

Mercer Island School District #400

Board of Directors Meeting

April 21, 2022

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.

Fundamental 5 was previously numbered Fundamental 7. 2020-2021 was the first year of Fundamental 7 being presented as Fundamental 5. This 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	16-17	17-18	18-19	19-20	20-21	21-22
Hispanic/Latino	4.4%	4.6%	4.8%	4.9%	5.2%	6.6%
American Indian/Alaskan Native	0.2%	0.1%	0.1%	0.0%	0.1%	0.1%
Asian	20.0%	21.1%	21.9%	23.0%	23.7%	25.8%
Black/African American	1.0%	0.9%	0.9%	0.8%	0.9%	1.3%
Native Hawaiian/Other Pacific Islander	0.2%	0.1%	0.1%	0.1%	0.1%	0.2%
White	65.7%	63.8%	61.6%	59.6%	58.0%	53.2%
Two or More Races	8.6%	9.4%	10.6%	11.6%	12.0%	12.7%

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	2019-2020		2020-2021		2021-2022	
	GR K & 1	Gr 11 & 12	GR K & 1	Gr 11 & 12	GR K & 1	Gr 11 & 12
Hispanic/Latino	5.7%	3.6%	6.8%	3.1%	7.2%	5.9%
American Indian/Alaskan Native	0.0%	0.1%	0.5%	0.0%	0.2%	0.0%
Asian	25.7%	20.0%	23.8%	19.0%	25.7%	20.8%
Black/African American	0.8%	0.8%	0.7%	1.3%	1.4%	2.0%
Native Hawaiian/Other Pacific Islander	0.2%	0.1%	0.2%	0.4%	0.2%	0.5%
White	49.7%	68.3%	50.0%	68.3%	49.3%	60.5%
Two or More Races	17.9%	7.2%	18.0%	8.0%	16.0%	10.3%

District Gender Demographics

Gender	Percent
Female	47.0%
Male	52.8%
Gender X	0.2%

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 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 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
ELL Parent Survey Data	% of parents who agree “I feel welcome when I visit the school.”	72	N/A	92	N/A	89
	% of parents who agree “I know what language development services my child is receiving.”	78	N/A	81	N/A	74
	% of parents who agree “I understand how the English language support is helping my child.”	77	N/A	80	N/A	79
	% of parents who agree “My child is learning the skills and knowledge necessary for success.”	78	N/A	88	N/A	79
	% of parents who agree “School staff provide extra help when my child needs it.”	80	N/A	90	N/A	74

	% of parents who agree “School staff recognize my child’s academic and personal accomplishments.”	77	N/A	86	N/A	79
	% of parents who agree “I understand the importance of helping my child learn our native language.”	*	N/A	93	N/A	95
	% of parents who agree “School staff value my family’s culture.”	80	N/A	93	N/A	84
	% of parents who agree “My child’s school makes it easy for me to participate in my child’s education.”	82	N/A	86	N/A	68
	% of parents who agree “School staff use my ideas to improve the school’s language development program.”	70	N/A	83	N/A	42
	% of parents who agree “School staff use the personal and academic information that I provide to help my child.”	60	N/A	74	N/A	68
	% of parents who agree “Teachers communicate with me about my child’s progress in language development and academic subjects.”	74	N/A	86	N/A	79

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									
	17-18		18-19		19-20		20-21		21-22	
Male	427	54.0%	412	56.4%	388	56.1%	347	56.0%	310	54.5%
Female	363	46.0%	319	43.6%	304	43.9%	273	44.0%	257	45.2%
X									2	0.4%

The current gender distribution for the district is 52.8% male, 47.0% female and 0.2% Gender X. 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	2019-2020		2020-2021		2021-2022	
	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent
All other races*	16.2%	17.4%	17.1%	18.3%	19.0%	21.0%
Asian	29.6%	23.0%	29.1%	23.7%	33.2%	25.8%
White	54.3%	59.6%	53.8%	58.0%	47.8%	53.2%

