

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

March 12, 2020

Full Governance Process Monitoring – Board Policy 1800 OE-1| Fundamental 7

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

This Board meeting marks the fifth annual full governance monitoring of Fundamental 7 for the Mercer Island School District (“District”). This Level-2 report uses a mixed-methods approach, noting both qualitative and quantitative indicators of measurement.

Applying the Superintendent’s Interpretation of Fundamental 7, which was approved by the Board on May 23, 2019, and is attached to the agenda, the leadership team prepared the following monitoring report. The quantitative indicators reflect relevant data, while the qualitative indicators show efforts related to the three themes of diversity, inclusiveness, and equity.

QUANTITATIVE INDICATORS

Quantitative factors were considered to highlight progress toward the aspirations of Fundamental 7. The team first considered the demographic changes in the District. Below is a chart of the student population by race and ethnicity over the last six years.

District Race/Ethnicity Breakdown	14-15	15-16	16-17	17-18	18-19	19-20
Hispanic/Latino	4.2%	4.1%	4.4%	4.6%	4.8%	4.9%
American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.1%	0.1%	0.0%
Asian	19.4%	19.4%	20.0%	21.1%	21.9%	23.0%
Black/African American	1.2%	1.0%	1.0%	0.9%	0.9%	0.8%
Native Hawaiian/Other Pacific Islander	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%
White	67.9%	67.2%	65.7%	63.8%	61.6%	59.6%
Two or More Races	6.9%	7.9%	8.6%	9.4%	10.6%	11.6%

The District’s racial and ethnic demographics are evolving and changing. The diversity of the students and their families adds value to the organization. The data suggests that two of the federal categories, those of “white” and “two or more races,” have changed more significantly than others over the past several years. The percent of students/families who identify as “white” is on the decline, while the percentage of those who identify as “two or more races” is steadily increasing.

The change noted above is reflected and supported by comparing the race/ethnicity of kindergarten and Grade 1 students with the race/ethnicity of the Grade 11 and 12 students (below). Fewer students who identify as “white” are entering our schools in elementary school than those preparing to exit as 11 and 12 graders. 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 the District is becoming more racially and ethnically diverse.

District Race/Ethnicity Breakdown	2017-2018		2018-2019		2019-2020	
	Gr K and 1	Gr 11 and 12	GR K and 1	Gr 11 and 12	GR K and 1	Gr 11 and 12
Hispanic/Latino	7.3%	4.4%	6.6%	4.5%	5.7%	3.6%
American Indian/Alaskan Native	0.0%	0.5%	0.0%	0.3%	0.0%	0.1%
Asian	24.7%	19.6%	25.2%	19.5%	25.7%	20.0%
Black/African American	1.3%	1.2%	0.9%	1.2%	0.8%	0.8%
Native Hawaiian/Other Pacific Islander	0.0%	0.1%	0.0%	0.1%	0.2%	0.1%
White	54.3%	69.2%	52.4%	67.7%	49.7%	68.3%
Two or More Races	12.4%	5.0%	14.9%	6.8%	17.9%	7.2%

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 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. The ELL Parent Survey is administered every other year.

Theme	Indicator	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
ELL Parent Survey Data	% of parents who agree “I feel welcome when I visit the school.”	89	N/A	72	N/A	92
	% of parents who agree “I know what language development services my	89	N/A	78	N/A	81

	child is receiving.”					
	% of parents who agree “I understand how the English language support is helping my child.”	93	N/A	77	N/A	80
	% of parents who agree “My child is learning the skills and knowledge necessary for success.”	93	N/A	78	N/A	88
	% of parents who agree “School staff provide extra help when my child needs it.”	89	N/A	80	N/A	90
	% of parents who agree “School staff recognize my child’s academic and personal accomplishments.”	89	N/A	77	N/A	86
	% of parents who agree “The school’s language development program helps my child learn our native language.”	58	N/A	*	N/A	*
	% of parents who agree “I understand the importance of helping my child learn our native language.”	87	N/A	*	N/A	93
	% of parents who agree “School staff value my family’s culture.”	80	N/A	80	N/A	93
	% of parents who agree “My child’s school makes it easy for me to participate in my child’s education.”	82	N/A	82	N/A	86
	% of parents who agree “School staff use my ideas to improve the school’s language development program.”	56	N/A	70	N/A	83
	% of parents who agree “School staff use the personal and academic information that I provide to help my child.”	56	N/A	60	N/A	74
	% of parents who agree “Teachers communicate with me about my child’s progress in language development and academic subjects.”	93	N/A	74	N/A	86

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

Highly Capable Demographic Distribution

The District has been monitoring the gender and race/ethnicity distribution within students accessing Highly Capable services. Aligned to Fundamental 7, the District is presently and has been committed to ensuring equitable access to this district program. Data includes students ranging from kindergarten to grade 12.

