

Mercer Island School District #400

Board of Directors Meeting

March 25, 2021

Full Governance Process Monitoring – Board Policy 1800 OE-1| Fundamental 5

Fundamental 5: Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

This Board monitoring of Fundamental 5 is the first since renumbering this Fundamental from 7 to 5. Although the Board renumbered this Fundamental, its content and approved Superintendent's Interpretation did not change. This Level-2 report uses a mixed-methods approach that addresses both qualitative and quantitative indicators of measurement.

This report incorporates the Superintendent's Interpretation of Fundamental 5, which was approved by the Board on May 23, 2019, and is attached to the agenda. The report includes quantitative indicators that 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 5. 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	15-16	16-17	17-18	18-19	19-20	20-21
Hispanic/Latino	4.1%	4.4%	4.6%	4.8%	4.9%	5.2%
American Indian/Alaskan Native	0.2%	0.2%	0.1%	0.1%	0.0%	0.1%
Asian	19.4%	20.0%	21.1%	21.9%	23.0%	23.7%
Black/African American	1.0%	1.0%	0.9%	0.9%	0.8%	0.9%
Native Hawaiian/Other Pacific Islander	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%

White	67.2%	65.7%	63.8%	61.6%	59.6%	58.0%
Two or More Races	7.9%	8.6%	9.4%	10.6%	11.6%	12.0%

The District’s racial and ethnic demographics are evolving and changing. Student and familial racial, ethnic, and cultural diversity adds value and important perspective to the organization. The above 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	2018-2019		2019-2020		2020-2021	
	GR K & 1	Gr 11 & 12	GR K & 1	Gr 11 & 12	GR K & 1	Gr 11 & 12
Hispanic/Latino	6.6%	4.5%	5.7%	3.6%	6.8%	3.1%
American Indian/Alaskan Native	0.0%	0.3%	0.0%	0.1%	0.5%	0.0%
Asian	25.2%	19.5%	25.7%	20.0%	23.8%	19.0%
Black/African American	0.9%	1.2%	0.8%	0.8%	0.7%	1.3%
Native Hawaiian/Other Pacific Islander	0.0%	0.1%	0.2%	0.1%	0.2%	0.4%
White	52.4%	67.7%	49.7%	68.3%	50.0%	68.3%

Two or More Races	14.9%	6.8%	17.9%	7.2%	18.0%	8.0%
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District Gender Demographics

Gender	Percent
Female	46.8%
Male	53.1%
Gender X	< 1%

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 support 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 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
ELL Parent Survey Data	% of parents who agree “I feel welcome when I visit the school.”	N/A	72	N/A	92	N/A
	% of parents who agree “I know what language development services my child is receiving.”	N/A	78	N/A	81	N/A
	% of parents who agree “I understand how the English language support is helping my child.”	N/A	77	N/A	80	N/A
	% of parents who agree “My child is learning the skills and knowledge necessary for success.”	N/A	78	N/A	88	N/A

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

* 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 5, 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.

Gender	School Year									
	16-17		17-18		18-19		19-20		20-21	
Male	453	56.7%	427	54.0%	412	56.4%	388	56.1%	347	56.0%
Female	336	43.3%	363	46.0%	319	43.6%	304	43.9%	273	44.0%

The current gender distribution for the district is 53.1% male and 46.8% female. 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	2018-2019		2019-2020		2020-2021	
	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent
All other races*	16.0%	16.5%	16.2%	17.4%	17.1%	18.3%
Asian	27.2%	21.9%	29.6%	23.0%	29.1%	23.7%
White	56.8%	61.6%	54.3%	59.6%	53.8%	58.0%

Note: 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 2020-2021 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 or ethnicities closely reflect the overall demographics in these federal categories to the overall percentage of students within the District.