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 2021-2022 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	2019-2020		2020-2021		2021-2022	
	Honors	AP	Honors	AP	Honors	AP
Female	1.1	1.1	1.1	1.0	1.1	1.1
Male	0.9	0.9	0.9	1.0	0.9	0.9

Ethnicity/Race	2019-2020		2020-2021		2021-2022	
	Honors	AP	Honors	AP	Honors	AP
Asian	1.1	1.3	1.0	1.1	0.9	1
Black/African American	0.3	0.2	**	**	**	**
Hispanic	0.7	1.0	0.9	0.6	0.8	0.8
American Indian/Native Alaskan	**	**	**	**	0	0
Two or more races	1.0	1.0	1.0	1.0	0.9	0.9
Native Hawaiian/Other Pacific Islander	**	**	**	**	0	**

White	1.0	0.9	1.0	1.0	1.1	1.1
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** N is less than 10 students

A value of 0 reflects an absence of any records or data for that category

Special Programs	2019-2020		2020-2021		2021-2022	
	Honors	AP	Honors	AP	Honors	AP
504 students	0.8	0.8	0.8	0.9	1	0.9
Bilingual Education students	0.5	0.3	0.1	0	0.5	0.5
Special Education students	0.1	0.3	0.2	.01	0.3	0.2

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, and although we have shown some improvement for bilingual students and students who receive special education, they remain underrepresented in 2021-2022. 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

	2018-2019		2019-2020		2020-2021		2021-2022	
	MIHS	IMS	MIHS	IMS	MIHS	IMS*	MIHS	IMS
Boys	13	3	12	3	12	2	12	3

Girls	14	4	14	4	14	3	14	4
Total	27	7	26	7	26	5	26	7

**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 had two sports offered for 20-21.*

***MIHS sports were not all offered as of March 15, 2021 when this data was pulled.*

	2021-2022			
Gender	MIHS Number of Participants **	MIHS Athletic Program Participation Percent**	IMS Number of Participants*	IMS Athletic Program Participation Percent*
Boys Participating	378	59.6%	125	49.4%
Girls Participating	256	40.4%	128	50.6%
Total	634	100%	253	100%

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

Activity	Participants			
	2018-19	2019-2020	2020-2021	2021-2022
Drill	33	34	30	33
Cheer (Girls)	35	28	34	31
Cheer/Stuntmen (Boys)	0	0	0	0
Unified Sports	6 Athletes 30 Partners	14 Athletes 26 Participants (Duplicated)	6 Athletes 20 Participants (Duplicated)	

Competitions and Athletics Offered: Robotics, Basketball, Flag Football, and Soccer

International Athletic Travel Experiences

Athletic Travel	Year	Team
No international travel	2018-2019	N/A
No international travel	2019-2020	N/A
No international travel	2020-2021	N/A
No international travel	2021-2022	N/A

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.

	2017-2018	2018-2019	2019-2020	2020-2021
District Race/Ethnicity Breakdown	MISD	MISD	MISD	MISD
Hispanic/Latino	0.54	1.6	0.0	0.0
American Indian/Alaskan Native	0.0	0.0	0.0	0.0
Asian	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	0.0
White	1.33	1.1	**	1.6
Two or More Races	0.0	1.5	**	0.0

** N is less than 10 students

Data reflects out of school suspensions and expulsions for 2020-2021. We had a total of 14 suspensions/expulsions by 13 students for 2020-2021.

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; however, because we were in remote learning through the fall/winter of 2020-2021, we believe our discipline data will shift in future years.