	School Year									
Gender	15-16		16-17		17-18		18-19		19-20	
Male	442	56.5%	453	56.7%	427	54.0%	412	56.4%	388	56.1%
Female	340	43.5%	336	43.3%	363	46.0%	319	43.6%	304	43.9%

The current gender distribution for the district is 53.2% male (1.05 HiCap proportionality) and 46.8% female (0.94 HiCap proportionality). The District is committed to identifying the most highly capable students in the District and recognizes that perfect proportionality is not the goal, although monitoring is essential to ensure equitable access for highly capable students.

Race and Ethnicity Demographics	2017-2018		2018-2019		2019-2020	
Ethnicity/Race	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent
All other races*	14.3%	15.1%	16.0%	16.5%	16.2%	17.4%
Asian	25.8%	21.1%	27.2%	21.9%	29.6%	23.0%
White	59.9%	63.8%	56.8%	61.6%	54.3%	59.6%

* Data are combined because of the small numbers of students in student categories representing Hispanic/Latino; American Indian/Alaskan Native; Black/African American; Native Hawaiian/Other Pacific Islander; Two or More Races.

When analyzing the ethnic/race demographics, the 2019-2020 data reveals that Asian students continue to be slightly overrepresented, while white students are slightly 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. Students accessing HiCap services who identify with one or more of these races and ethnicities closely reflect the overall demographics in these federal categories to the overall percentage of students within the District.

Academic Course Access

Academic course access was investigated with the use of proportionality metrics for a variety of student 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 represents over representation and under representation respectively. Proportionality was investigated at the course level at MIHS with AP, Honors and Fine Arts courses and at IMS with Fine Arts courses. The following proportionality indices are based on a sample set of all Honors classes together or all AP classes together.

Gender	2017-2018	2018-2019	2019-2020
---------------	------------------	------------------	------------------

	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	2017-2018		2018-2019		2019-2020	
	Honors	AP	Honors	AP	Honors	AP
Asian	1.1	1.2	1.1	1.3	1.1	1.3
Black/African American	0.7	0.4	0.4	0.4	0.3	0.2
Hispanic	0.7	0.9	0.8	0.9	0.7	1.0
American Indian/Native Alaskan	**	**	**	**	**	**
Two or more races	0.9	0.6	0.9	1.0	1.0	1.0
Native Hawaiian/Other Pacific Islander	**	**	0.4	**	**	**
White	1.0	1.0	1.0	1.0	1.0	0.9

** N is less than 10 students

Special Programs	2017-2018		2018-2019		2019-2020	
	Honors	AP	Honors	AP	Honors	AP
504 students	0.8	0.9	0.9	1.0	0.8	0.8
Bilingual Education students	0.4	0.2	0.8	0.3	0.5	0.3
Special Education students	0.2	0.1	0.2	0.2	0.1	0.3

In reviewing these data, it is noted that gender enrollment is generally proportional to the overall school population. With regards to ethnicity/race, there is underrepresentation of Black/African American in both AP and Honors courses. 504 students are proportionally represented in AP and Honors courses, while bilingual students and students who receive special education are underrepresented in 2019-2020. The high school continues to examine these numbers, the students they represent, and how to remove barriers. Additionally, the high school encourages all students to seek academic rigor and access honors and AP courses in areas of interest.

Boys and Girls Athletic Participation

The District actively monitors participation in athletics at the school and district level. The Title IX Committee meets at least twice each 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

	2016-2017		2017-2018		2018-2019		2019-2020	
	MIHS	IMS	MIHS	IMS	MIHS	IMS	MIHS	IMS
Boys	13	3	13	3	13	3	12	3
Girls	14	4	14	4	14	4	14	4
Total	27	7	27	7	27	7	26	7

Student Participation in Athletics by Gender

	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%

	2018-2019			
Gender	MIHS Number of Participants	MIHS Athletic Program Participation Percent	IMS Number of Participants	IMS Athletic Program Participation Percent
Boys Participating	630	54.2%	198	52.4%
Girls Participating	532	45.8%	180	47.6%
Total	1162	100%	378	100%

	2019-2020			
Gender	MIHS Number of Participants	MIHS Athletic Program Participation	IMS Number of Participants	IMS Athletic Program Participation

		Percent		Percent
Boys Participating	562	52.7%	246	54.2%
Girls Participating	505	47.3%	208	45.8%
Total	1067	100%	454	100%

Students Participating in Drill, Cheer, Cheer/Stuntmen, and Unified Athletics

Activity	Participants			
	2016-2017	2017-18	2018-2019	2019-2020
Drill	33	36	33	34
Cheer (Girls)	22	30	35	28
Cheer/Stuntmen (Boys)	7	2	0	0
Unified Sports	not reported	not reported	6 Athletes 30 Partners	14 Athletes 26 Participants (Duplicated)

International Athletic Travel Experiences

Athletic Travel	Year	Team
England/Scotland	2016	Boys Golf
Spain	2017	Boys Soccer
No international travel	2019-2020	NA

Discipline Data

Discipline data are analyzed utilizing the proportionality metrics of ethnicity/race subgroups. The closer the number is to 1.0 to more direct proportionality in the data. Results less than 1.0 indicate an underrepresentation of the race or ethnicity group and a number greater than 1.0 indicates overrepresentation.