Academic Course Accessibility

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 (1.0) 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 (1.0) 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	2018-2019		2019-2020		2020-2021	
	Honors	AP	Honors	AP	Honors	AP
Female	1.0	1.1	1.1	1.1	1.1	1.0
Male	1.0	0.9	0.9	0.9	0.9	1.0

Ethnicity/Race	2018-2019		2019-2020		2020-2021	
	Honors	AP	Honors	AP	Honors	AP
Asian	1.1	1.3	1.1	1.3	1.0	1.1
Black/African American	0.4	0.4	0.3	0.2	**	**
Hispanic	0.8	0.9	0.7	1.0	0.9	0.6
American Indian/Native Alaskan	**	**	**	**	**	**
Two or more races	0.9	1.0	1.0	1.0	1.0	1.0
Native Hawaiian/Other Pacific Islander	0.4	**	**	**	**	**
White	1.0	1.0	1.0	0.9	1.0	1.0

** N is less than 10 students

Special Programs	2018-2019		2019-2020		2020-2021	
	Honors	AP	Honors	AP	Honors	AP
504 students	0.9	1.0	0.8	0.8	0.8	0.9
Bilingual Education students	0.8	0.3	0.5	0.3	0.1	0
Special Education students	0.2	0.2	0.1	0.3	0.2	.01

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, indicated by fewer than 10 students taking one of these classes. Students who receive 504 accommodations are proportionally represented in AP and Honors courses, while bilingual students and students who receive special education are underrepresented in 2020-2021. 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.

Athletic Participation by Gender

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. The WIAA classifies athletic categories into two gender categories: girls and boys.

Number of Sports by Gender

	2017-2018		2018-2019		2019-2020		2020-2021	
	MIHS	IMS	MIHS	IMS	MIHS	IMS	MIHS	IMS*
Boys	13	3	13	3	12	3	12	2
Girls	14	4	14	4	14	4	14	3
Total	27	7	27	7	26	7	26	5

**Due to the pandemic, athletic offerings were reduced at IMS for 2020-2021.*

Student Participation in Athletics by Gender

	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 Percent	IMS Number of Participants	IMS Athletic Program Participation Percent
Boys Participating	562	52.7%	246	54.2%
Girls Participating	505	47.3%	208	45.8%
Total	1067	100%	454	100%

	2020-2021			
Gender	MIHS Number of Participants **	MIHS Athletic Program Participation Percent**	IMS Number of Participants*	IMS Athletic Program Participation Percent*
Boys Participating	235	56.1%	37	39%
Girls Participating	184	43.9%	59	61%
Total	419	100%	96	100%

**Due to the pandemic, IMS only has two sports currently offered.*

***MIHS sports were not all offered as of March 15, but the remaining season will yield higher totals.*

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

	Participants			
Activity	2017-2018	2018-19	2019-2020	2020-2021
Drill	36	33	34	30
Cheer (Girls)	30	35	28	34
Cheer/Stuntmen (Boys)	2	0	0	0
Unified Sports	not reported	6 Athletes 30 Partners	14 Athletes 26 Participants (Duplicated)	6 Athletes 20 Participants (Duplicated)

International Athletic Travel Experiences

Athletic Travel	Year	Team
Spain	2017-2018	Boys Soccer
No international travel	2018-2019	NA
No international travel	2019-2020	NA
No international travel	2020-2021	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. A value of 0.0 reflects an absence of any records or data for that category.

District Race/Ethnicity Breakdown	2016-2017	2017-2018	2018-2019	2019-2020
	MISD	MISD	MISD	MISD
Hispanic/Latino	0.0	0.54	1.6	0.0
American Indian/Alaskan Native	**	0.0	0.0	0.0
Asian	0.6	0.59	0.54	0.0
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	1.33	1.1	**

Two or More Races	0.6	0.0	1.5	**
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** N is less than 10 students

Data reflects out of school suspensions and expulsions for 2019-2020. Fewer than 10 in-school suspension incidences were enacted in 2019-2020.

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.

The staff hypothesizes that the irregularity in student discipline data is attributed to two things. First, 2019-2020 was the first year MISD fully implemented the changes to student discipline ushered in by 4SHB 1541. This was a gradual change from 2016-2019. The use of suspensions and expulsions was one of many changes to student discipline. Second, we tend to see an increase in student discipline in the spring compared to fall and winter each year. The shift to remote learning last spring essentially eliminated significant discipline.