Educational Effectiveness Annual Survey

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

	Indicator	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
EES Survey Data	% of staff who agree “The curriculum we teach reflects the diversity of the community we serve.”	50	59	64	57	N/A	**
	% of parents who agree “This school has activities to celebrate different cultures, including mine.”	56	69	NR	67	N/A	**
	Pacific Islander/Native Hawaiian			100	0	N/A	N/A
	American Indian/Alaskan Native			100	0	N/A	N/A
	Asian			69	73	N/A	N/A
	White			70	69	N/A	N/A
	Hispanic/Latino of any Race			69	76	N/A	N/A
	Two or More Races			60	52	N/A	N/A
	Black/African American			0	0	N/A	N/A
	% of staff who agree “This school has activities to celebrate the diversity of this community.”	65	67	69	71	N/A	**
	% of students who agree “This school has activities to celebrate different cultures.”	58	50	51	55	N/A	**
	Pacific Islander/Native Hawaiian	NR	NR	40	0	N/A	N/A

American Indian/Alaskan Native			42	20	N/A	N/A
Asian			54	54	N/A	N/A
White			53	58	N/A	N/A
Hispanic/Latino of any Race			40	58	N/A	N/A
Two or More Races			49	51	N/A	N/A
Black/African American			42	35	N/A	N/A
% of students who agree “The school respects student differences.”	81	82	82	86	N/A	84
Pacific Islander/Native Hawaiian	NR	NR	73	0	N/A	67
American Indian/Alaskan Native			63	69	N/A	78
Asian			83	86	N/A	87
White			82	87	N/A	84
Hispanic/Latino of any Race			70	87	N/A	76
Two or More Races			79	82	N/A	84
Black/African American			72	95	N/A	45
% of staff who agree “We are provided training to meet the needs of a diverse student population in our school.”	59	63	65	70	N/A	59
% of staff who agree “The school addresses issues of diversity (cultural responsiveness) in a timely and effective manner.”	60	71	73	80	N/A	**

** Question was not included in the 2021-22 EES survey.

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 3 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

2021-2022 MIHS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	1.3	1	0.9

American Indian/Alaskan Native	0	0	0
Asian	0.8	1.3	0.9
Black/African American	**	**	1.5
Native Hawaiian/Other Pacific Islander	**	**	**
White	1.1	0.8	1
Two or More Races	0.8	1.5	1.1

** 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

2021-2022 IMS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	1.5	0.5	1.5
American Indian/Alaskan Native	0	**	0
Asian	0.6	1.4	0.7
Black/African American	**	**	**
Native Hawaiian/Other Pacific Islander	**	0	**
White	1.1	0.8	1.1
Two or More Races	1	1.2	1

** 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. These DEI roles and initiatives 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. PTAs and PTA DEI leaders have supported districtwide equity efforts including being members of the Superintendent's Equity Advisory Committee and supporting cohorts working on developing a racial equity lens with Hackman Consulting. Through these partnerships, we continue to align our school and parent community-based equity and diversity efforts.

All Elementary Libraries' Culturally Responsive/Diverse Literature: All elementary schools have continually worked to diversify their library collections. We continue working to ensure our students and staff

have access to a range of diverse books and library resources. 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. In partnership with school equity teams, our Librarians have curated instructional resources and book sets for teachers to use in classrooms to build community and to teach and celebrate monthly diversity themes.

Island Park Weekly Wrap-Up Series: Each week, via a Youtube video, the Island Park principal and guests (staff, students) 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 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 Daily/Monthly Celebrations of Diversity: The Island Park Librarian has created and shared with the school community Bitmoji platforms that contain links to literature, read-alouds and videos that address Black and Women's History months as well as a specific platform for visiting author, Grace Lin, whose books on Chinese culture have won numerous national awards. Island Park intermediate grades present advocate-of-the-day biographies to their students that highlight bipoc leaders and historical change agents.

Northwood Celebrates Diversity: The Northwood Librarian offers teachers and students a variety of resources to learn about the different cultures of the people in our community. For each month there is a theme and that theme is varied: February - Black History month; March - Women’s History month, etc. In our classrooms, the teachers take these resources and discuss these contributions for these featured peoples and students reflect on how these contributions make our community stronger.