District Race/Ethnicity Breakdown	2015-2016	2016-2017	2017-2018	2018-2019
	MISD	MISD	MISD	MISD

Hispanic/Latino	1.0	0.0	0.54	1.6
American Indian/Alaskan Native	0.0	**	0.0	0.0
Asian	0.6	0.6	0.59	0.54
Black/African American	0.0	0.0	0.0	0.0
Native Hawaiian/Other Pacific Islander	0.0	**	0.0	0.0
White	1.2	1.2	1.33	1.1
Two or More Races	0.5	0.6	0.0	1.5

** N is less than 10 students

Data reflects out of school suspensions and expulsions for 2018-2019. Fewer than 10 in-school suspension incidences were enacted in 2018-2019.

In 2015-16, the District began the practice of more closely monitoring and tracking discipline data. In particular, the District has been concerned with the in school and out of school suspensions and expulsions. Historically, white students have been slightly overrepresented in the discipline data while other races and ethnicities have been proportionately suspended/expelled or even underrepresented compared to the subpopulations as a whole.

Educational Effectiveness Annual Survey

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

	Indicator	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
EES Survey Data	% of staff who agree “The curriculum we teach reflects the diversity of the community we serve.”	45	47	50	59	64
	% of parents who agree “This school has activities to celebrate different cultures, including mine.”	46	46	56	69	NR
	Pacific Islander/Native Hawaiian					100
	American Indian/Alaskan Native					100
	Asian					69
	White					70
	Hispanic/Latino of any Race					69
	Two or More Races					60
	Black/African American					0
	% of staff who agree “This school has activities to celebrate the diversity of this community.”	55	52	65	67	69

% of students who agree “This school has activities to celebrate different cultures.”	50	61	58	50	51
Pacific Islander/Native Hawaiian	NR	NR	NR	NR	40
American Indian/Alaskan Native					42
Asian					54
White					53
Hispanic/Latino of any Race					40
Two or More Races					49
Black/African American					42
% of students who agree “The school respects student differences.”	79	71	81	82	82
Pacific Islander/Native Hawaiian	NR	NR	NR	NR	73
American Indian/Alaskan Native					63
Asian					83
White					82
Hispanic/Latino of any Race					70
Two or More Races					79
Black/African American					72
% of staff who agree “We are provided training to meet the needs of a diverse student population in our school.”	37	52	59	63	65
% of staff who agree “The school addresses issues of diversity (cultural responsiveness) in a timely and effective manner.”	50	54	60	71	73

Guided by the Mercer Island School District Values, Vision, and Mission and the Superintendent’s Focus Priority, the 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. For the first time in the 2018-2019, the Center of Educational Effectiveness offered more specific demographic breakdowns for the various data points. The previous School Board asked that staff report out on several indicators using race and ethnic demographics.

Staff perspective:

- We continue to see growth in staff indicating we provide diverse materials and curriculum that reflects the diversity of our community; however, with only 64% of staff indicating this is always/almost always true, it remains a necessary area of focus.
- The staff indicated a continued area of improvement in the activities in the schools to celebrate diversity.

- We also see steady improvement over time in the training provided to meet the needs of our diverse student population and that schools are addressing issues of diversity in a timely and effective manner.

Student perspective:

- We need to maintain a continued effort to improve students’ perceptions of our schools having activities to celebrate differences (cultures). We will continue to seek student input about how we can better address their needs.
- With the newly added benchmark demographic data for responses, we hope to address specific areas of necessary growth.

Parent Perspective

- With the new demographic data provided, there is one alarming parental response: 0% of parent respondents agree that their student’s school “has activities to celebrate different cultures, including mine.” We are working to unpack this data point and work with students and parents about how we can best address this startling number.

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 2019-2020.

2019-2020 MIHS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	1.0	0.9	1.1
American Indian/Alaskan Native	**	**	**
Asian	0.4	1.4	0.9
Black/African American	**	0.5	1.9
Native Hawaiian/Other Pacific Islander	**	**	**
White	1.2	0.9	1.0
Two or More Races	0.6	1.0	0.9

** N is less than 10 students

2018-2019 MIHS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	2.1	0.9	1.1
American Indian/Alaskan Native	**	1.7	**
Asian	0.4	1.4	0.9

Black/African American	**	1.1	1.4
Native Hawaiian/Other Pacific Islander	**	1.6	1.8
White	1.1	0.9	1.0
Two or More Races	0.9	0.8	1.1

** N is less than 10 students

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

2019-2020 IMS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	1.4	0.8	1.0
American Indian/Alaskan Native	**	**	**
Asian	0.7	1.4	0.8
Black/African American	1.3	0.8	1.1
Native Hawaiian/Other Pacific Islander	**	**	**
White	1.2	0.8	1.1
Two or More Races	0.7	1.2	0.9

2018-2019 IMS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	1.3	1.0	1.2
American Indian/Alaskan Native	**	**	**
Asian	0.7	1.3	0.9
Black/African American	**	1.1	0.7
Native Hawaiian/Other Pacific Islander	**	**	**
White	1.1	0.9	1.0
Two or More Races	1.2	1.2	1.1

2017-2018 IMS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
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.*

Theme 1 - Diversity

Superintendent's Equity Advisory Committee (SEAC): The SEAC regularly convenes throughout the academic year. As stated in the SEAC's Charter, the 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 locally, regionally, and across the nation. The SEAC is closely considering the Board's recent revisions to its vision, mission, and values, as the SEAC reimagines its purpose.