Educational Effectiveness Annual Survey

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

	Indicator	SY	SY	SY	SY	SY
		15-16	16-17	17-18	18-19	19-20
EES Survey Data	% of staff who agree “The curriculum we teach reflects the diversity of the community we serve.”	47	50	59	64	57
	% of parents who agree “This school has activities to celebrate different cultures, including mine.”	46	56	69	NR	67
	Pacific Islander/Native Hawaiian				100	0
	American Indian/Alaskan Native				100	0
	Asian				69	73
	White				70	69

Hispanic/Latino of any Race				69	76
Two or More Races				60	52
Black/African American				0	0
% of staff who agree “This school has activities to celebrate the diversity of this community.”	52	65	67	69	71
% of students who agree “This school has activities to celebrate different cultures.”	61	58	50	51	55
Pacific Islander/Native Hawaiian	NR	NR	NR	40	0
American Indian/Alaskan Native				42	20
Asian				54	54
White				53	58
Hispanic/Latino of any Race				40	58
Two or More Races				49	51
Black/African American				42	35
% of students who agree “The school respects student differences.”	71	81	82	82	86
Pacific Islander/Native Hawaiian	NR	NR	NR	73	0
American Indian/Alaskan Native				63	69
Asian				83	86
White				82	87

	Hispanic/Latino of any Race				70	87
	Two or More Races				79	82
	Black/African American				72	95
	% of staff who agree “We are provided training to meet the needs of a diverse student population in our school.”	52	59	63	65	70
	% of staff who agree “The school addresses issues of diversity (cultural responsiveness) in a timely and effective manner.”	54	60	71	73	80

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.

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 the current year and previous 2 years.

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

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

2020-2021 MIHS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	**	0.7	1.4
American Indian/Alaskan Native	**	**	**
Asian	**	1.3	1.0
Black/African American	**	**	**

Native Hawaiian/Other Pacific Islander	**	**	**
White	1.1	0.9	1.0
Two or More Races	**	1.2	0.9

** N is less than 10 students

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

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

2020-2021 IMS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	1.6	0.8	1.2
American Indian/Alaskan Native	**	**	**
Asian	0.7	1.4	0.8
Black/African American	**	**	**
Native Hawaiian/Other Pacific Islander	**	**	**
White	1.1	0.8	1.1
Two or More Races	0.8	1.3	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 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 5 - *Foster and embrace diversity, inclusiveness and equity with a focus on respect and acceptance of every student.*

Theme 1 - Diversity

All Elementary PTA Diversity Equity Inclusion (DEI) Initiatives: All four elementary schools have been

collaborating closely with our PTA and PTA DEI board members this year. The DEI roles and initiatives are new this year and serve to align the whole school district within diversity, equity and inclusion and family partnership. DEI initiatives that have occurred include evening critical conversation groups about relevant racial equity books and articles, as well as intentional collaboration between the PTA DEI members and the school-based Equity Teams. Through these partnerships, we have been able to align our school and parent community-based diversity efforts.

All Elementary Libraries’ Culturally Responsive/Diverse Literature: All elementary schools have continually worked to diversify their library collections. We are working to ensure our students have access to a range of diverse books. Librarians have sought out books by authors of color, books with diverse characters and storylines, and books that provide a ‘window’ into others’ cultures and experiences or a ‘mirror’ that reflects our students own unique stories. Additionally, the Island Park Equity Team wrote and received grants to purchase culturally responsive, diverse texts for its school library. In addition to student texts, the grant funding also supported building on our growing professional library of diversity, equity, and inclusion-based books for staff to use as a resource for their own learning.

Island Park Weekly Wrap-Up Series: Each week, the Island Park administrative team and special guests (e.g. support staff) share books, current events, and other multimedia content centered-around a diverse theme or topic relevant to our students and community. Often the themes recognize and celebrate the diversity within our school community, country, or the world at-large. This video series is shared on Friday mornings within the class meeting and/or available for students to review and share with families from their Seesaw or Google Classroom learning platform.

