.

Theme 2 - Inclusiveness

IMS Student Mentor Program: One of the most popular elective courses at Islander is the student mentor

program. Student mentors help peers with special needs by participating in electives, working on academic skills, adaptive skills, and assisting in social settings. The student mentors explore issues involving diversity and learning leadership skills. Assignments include student goal setting, learning about their own personality, reflecting on students' impact on others, and daily positive participation. Motivation, compassion, initiative and responsibility are characteristics needed by student mentors. Over 40 students participate in this program each year as mentors.

PBIS West Mercer/Northwood: West Mercer and Northwood are continually practicing and reinforcing the tenets of PBIS to include all learners through common expectations and shared language. There are posters throughout both buildings highlighting student expectations in the various learning spaces (hallways, bathrooms, lunchroom, classrooms, to name a few) allowing all staff to use a shared language to provide common supports for students as they navigate their way through the day. Both schools have a monthly recognition lunch for students who exemplify the type of learner that our PBIS supports and a picture of these students is on display each month in the respective entryways, as well as a congratulatory parent communication home.

Northwood Great Kindness Challenge and Start with Hello Initiatives: This year, Northwood students took the Great Kindness Challenge. For two weeks in January, all students made an effort to engage in as many acts of Kindness as they could as a way to make Northwood a safe, accepting, and inclusive school. In March, Northwood students will engage in Start with Hello - the Sandy Hook Promise. This program promotes inclusiveness and acceptance through classroom lessons and school-wide events such as "Hey Day" and "Make a Connection", all of which are designed to promote building connections between kids and adults throughout the school, so that everyone feels welcome, included, and valued at Northwood.

IMS Yoga Elective: IMS 7th and 8th grade yoga students are challenged to demonstrate their end of the trimester learning by creating their own page in a class instructional how-to publication dedicated for middle school students interested in doing yoga throughout their day. Students are challenged to write to an audience who is not represented in typical yoga classes but rather a diverse group of students (accounting for gender, interest, accessibility of resources, disability, etc.). As part of the process, the class evaluates an array of yoga instructional videos to see what they want to, "take with them," or "leave behind," in relation to pose selection, technical writing/narration, and pose selection. The students help develop the criteria for meeting standard on the assignment rubric, and self-assess their own page based on the rubric. In addition, this lesson illuminates the lack of diversity within the yoga videos currently produced, as most of the school appropriate videos feature middle-aged, Caucasian, women. During class discussions students engage in conversation about their findings, and express their desire for their own how-to-publication to appeal to teenagers, and represent the diversity within our population.

IMS Chinese Elective: To foster Inclusiveness in Chinese language class at IMS, students are encouraged to share each other's experience and their interpretations of their own/other's experience. By doing this, the class is building a learning space, where every student is considered knowledgeable. Their home/personal experience is viewed as a key resource to help them understand other people's experience in another culture (Chinese). A specific example of this premise occurred in a lesson around Halloween, the class talked about different ghost festivals around the world. By comparing their own knowledge of "ghost festivals" to the new materials, students discovered several common themes in these different celebrations, and discussed why these themes are prevalent across cultures. In the process of comparing and examining different experience and perspectives, students actively built their knowledge (understanding) of what it meant to live in a global world.

IMS ELL Program: Every day the young students in the IMS ELL program make a difference here at school. These amazing students arrive in a new land, speak a new language, live in a new culture, and, through it all, thrive and survive. We have twenty-four students spanning 6th through 8th grade speaking six different languages and encompassing all levels of proficiency in English. We embrace diversity every day and work

every day towards inclusiveness. We are a team brought together by the common thread of mastering English and through respect and support for each member of the class, we move forward every day.

Restorative Practices at MIHS: The MIHS Restorative Justice Committee has presented twice to our entire staff this year to model what Restorative Circles and Circle Shares look like in the classroom. The committee determined that in order for Restorative Circles to be effective, students need to practice the skills through Circle Shares. Teachers from all content areas have incorporated the Circle Shares into their practices. These circles provide every student an opportunity to share their thoughts on topics ranging from weekend plans to school threats and they help create an inclusive and safe environment.