Hispanic History Month at MIHS: During the month of September, several classes and clubs participated in the study and celebration of prominent Hispanic people. Throughout our MIHS halls, posters of important figures which included photos and a written description denoting their contributions were featured. In addition, daily announcements included inspiring messages and poems in both Spanish and English. Several English classes at both Crest and the main campus included lessons and books in their curriculum that featured Hispanic authors and poets. Two of the books featured this year were: *Enrique's Journey* (AP Literature), *Aristotle and Dante Discover the Secrets of the Universe* (9th grade honors).

Black History Month at MIHS: February provided our school with an opportunity to recognize and celebrate prominent Black historical and present-day figures. Due to a snow day in January, we had to postpone our MLK assembly to February. In our assembly, Associate Principal, Henterson Carlisle, shared his experience about his pilgrimage to Ghana earlier this fall and his learnings about the 400 year mark denoting the beginning of the Trans-Atlantic Slave Trade. Valerie Perine, ASB Bookkeeper, shared about the history of African kingdoms. In addition, this assembly featured a long-time local Seattle diversity and equity expert who spoke about his interactions with Dr. King and his experience working with governmental organizations in ways to honor Dr. King throughout the city. Throughout our school we featured via our televisions and on posters in the hallways, famous African-Americans and their accomplishments and contributions worldwide. Classroom teachers, particularly in history and English, taught intentional lessons which highlighted the influence of African-American culture in the U.S.

IMS Diversity Team: In following the lead of the Superintendent's Equity Advisory Committee, Islander Middle School has continued the Diversity Advisory Team for the 19-20 school year. The team is comprised of IMS teachers, administrators and parents. For this school year, the committee has continued to focus on developing a set of articulated goals, as well as smaller, more concrete objectives, 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. In addition, the team worked this year on the IMS MLK presentation for students and had discussions on how to best integrate cultural competency concepts into the IMS curriculum.

IMS Co-Teaching: IMS is engaging in a "Co-Teaching" model in 4 classrooms, serving students in Language Arts and Math in grades 6 and 7. Under the model, a general education teacher and a special education teacher work together to plan, implement lessons, assess and remediate/extend learning for all students in the classroom. A co-teaching model allows students with individual education plans to receive specially designed instruction in the general education setting, while maintaining access to grade-level, general education curriculum. All of our co-teaching pairs of teachers received training in the co-teaching model in the spring of 2019, and receive ongoing professional development on the "5 models of co-teaching" throughout the year.

Island Park Multi-Tiered System of Support (MTSS) Team: The Island Park MTSS Mission and Vision statements include 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
- Promoting and sustaining a school environment that is predictable, positive, safe, and consistent

To that end, diversity initiatives include staff development on topics ranging from Positive Behavior and Supports (PBIS), inclusive, de-escalation, and trauma informed practices to data collection and social emotional curriculum such as Zones of Regulation and Second Step. The IP MTSS team focus is on relational equity with the aim of providing students the emotional and social support they need to thrive in the school setting. Staff development is based on take-a-ways from workshops facilitated by Dr. Lisa Hoyt (PBIS Educational Consultant), Laura Falsgraf, MA, LMHC (Northwood School Counselor), and our instructional and special education coaches. Staff have also allocated some of their Professional Learning Community (PLC) time on fine-tuning Mindfulness, Second Step, PBIS, and Zones of Regulation lessons.

Various community and school-wide events, as well as classroom activities, celebrate and honor diversity throughout the school year. The PTA has supported our initiatives through a very well-attended International Night that helps students develop awareness of and appreciation for diversity in our community. This year, the following events are scheduled to celebrate diverse cultures and inclusion: 1) Author visit by Jessixa Bagley; 2) Book It Theater production; and 3) student led assemblies.

Island Park’s Continuum of Special Services Model: The Island Park special education programs support students with medically fragile, emotional/behavioral, learning, and communication needs. The Special Services model is based on the philosophy of allowing every student to feel accepted, valued, and safe. Inclusive practices support students with special needs throughout their school day by arranging for Buddy Classrooms, Recess Buddies, co-taught classes, and push-in services into both general and special education classrooms by special and general education teachers. The school will also be adding a PTA funded visual vocabulary board on the playground to promote inclusive play between typically developing peers and students with limited verbal communication skills.