Island Park Fifth Grade Segregation in Schools Project: After a student inquired whether or not Seattle-area schools have ever been segregated, a fifth grade teacher designed an inquiry project based on materials from the Seattle Civil Rights and Labor History Project. Students were presented with articles on segregation and a series of interactive historical maps and primary source documents (newspaper ads, neighborhood signs, etc.) showing “notorious neighborhoods” of the Puget Sound that had restrictive housing covenants which led to segregated housing zones. Students studied the actual text of restrictive deeds (including those found on Mercer Island) and examined their demographic impact. Through a series of specific inquiries, students participated in discussions about 1) the impact of restrictive covenants on school demographics, 2) the historical interplay between laws and racial/ethnic inequities, 3) how power structures impact people’s lives, and 4) the lasting impact of restrictive covenants.

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. The SEAC’s adopted purpose and values provide its focus and guide discussion among its community and staff members.

- **Purpose:** We afford each student the opportunity to participate in inclusive environments and engage as their whole authentic self: socially, emotionally, and academically. We embrace the ongoing urgent need to address racial inequalities and all forms of discrimination, privilege, prejudice, and bias in our schools and community. We commit to personal and collective action through raising awareness of systemic inequities and dismantling barriers inherent in our schools, district, and surrounding systems.
- **Values**
 - Respect
 - Integrity
 - Empathy
 - Equity
 - Inclusiveness

- Opportunity

MIHS Islander Hour: Following an incident of online hate speech last year, students, teachers, and administrators partnered to provide information and to support student discussion about the impact of the incident and ways that we can improve our school as a great learning environment for all students. Table talk questions were distributed to families, and campus leadership has used these ideas and feedback toward school improvement.

Following and in continuation of this work, all students are engaged in our Race and Equity Series of lessons. These lessons include National Hispanic Heritage Month, American Indians and Discrimination, Black History Month, Holocaust Remembrance, Anti-Asian and Anti-Asian-American Violence Awareness, and National Women's Month.

MIHS No Place for Hate: Revitalized through direct connections to the ADL and our Islander Hour teacher team, NPFH provides teaching for students, teachers, and families. They convene regularly to provide an ongoing forum.

Hispanic History Month at MIHS: During the month of October, all Islander Hour classes participated in the study and celebration of prominent Hispanic people and the contributions of people within the Hispanic cultures to our world. All grade levels had grade specific engaging lessons and were invited to join or partner with the Hispanic / LatinX Club.

MIHS Black History Month: All students engaged in two levels of work for Black History Month. Islander Hour focused lessons on Black History. Teachers partnered with the MIHS Student Group on Race Relations and created mini-lessons for each discipline, so that each teacher provided lessons within the content area that recognized the contributions of Black Americans and the plight of African-Americans.

JUST (Justice & Understanding Support Team) has three branches: JUST Community (IMS staff and community members), JUST Guides (IMS staff), and JUST Students (IMS students). All of these groups are focused on learning from the expertise and experiences of its members as well as additional resources as we work to help Islander Middle School become a more justice-oriented, anti-racist, anti-bias, inclusive community, supporting students' growth in their cultural agility, sense of self, and responsibility to themselves and others.

JUST Community is IMS's connection to our broader community, focusing on larger systemic change (including data analysis and collaboration with community members) as well as school-focused educational opportunities for students and staff members.

JUST Guides is composed of staff members dedicated to reflective self-work and transformational change throughout IMS, including curricular and social-emotional elements that challenge and support students in their understanding of their own and others' diverse experiences and identities.

JUST Students is composed of passionate, dedicated, curious, and informed students who believe in IMS's ability to do better and be better. Through shared experiences with their classmates-- student-produced videos and Black Lives Matter week, for example-- they work to give voice to student needs and agency.

IMS Co-Teaching: IMS is engaging in a "Co-Teaching" model in 5 classrooms, serving 6th, 7th & 8th grade students in Language Arts and 6th and 8th grade students in Math. 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.

Lakeridge Multi-Tiered Systems of Support (MTSS) Leadership Teams: Lakeridge focused its 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. Our campus PBIS team meetings included the adjustment of classroom expectations in remote and hybrid learning environments.