Start with Hello Week at MIHS: Sandy Hook Promise established a youth violence prevention program to empower young people to create a culture of inclusion and connectedness. Christy Kenyon, MIHS PLP teacher, worked with staff and students to implement a variety of activities from the program during “Start with Hello Week” February 5-9, 2018. Kenyon encouraged all teachers to greet every student as they entered the classroom for the week. Additionally, posters were placed and announcements were made to encourage everyone in the MIHS community to reach out and say “hello” to each other. On Wednesday, February 7 every student and staff member received a name tag with emojis to wear so that people could call each other by name. On February 9, MIHS participated in “No One Eats Alone” day and worked to ensure all students had someone to sit with for lunch that day.

Theme 3 - Equity

Ben Ibale Events: Mercer Island School District continues to utilize outside resources to building knowledge and comfort in our staff around themes of equity. Ben Ibale visited all elementary schools during the 2017-2018 school year to meet with staff members leading a workshop on equity topics as part of ongoing professional development for our staff. Ben is scheduled for two presentations this year and so far his work has included such topics as: recognizing all students for who they are, getting to know all students in a meaningful way, building and sustaining relationships with students to deepen their learning and increase their successful school experience.

SWIS Data: Northwood and West Mercer: Both Northwood and West Mercer collect data on student discipline issues that include a referral to the office for follow up. The data provides our schools a way to look at who is being referred, how often a student/students are being referred, what time of day, what day of week, from what space (PE, Spanish, recess, lunch, classroom, etc.), what grade levels and what gender. We then follow up with regular discussions with our Principal’s Cabinet to look at the data and to determine targeted “next steps” to ensure that students who need additional support are getting it, as well as to look at our practices as a system and refine what we are doing as we move forward.

Sixth Grade Extended Core Classes: In ExCore (extended core) classes, teachers focus on reading literature that include themes of diversity. Often, students see themselves in the lives and experiences of the protagonists, and for students who don’t easily identify with the main character, reading about it is a practice in empathy building and experiencing the world through another lens. Through class read-aloud or literature circles, students read about characters who struggle with racism, sexism, ableism, and other difficult issues. Students engage with these tough topics through self-reflections, written responses, partner sharing, and class-wide discussions. The challenging situations and the work students do with them dovetails perfectly with our foundational character-building curriculum. Students often bring up the eight character essentials (honesty, forgiveness, selflessness, humility, respect, kindness, commitment, and patience) and discuss what aspect of character that the fictional characters in the books are demonstrating or lacking. The diversity in literature curriculum both gives students a better understanding of their world and the struggles people face, and also a better understanding of themselves and who they want to be.

Social Justice and Income Inequality Unit in Crest's Math Lab: Students in Rachael Sterrett's Math Lab at Crest study income inequality and social justice inequality in federal funding among different demographics as they apply the math skills they learn in class. This real-world application combines relevant and timely social issues with the content and skills essential for the math lab course. The students learn to use math to balance two opposing opinions or social circumstances. For example, they studied the effects of graduating from college with debt vs. debt free; they used simple graphing to understand the burden of debt, making only minimum payments, and how that might affect their financial stability moving forward; they modeled the burden a library fee has on a family living under the poverty line vs. above the poverty line; and they talked about the effects of not being able to access library resources and the impact that has to people of different income levels.

Equity of Resources Study in MIHS' Personal Finance Class: Lori Emery teaches multiple lessons on equity in the availability of resources such as healthcare, technology, and government programs to her Personal Finance students. Students study how varying levels of income and varying employment benefits determine someone's accessibility to and eligibility for resources such as healthcare, other forms of insurance, and technology. Students also learn about government programs meant to temporarily assist those with basic living necessities and resources such as Social Security, SNAP, TANF, Medicaid, Medicare, Unemployment Insurance, etc.