Lakeridge Multi-Tiered Systems of Support (MTSS) Leadership Teams: Lakeridge focused it’s equity and diversity work on developing inclusive, multi-tiered systems of support that embrace all diverse learners regardless of ability or demographics. We are focused on supporting the whole child while we create a school culture that fosters respect, belonging, connection, value, and success for all. To lead this work, we created a PBIS Leadership Team and a Response to Intervention (RTI) Leadership Team. The PBIS Leadership Team develops, promotes, teaches and implements our school-wide tiered systems aimed at supporting the social-emotional and behavioral success of every student which is complimented by the work of our RTI Leadership Team focused on building inclusive tiered systems that provide every learner the opportunity to be academically successful alongside of their peers in their general education classroom as much as possible. A sub-committee that supports both PBIS and RTI Leadership as well as all of our MTSS work is our Data Leadership Team. This team supports implementation and analysis of a variety of data sources including SWIS behavioral data, all academic measures, and social-emotional metrics.

Lakeridge Equity and Diversity Initiatives: Equity and diversity actions and initiatives have been multi-faceted and focused on reflecting and supporting the diversity of our school community. Staff development has focused on topics such as PBIS strategies, de-escalation strategies, functions of behavior, relational equity, inclusive practices, and differentiation that meets the needs of diverse learners. Monthly student support team meetings, certificated Staff and PLC meetings, and classified staff meetings have dedicated time toward shifting to a more inclusive school model and inclusive practices for our students with special emotional, social and behavioral needs.

We’ve continued to bring in Artists-in-Residence such as renowned Native American artist and storyteller, Roger Fernandes, Bollywood dance instruction in PE, Taproot Theater every October for Bullying Prevention, and author visits including most recently, Jessica Bagley. Every classroom, taught and celebrated diversity, kindness, understanding and tolerance in January and February with our MLK Jr Great Kindness Challenge & Assembly and classroom-based Black History Month studies. For example, third grade expanded a reading curriculum unit titled “Barrier Breakers” to include novel studies about 9 historical and contemporary African

American women and men who helped to break down barriers (“paved the way”) for others. We celebrated Diwali in the fall to recognize and highlight our Southeast Asian/East Indian community, followed by similar recognitions of Hanukkah and Chinese (Lunar) New Year. In our library and in classrooms, students have been exposed to vast literature and learning about women in history, people with disabilities, social justice issues, and cultural studies. Every year, every third grader presents a family ancestry project that is followed in January by our annual PTA-sponsored International Night that reflects the rich international diversity of Lakeridge. Our Student Council has sponsored several events including our upcoming “Rainbow Day” for which grade levels will wear individual colors of the rainbow showing acceptance of all people. Several classrooms participate in social justice projects, such as Merchants for a Cause in our Highly Capable program, Reading Without Walls in our Library, and the Giraffe Project in second grade.

Northwood Equity Team: Northwood created a site-based Equity Team when the school opened in the 2016-17 school year and has continued its work since that time. As we have learned more about the students served at Northwood, we are working 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 been 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. The Equity Team has applied an equity lens to this work, surveying students and considering ways in which we support all our students by building a welcoming, inclusive community. We have endeavored to schedule school events, such as Book-It Theatre company presentations, that provide students with stories about kids and families from varied backgrounds, helping them understand and empathize with people of diverse experiences. Northwood continues to welcome many English Language Learners to our building, and to support them, each grade level has one or two team members who have 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. The PTA has supported our equity initiatives through a very well-attended International Night that helps students develop awareness of and appreciation for diversity in our community.

West Mercer Equity Team: West Mercer Elementary School created a site-based diversity team during the 2015-2016 school year and has continued its work into the 2019-2020 school year, renaming it an Equity Team last 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 2019-2020 school year is to bring the skills and knowledge the team has gathered over the last few years to staff and therefore have a direct impact on students. Through professional development sessions with staff, teachers have learned how to evaluate the literature in their classrooms for bias and lack of diversity. As a result, a number of teachers have reviewed their libraries; removing and adding books as appropriate. In addition, the team led a very successful “how to approach difficult conversations in the classrooms” professional development session. Staff participated in role playing to practice how to “call in” students to a conversation rather than call them out and resources were shared to make these conversations easier for staff.

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). Foreign language materials representing eleven (11) different countries were also added to the collection this year, thereby enriching the cultural diversity of our library. Books with age-appropriate characters experiencing social challenges, such as anxiety, were also added to our collection this year. These books are checked out by staff and students alike to support social and emotional well-being. These books were purchased in the Fall of 2019 through PTA and MI Foundation grants. Teachers were also awarded grants from the school’s PTA and Mercer Island Schools Foundation to enhance their multicultural classroom libraries.

West Mercer Professional Learning: West Mercer has continued to embrace Guided Language Acquisition Design (GLAD) as a means of support for our many ELL students. 14 of our teachers, 11 of our 24 classrooms (along with our ELL, Instructional Coach, 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.

Northwood Professional Learning: Northwood has continued to grow in our learning and implementation of Guided Language Acquisition Design (GLAD) to support for our ELL students. Fourteen of our teachers have participated in six days of intensive training during the last three years. GLAD strategies are being used throughout the building and our GLAD trained teachers have periodically had the opportunity to share these GLAD strategies with 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," adapted from the original project by George Ella Lyon, 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 other's 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 (January 2020): In recognition of MLK day, all IMS students viewed a presentation on MLK during Gator Time. The emphasis of the program was on MLK as the epitome of a change maker in society. Students had the opportunity to watch short videos of contemporary change makers as well, and then were challenged to consider the change they could make in today's world.