Taproot Theatre presented online performances focusing on Bullying Prevention. Every classroom, taught and celebrated diversity, kinder-standing and tolerance in January and February with our MLK Jr Great Kindness Challenge. 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 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.

Lakeridge classrooms have been focused on topics of diversity, inclusion and equity in ongoing instruction. Classrooms utilize multicultural resources to discuss perspectives of others and to conceptualize the concepts of similarities and differences, traditions, barrier breakers, trailblazers, and civil rights. Students and teachers discuss the concepts in developmentally appropriate discussions that focus on how diverse experiences and perspectives richen our experiences in our school and community.

7th Grade LA/SS:

- **“Identity in Multimedia Stories”** was developed for use in 7th grade Language Arts at the beginning of the school year. We wanted a unit that grounded students with confidence and familiarity around two overarching themes that the LA curriculum would hit in-depth in later units, namely the themes of

identity and community. These are topics on the forefront of middle schoolers' minds due to this age's critical growth in moral and social development; early adolescents' lives are rooted in their peer groups and relationships, but it is also a time where students start to learn what kind of individuals they want to be. We also wanted to practice restorative justice in our curriculum – namely, that teaching about minority issues should not be centered around trauma, but around celebration and progress. The purpose of this unit is for students to think deeply and critically about personal identity by analyzing characters in texts, as well as real-life figures in personal memoirs, and making connections to not only their own identities, but also how those identities intersect with their classmates and their communities. This unit introduces students to grade-level literary analysis, promotes creative writing, and supports structured conversations around identity topics including race, gender, ability, and multicultural identities.

- ***Ghost Boys***: The 7th grade LA team has chosen to adopt *Ghost Boys* by Jewell Parker Rhodes as a new 7th grade novel. The historical and sociopolitical layers of this book are woven together to implore students to grapple with the complexities of today's world. Students will read the account of twelve-year-old Jerome, an African American boy who was shot and killed by a white police officer who mistakes the toy gun he was playing with for a real threat. This novel weaves in historical figures like Emmett Till and Trayvon Martin who build context for ways systemic racism evolves and also to help Jerome process the racial trauma of his experience. The chapters switch back and forth between when Jerome was alive and after his death. As a ghost, he meets Sarah, the daughter of the white police officer as she struggles to make sense of privilege and implicit bias that she didn't know existed. Sarah, who is conflicted by her love for her father and her anguish and disdain in his decision. She discovers how her life can have an impact to change society for the better. Jerome and Sarah discover together, in dialogue, how to help change a broken system. Critical literacy asks students to analyze texts beyond the rich layers of authorial choices and literary techniques. This unit asks students to reflect on questions How much of a difference can young people make in addressing the problems our society faces? How are our lives influenced by systemic forces? How do our identities interact with those systemic forces? At the end of the unit, students will make meaning and apply what they think into a choice product that feels relevant and purposeful. We chose this novel because it will resonate with students and support them to better navigate today's world.
- ***Pet***: 8th grade students will get the opportunity to choose the book *Pet* to read for the upcoming Book Club in 8th grade. They will examine power in all three Book Club selections, using four critical lenses to think about the dynamics involved that drive the conflict and theme of the novels. The driving question of the text is, "How do you save the world from monsters if no one will admit they exist?"

Pet is a timely dystopian allegory that will give students a fictional world to examine and explore questions we are faced with within our society. Students will build critical thinking skills and draw their own conclusions about confronting the monsters in order to make the world a better place. *Pet* presents a community made up of black immigrants and black Americans, a reality in which a black trans girl is safe, cherished, and loved. "The first step to making a lived reality is to imagine it," says Emezi, "and when you have stories like *Pet* you can start imagining it." We believe this novel is important and timely and will enrich the lives of our students by including a voice that has not previously been spotlighted.

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. Students will have opportunities to create group projects, conduct individual investigations, and participate in many group discussions about society and our place in it. The class encourages learning about our communities, our rights,

each other, and the differences we can make together.

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 Carrie Thompson 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.