Ghost Boys: The 7th grade LA team has chosen to adopt *Ghost Boys* by Jewell Parker Rhodes as a new 7th grade novel. Students will be looking at this novel through two lenses: the lens of the African-American 12-year-old who tells his story after he has been shot and killed by a white police officer and through the lens of the daughter of the white police officer who is conflicted by her love for him and her disdain and disappointment in his decision. As both narrators of the story learn about the importance of both voices and the importance of working together to try and change a broken system, students will be reflecting upon the current events which initiated this book. One of the overall goals will be for students to also reflect upon how they might be able to work at their own levels to try and be a part of the solution and not a part of the problems that occur within their own domains. This book was chosen to have some of the tough conversations that are required of all citizens to create a community of trust and respect for all people. The conversations generated by the book will continue with the reading in third trimester of *Hotel On The Corner of Bitter and Sweet* by Jamie Ford. Students will learn about relations between Chinese and Japanese and between Japanese and Americans during WW II and are central to the theme that we must know everyone's story before we start judging them. That all voices need to be brought into conversations about race and that we should embrace diversity and not fear it.

Bronx Masquerade: In 8th grade, IMS students read the Coretta Scott King award-winning novel *Bronx Masquerade* by Nikki Grimes. It 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. The narrators feature a diverse cast of varying gender, race, ethnicity, socioeconomic status, religion, and personal experience. With so many unique experiences represented, each IMS student has an

opportunity to see themselves in the text. Lessons of acceptance and empathy are developed as students are asked to first learn from others, and then turn the lens inward by creating their own slam poetry to bring a voice to their personal 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 Art II Project:

Our Art II students are embarking on a Mosaic Lego Poster project called “What Are We Losing?”. This project was inspired by Chinese artist Ai Weiwei who creates huge Mosaic Lego portraits and Greta Thunberg the *TIMES* person of the year at age 17 and environmental activist on climate change. Three Art II classes collaborated in groups of 5-6 to create 17 Lego mosaic posters of endangered species.

Thanks to the MI Schools Foundation for a Fine Arts grant that allowed us to have two artist visitors. Lego master/artist, Alice Finch, inspiringly teaches students the joy and craft of building with Legos and graciously provided IMS Art students with the use of her Legos and other hardware. Published writer/poet Arlene Naganawa brought deeper meaning and insight to our project through poetry. Alice graciously provided IMS Art students with the use of her Legos and other hardware. Students wrote beautiful poems about their animal inspired by poet laureate, Joy Harjo. Ms. Naganawa compiled the individual poems of each team into one final poem that will accompany their poster as an artist statement.

In an article about Ai Weiwei’s 2014 show “Trace” at the Hirshhorn Museum, 174 portraits of international political dissidents, Emily Karcher Schmitt writes “It might be just one brick, but it stands for something much larger: the promise of creative expression. A single brick symbolizes the power of the individual, building upon each other to create a movement.”

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, gender, and queer theory applied to films in the horror, sci-fi, and western genres.

MIHS - Crest Ancestry/Community/Identity IRP (Independent Reading Project) Unit: Students enrolled in Michael Harper and Patrick Rigby’s English/Social Studies block class participate in an independent reading project which requires students to deepen their understanding of their own identities as they are impacted by their personal histories. Students immerse themselves in the stories of their ancestors and their current communities. By reading the stories of those who’ve come before them or those who they choose to surround themselves with, students can analyze how they influence and impact their own identities.

MIHS LGBTQ Club’s After School Movie: This year the MIHS LGBTQ club presented an after-school opportunity for all students to watch the PG-13 movie “Love, Simon” in the library’s LPR. This movie addresses themes of gay love and daily teenage struggles. The club advisor and library secretary, Sarah Abreu, and her students asked for the administration’s approval to show this movie (in which an administrator previewed the movie as well) as an opportunity for our LGBTQ students to show diversity and inclusivity

through film and snacks.

Drama 2's Production of *The Laramie Project*: Drama teacher Daniela Melgar and her Drama 2 students put on a student production of *The Laramie Project* this winter written by Moisés Kaufman and the Tectonic Theatre Project. In October 1998 Matthew Shepard was kidnapped, severely beaten and left to die, tied to a fence on the outskirts of Laramie, Wyoming. This event rocked the nation's core, forcing it into action around hate crimes, bullying, and the intolerance and ignorance around homophobia. Five weeks later, Moisés Kaufman and fellow members of the Tectonic Theater Project went to Laramie and conducted more than 200 interviews with people of the town. *The Laramie Project* is a chronicle of the life of the town of Laramie in the year after the murder.

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, inclusion, 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. Peer mentors leave this program with new and lasting friendships, and a better understanding of the capabilities of their peers with disabilities.

PLP Technology Support Class: The main purpose of this class is to support the PLP students' social/emotional goals in a general education classroom. Second: To provide opportunities for the students to learn about and engage with technologies at levels that are appropriate for their cognitive and academic abilities. These purposes are not separate from each other, but are deeply intertwined as one could not happen without the other.

The social/emotional learning component of the class begins even before the students reach Mr. Reyes' physical classroom. Transitioning from the PLP classroom to Mr. Reyes' classroom is a procedure that the students practice every day. With the assistance and support of teachers, paraprofessionals, and student mentors, the PLP students walk from one classroom to the other, sit in their assigned seats, take out their materials, and begin their daily activities. Within the context of a daily class period, the students are also expected, with the level of assistance that is necessary, to transition between at least three different classroom activities. At the end of class, the students are expected to put away Mr. Reyes' materials, collect the items that they brought with them to class, and return to the PLP classroom.

Another social/emotional component of the class is the proper care and handling of the technological instructional materials. Properly carrying keyboards and laptops from their storage areas to their desks, handling iPads with care, and other physical interactions which are taught and supported in the PLP class.

Finally, since technology is great, but not perfect, teaching the students how to manage the frustration they feel when the technology does not function as expected is an ongoing learning in this class. Working through their feelings of anger, frustration, and disappointment and teaching strategies to navigate the emotions when they feel dysregulated is a life skill that they can generalize to many other situations during their day. This is an area where the student mentors truly shine as they can help to calm the students they are supporting through empathy and/or redirection.

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 and technical writing/narration. This lesson illuminates to students 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 ELL Program: Every day the students in the IMS ELL (English Language Learners) 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 10 students this year spanning 6th through 8th grade and speaking nine 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.

PBIS - All Elementary Schools: All Mercer Island elementary schools are continually practicing and reinforcing the tenets of PBIS to include all learners through common expectations and shared language. There are posters throughout all 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 support for students as they navigate their way through the day. All elementary schools have a recognition lunch for students who exemplify the type of learner that our PBIS supports. West Mercer and Northwood display a picture of these students each month in the respective entryways, as well as send a congratulatory parent communication home. Northwood also has a monthly all-school assembly to celebrate the ways in which students are engaging in positive behaviors and to kick-off a school-wide behavior focus for the following month. At Island Park, Eagle Lunches provide an opportunity for administrators to further forge relationships with students and recognize positive behaviors. All schools also host school-wide celebrations when students meet identified PBIS benchmarks. Schools have been working with Dr. Lisa Hoyt, a PBIS educational consultant, to guide and refine our PBIS systems in each of the elementary schools.

Great Kindness Challenge: This year, students at all four elementary schools took part in the Great Kindness Challenge. For two weeks in January, all students tried to engage in as many acts of Kindness as they could as a way to make their school a safe, accepting, and inclusive place.

PBIS Team at MIHS: This year we began our work as a newly formed PBIS team comprised of teachers, paraeducators, counselors, students and administrators. Our mission was to revisit the former Islander Way, classroom rules that were established by a 9th grade team of teachers several years ago. The mission of our PBIS team has been to establish a set of sought out characteristics and behavioral norms for all students and staff to live by while in the classroom, halls, cafeteria and other common spaces. Several opportunities to capture both student and staff input were offered through Islander Hour (formerly known as Bridges) and staff meetings. After much data collection and analysis, students and staff agreed upon norms in which we want to see and be.

MIHS Unity Week: Building upon the momentum from last year's Unity Assembly, this year our ASB students hosted a week of events that promoted unity and inclusivity. Throughout the week students had activities that displayed acts of kindness and inclusiveness such as: positive message boards, Unity Week bracelets, Unified football game, and an inspirational speaker, Keith Wheeler, came to speak at our Unity assembly. Many of our ASB clubs participated in a Club Fair during lunches where students were able to learn about how to become more involved with the diverse and numerous clubs we have available for all students to feel connected with on our campus. In addition, during this week students participated and were recipients of compliment clips, door greetings from students in the mornings, and Unity messages each day on our announcements.

MIHS Unified Sports and Activities: Unified sports and activities is an inclusive program that encourages competitive involvement from students of all ability levels. Mercer Island High School students, with and without disabilities, compete together to build inclusive teams and lasting friendships. Mercer Island High School students participated in basketball, soccer, and Robotics. Two of the most notable events were our fall Unified flag football game and winter Unified basketball game. Both events were well attended by MIHS students, staff, and district office personnel. Our MIHS pep band and student commentators narrated the events through our own radio station, KMIH 88.9 The Bridge. The Unified sports advisor and special education teacher, Jeniffer Blaser, along with her special ed and general ed students, provided memorable opportunities for all students to feel included to cheer on these athletes.