Theme 2 - Inclusiveness

All Elementary Social Emotional Learning (SEL) Initiatives: Inclusiveness is an essential component of our social emotional learning curricula and programs across all elementary schools. This year, staff across our systems have refined and adapted our Positive Behavior Interventions and Supports (PBIS) framework to fit in both the digital and in-person learning environments. PBIS serves to recognize and celebrate our scholars for their community contributions and commitment to classroom and schoolwide expectations. Inclusivity is a core value reflected in the PBIS system. Staff have also adapted our Second Step social-emotional learning curriculum to fit the hybrid learning model and meet the needs of all students. Within our elementary schedule, specific time is allotted within our school schedules to building community and engaging in these social-emotional learning activities, which center on a core developmentally-appropriate topic and tailored to students diverse needs.

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.

Northwood Owls’ Nest Story Time: Students have been honored and recognized for contributing to their classroom communities and upholding the schoolwide expectation of “Be The Three” this year through nominations to join our Owls’ Nest Story Time read aloud sessions held by the administration team and special guests. Students are acknowledged and nominated by their teachers to participate in this read aloud, creating a space for celebration, inclusion, and connection within the Northwood learning community. This year, this tradition has migrated to an online environment to enable all students, whether learning in red remote or orange hybrid environments, to connect and engage in this community celebration.

West Mercer Wolfpack Lunch/Story Time: As students were returned to the classroom and schedules therefore changed the traditional Wolfpack Lunch has warped into Wolfpack Story Time. What remains the same is that students are nominated by teachers and honored and recognized for their contributions to their classroom communities and for following the schoolwide expectation of “The Wolf Way: Take care of yourself, Take care of the pack”. The Wolfpack Story Time is led by the school principal and creates a space of celebration for the participating students. Due to restrictions brought on by the pandemic, these celebrations have been held in an online environment this year.

IMS Yoga Elective: As we move into the Orange Hybrid Model, IMS 7th and 8th grade yoga students will be 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

will be 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 will evaluate 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 will hopefully illuminate 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 will 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 16 students this year spanning 6th through 8th grade and speaking eight 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.

MIHS PBIS and the Islander Way

This year the high school staff, guided by the high school PBIS team, started the initial work of system development by conducting a review with our staff around commonalities and expectations for school-wide behaviors in teachers' classrooms and throughout the school building. Early this winter, students and staff analyzed the existing "Islander Way" developed for 9th grade students several years ago and looked for ways to update and strengthen the focus of what it means to be an MIHS student and positive behaviors we seek. Instead of "rules," students and staff are creating school-wide behavioral expectations through characteristics or traits we value as a school community.

MIHS Clubs & Organizations: Through teacher and administrative support, many student clubs and organizations have mobilized to support action toward equity and anti-racism. These clubs have continued to operate remotely and meet virtually during online learning. While not limited to the following, some examples are:

- Black Student Union - Working with administration and student leadership, BSU outreaches to students to forward the voice for BIPOC students.
- Asian Collective & Education Coalition for Asian Representation: Working with administration and student leadership, they outreach to students to forward the voice for Asian and Asian-American students.
- Others include: Queer Student Alliance, Gender Equality Club, International Club, Model United Nations, National Chinese Honor Society, Student Group on Race Relations, and Women in STEM

Theme 3 - Equity

Dynamic Social Justice (DSJ) - Districtwide Equity Team: The Dynamic Social Justice team has brought together educators and administrators from across the school district with the purpose of aligning equity work and identifying areas of need within the district as a whole. There are roughly forty group members who began meeting in the summer of 2020 to align and define their work for the 2020-2021 school year. The key principles identified to guide the work of this team are: 1) infusing anti-racist, anti-bias practices within teaching and learning practices, and 2) working to disrupt and dismantle white supremacy culture at personal, classroom, school, and district levels. Two focal pathways were determined to begin work toward these objectives, including a focus on equity within curriculum and instruction, and analysis of disciplinary practices and systems at all levels throughout the district. The DSJ has met within sub-committees and monthly as a whole group to

collaborate within these pathways. While foundations have been laid for grassroots, educator-driven equity work at the district level with DSJ this year, the work will undoubtedly grow and continue as we move forward into 2021-2022.

All Elementary School-Wide Information (SWIS) Data System: All of our elementary schools utilize the SWIS data system to collect and analyze schoolwide discipline/behavior data. Data gathered in 2019-2020 using the SWIS tool has been used to inform school goals and targeted support plans based on student need for the 2020-2021 school year. We have continued to use this tool to review and respond to emergent student needs both in the remote and in-person learning environments.

All Elementary 5th Grade Math Program: This school year, the 5th grade math “general” and “accelerated” math tracks were collapsed into one math track, allowing all 5th grade students to receive 5th grade math instruction and “accelerate” into 6th grade math standards in their homeroom class based on their level of understanding and need. This shift promotes equitable access to high level learning for all students. Teachers have training in both Math Expressions (5th grade) and EdGems (6th grade) math curriculum, as well as additional supplemental resources, including Jo Boaler’s Mathematical Mindsets for Grade 5 and Grade 6. The depth and breadth of math instruction this year is so far contributing to positive academic gains and development of a strong mathematical mindset for all of our 5th grade students.

Island Park Equity Team: The Island Park Equity team has advanced a variety of equity-based initiatives this school year including: whole staff critical conversation “Equity Cohorts,” grant-writing to secure more culturally responsive books for our school community, review of curricula, a book study using Dr. Bettina Love’s *We Want to Do More than Survive* text, and the creation of a wealth of age-appropriate resources and lessons for the “Black Lives Matter at Island Park” weeks of learning.

Northwood Equity Team: This year’s focus has been on foundational understandings of race, racism, and whiteness within the history of the United States and public education. Each month, the Northwood Equity Team facilitated breakout discussions exploring topics such as: colonization and early models for American learning institutions, neighborhood redlining, policing, the Jim Crow Era, *Brown vs. Board*, *Plessy vs. Ferguson*, and standardized testing. The historical lens and critical conversation approach was based on the need to develop a common understanding and language around systemic inequities within our system. The next phase of our learning will move from a broader context to our own school and classroom context, with the aim and purpose to identify and address inequity in our own system.

Northwood Equity Book Study: Northwood’s Administrative Team and Equity Team leaders collaborated to select four texts to use in a faculty-wide book study focused on equity. The titles are: *Culturally Responsive Teaching and the Brain* by Zaretta Hammond; *We Want to Do More Than Survive* by Bettina Love; *Are Prisons Obsolete?* by Angela Davis; and *Between the World and Me* by Ta-Nahisi Coates. Teachers each selected a text to read during the course of the school year, and they will gather several times this year to discuss the reading, facilitated by an administrator or member of the Equity Team. In our final session, each group will share key insights and learnings with the larger group and consider how the learning will influence our individual and collective Equity efforts at Northwood.

West Mercer Equity Team: With this year’s SIP goal of eliminating the racial discipline gap, the Equity Team has been focused on supporting staff in reflective activities that will bring to light each staff member’s implicit biases that are likely contributing to the differences in our discipline data. Professional learning sessions that the team has led have focused on understanding our current reality, considering our role in discipline, highlighting the importance of deeply knowing each student (honoring their humanity), and providing resources for each

staff member to continue their own journey through improved racial and social justice as well as resources for teachers to bring this learning into their own classrooms.

Island Park Black Lives Matter in Schools: In partnership with parent leaders and the administration team, the Island Park Equity Team curated a [collection of equity resources](#) to support all staff with engaging in the Black Lives Matter in Schools initiative. Age and developmentally appropriate instructional materials were sourced from a wealth of resources offered by Black Lives Matters in Schools, Seattle Public Schools, and Learning for Justice (formerly Teaching Tolerance). The Equity Team offered whole staff professional learning and support prior to embarking on the six-week school-based initiative. Family participation has been encouraged throughout the entire planning and implementation process, including a “Black Lives Matter at Island Park” family Q & A Zoom forum hosted on an evening prior to the first week of learning.