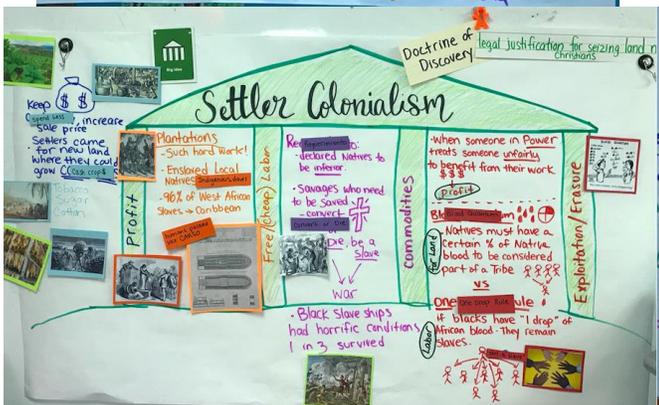
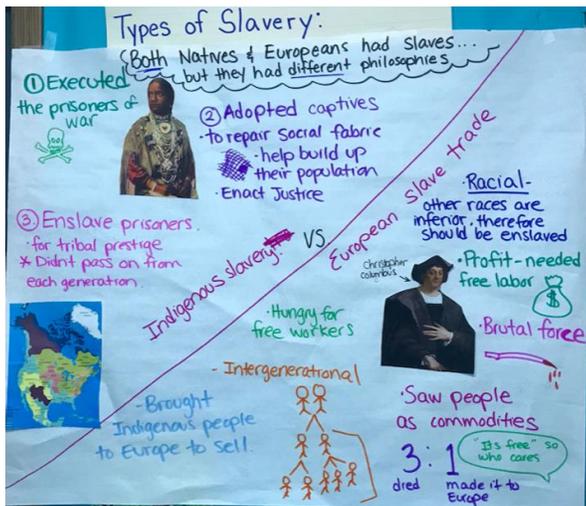
MIHS Co-Teaching in Mathematics: Students in Ms. Rachael Sterrett's and Mr. Alex Perry's Math Foundations class are taking advantage of the co-teaching model which includes general education students and students with IEPs. The purpose of the model is to serve students in a more inclusive manner who need more specific support and designed instruction in a general education environment.

Theme 3 - Equity

SWIS Data: All elementary schools use the School-Wide Information System (SWIS) to collect student behavior data. The data provides our schools a way to look at who is being referred and for what behavior, how often a student(s) is(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. While each of our elementary schools are in various stages of collecting behavior data across all settings, SWIS supports safer schools by empowering our leadership teams to make data-based decisions as problems emerge. PBIS Team members are continuing to look at this data and determine targeted "next steps" to ensure that students who need additional support are getting it. Cabinet members also look at school practices as a system and offer refinements to the system.

3rd Grade Students in West Mercer's Highly Capable classroom: Students in Maria Wiemann's 3rd grade Highly Capable classroom participated in a literacy unit focused on "how bias is created." Students reviewed picture books, magazines, cartoons, and movies to identify the subtle (and sometimes not so subtle) negative connotations authors directed towards "dark" colors and characters as well as the positive connotations that were directed towards "light" colors and characters. They also discussed what races were included in the depictions and what races are left out or rarely depicted. The purpose of the learning was to show that bias is created by the images and stories we are exposed to.

5th Grade Students in West Mercer's Highly Capable classroom: 5th grade Highly Capable students joined Maria Wiemann for a Social Studies unit that took a deep look at the different motives behind Spanish, French, and English settlements. Students explored the lasting ramifications of colonization; including the slave trade and how it persists today. As a final project, students researched corporations, industries, legal and political systems to discover for themselves if these systems have roots in colonization and systems of oppression. The following photos depict a few of the visuals that were created during the learning and discussion of these topics:



6th Grade Language Arts Diversity Literature Circles: In an effort to give students access to not only rigorous and impactful literature but diverse perspectives and points of view, 6th-grade teachers developed a graphic novel unit embedded within our larger expository writing unit. The themes of the novels focus on topics of social justice, and the team specifically chose graphic novels to offer easier access and higher engagement around these challenging topics. Students begin the graphic novel unit learning about larger concepts of discrimination and racism in order to prepare them for the difficult material they will encounter throughout the rest of the unit. *March v. 1* is a graphic novel written by John Lewis and details his fight for equality during the Civil Rights Movement. Teachers specifically chose this book to instruct students on how to read a graphic novel, but also to expose them to more information about American history. Often, this is the first time that students are deeply exposed to the Civil Rights Movement beyond what they learned about Dr. King in elementary school. Prior to and while reading *March*, teachers discuss the challenges of living in the segregated south, including how African-Americans were harshly treated. Students learn about Jim Crow laws and the nonviolence protest movement in response.

Using our work with *March* as a springboard for reading about and discussing issues of social justice, students will take that experience and engage in literature circles that include even more themes of diversity. Students will select their own texts and read about characters who struggle with racism, sexism, ableism, and other difficult issues. Students will engage with these tough topics through student-driven discussions and written responses. 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 Emily King'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.

MIHS Class Rank, Graduation Cap and Cord Committees: For several years now, the administration team has been advocating to students, staff and parents about the advantages and/or disadvantages through an equity lens about these topics. This winter two separate committees (involving students, staff and parents) met to start these discussions and to implement changes to address equity concerns. Both committees are still gathering student, staff, and community input and perspectives through analyzing data, research and studies on the equity issues relating to class rank and graduation caps/cords for our seniors.