Northwood Student Council Land Acknowledgement Project: The Northwood Student Council’s first major project of the year was to research Indigenous Land Acknowledgements and to use that learning to create a presentation for Northwood classroom teachers and students. The student leaders put together and shared a presentation that includes a historical explanation of how European and, later, U.S. settlers took the land of many indigenous peoples, and how telling the truth about that history can help us all learn and build a more just future. They provide video examples of Indigenous Land Acknowledgements that are already occurring in our Northwood classrooms, along with resources and strategies to support classrooms developing their own Indigenous Land Acknowledgement.

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.

MIHS 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, and used simple graphing to understand the burden of debt, making only minimum payments, and how that might affect their financial stability moving forward. They also 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.

MIHS Equity of Resources Study in Personal Finance Class: Lori Emery, in her Personal Finance class, teaches multiple lessons on equity in the availability of resources such as healthcare, technology, and government programs. 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 CARE Team: Classified staff, with support from school administration and counselors, was reallocated during remote learning to contact and assist students who were referred by students, faculty, staff, or parents, as well as those with poor grades and attendance. This team was created to support students in their own self-advocacy, to connect them with counselors when necessary, and to connect them with teachers and staff that could help develop students' executive functioning.

MIHS Pods: Students that demonstrated a high level of academic or social-emotional risk attended in-person, supported study groups that convened during and after regularly scheduled remote learning classes. With breakfast served and within a friendly environment, students were provided a quality study space and as-needed staff support.

MIHS Class Rank, Graduation Cap and Cord Committees: Based on years of research and work related to college admissions, MIHS will no longer assign class rank. MIHS made this decision to better represent each and every student to colleges and universities.

Maintenance & Operations (M&O) Reflection

The multilingual and multicultural identities of the District's M&O team are a point of pride for the entire department. Over 65% of the staff identify as BIPOC and were born outside of the United States. Many of the M&O staff speak multiple languages, making English their second, third, or even fourth language.

The M&O team intentionally builds and adapts schedules for team members to allow individuals to honor and celebrate holidays and traditions important to their identity. This allows people, especially those who work on a 260-day calendar, the opportunity to travel or take time based on their family and personal celebrations. To foster this, the team has built a culture of respect and rapport, whereby colleagues cover for one another when an absence is requested.

The M&O team recognizes the different levels of English language acquisition of the staff just like our students. In some instances, the District hires outside translators and interpreters to convey critical information. At other times, colleagues in the department serve in this role. The goal of the department is to communicate accurately and timely to all members of the team, especially in matters related to the health and safety of staff, students, and the community. For those looking to work on greater mastery of English, the District has been supportive in these efforts, including offering to help with tuition for adult EL classes.

The standards for respect and inclusion are high in all areas of M&O and something for which they are all very proud.

Transportation Reflection

The transportation department began transporting students in early September. They started by transporting students with the greatest needs for services. Early in the school year, employees were transporting students to locations to get the support that they needed, many with varying schedules. Although rough guidelines from the health department were published, there was much that was unknown, causing fear and uncertainty. Safety, a core tenant of the department, became the guiding factor in developing transportation schedules. Schedules were built to address parents' and employees' fears for the child's safety, as well as the safety of all involved, while continuing to provide support for the highest-need students.

Within the first month of transporting students, the department had employees and students who became exposed to the virus. As these cases were investigated through contact tracing protocols, it was determined that none of the positive tests were connected to the work that was being done in the district. Because of the safety procedures in place, the virus was not transmitted from any of the exposed staff to any students or other employees. While exposed staff members had to quarantine, services were not interrupted and drivers who had not been in our pool were brought in to help with the work. The substitutes were able to adapt to and use the Covid safety protocols.

As time and actual practice grew, people became less fearful and schedules for students generally increased in duration and frequency. Schedules altered again for drivers to ensure more students could return to school. With the addition of bringing in the High School students, drivers worked on the 49th schedule change for the year. Throughout all of the changes this year, the department has worked hard to provide services to all students and families based on three priorities: student safety, student needs, and employee safety. Each change along the way has been based on recognizing the students needs and safety factors. The success we have had has increased confidence that we provide our services safely and can meet the needs of more and more students safely.