Lakeridge Celebrates Diversity: The Lakeridge Equity Team, in partnership with administration and parents, offers monthly curated resource collections to recognize, honor and celebrate the variety of diversities within our Mercer Island community and beyond. This ensures our students are exposed to the richness of diversity that exists locally and globally. Examples of our monthly themes include: Disability Awareness (October), Martin Luther King and civil rights initiatives (Jan), Black History Month (Feb), Women’s History Month (March), Autism Awareness (April), and celebrating our own diverse heritages with our upcoming PTA-sponsored Heritage Night (May; formerly International Night). We’ve studied a wide variety of ethnic and religious themes including Diwali, Hanukkah, Christmas, Lunar New Year and Eid. Further, we’ve continued to diversify our curriculum and materials to reflect diverse ways of thinking and learning (neurodiversity), diverse historical and contemporary leaders, and diverse identities. Our goal is to ensure that our students can see themselves reflected in what we do, teach and learn.

West Mercer Weekly Wrap-Up Series: Each Friday, a “word of the week” is shared via a YouTube video from the principal and other special guests, as well as a corresponding read-aloud text and connections. The focus word, text, and messages often connect to our school values and highlight diverse characters, experiences, and cultures representative of our school community.

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: Islander Hour’s mission is to have a designated time for all high school students to build meaningful relationships with teachers and students. The primary goal is to have each student have an adult in the building that knows their name, strength and need. All students were engaged in our 21 day Equity Challenge in IH. We have also had lessons that focused on Implicit Bias and the Danger of a Single Story, Holocaust Remembrance, Anti-Asian and Anti-Asian-American Violence Awareness, and National Women’s Month.

MIHS Student Voices for Change: This is a student led group guided by a commitment to empathy, curiosity, and accountability, Student Voices for Change seeks to instate student-led initiatives that foster open dialogues, a sense of safety, equal opportunities, and a feeling of belonging for every MIHS student, regardless of their personal identity. The students designed a Courageous Conversations poster and Teachers have been encouraged to hang this poster in their classrooms to empower Student Voices and create Courageous Conversations throughout the building. The group also partnered with QSA on the Ally Project was put together by our QSA(Queer Straight Alliance). The project includes images of students and staff saying why they are Allies. This poster is hanging in the middle of the Commons to show explicit support for all of our students at MIHS and aims to foster inclusiveness throughout the school

MIHS Women's History Month: During the month of March our ASB ran these events for women’s history month: We hung up posters around the school highlighting influential women as well as posters saying “Happy Women’s History Month”, we have women empowerment posters made by the Art Club hung up, we planned a purple out spirit day on Tuesday, March 8th for International Women’s Day (purple is the color affiliated with the holiday), for Wednesday, March 9th we created an Islander Hour Lesson with a very impactful video highlighting many struggles women face and have overcome. The lesson also has an activity after the video where students will write about important women in their life on a post-it note and these post-it notes will be collected and hung up in the school, on Friday, March 25, 2022 we brought in Hello Robin cookies (women-owned) and sold them during both lunches,

MIHS Black History Month: Our BSU led a month filled with these activities : -21 day Equity Challenge school wide- where both staff and students participated, partnership with the city by BSU to do an information session on the history of Redlining in King County and MI., Islander Hour Lessons on Implicit Bias and the Danger of a Single Story, daily announcements read by BSU members, Movie Night showing *13th* and *Between the World and Me*, virtual assemblies by BSU and Henterson Carlisle, efforts across all departments to integrate lessons of Black History and Racial Justice throughout this month and throughout the year, live music representing Black Culture by the school Band during lunch, special food items prepared by Food Services representing Black Culture served every Friday during February, and streaming powerpoint throughout the month on school monitors with pictures and History of famous Black individuals, that was updated weekly.

IMS 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, they work to give voice to student needs and agency as well as raising awareness and funds for organizations like Real Rent Duwamish and Care USA.

IMS Staff engaged in personal and reflective racial equity work led by Seattle's Raging to Equity facilitators Bernardo Ruiz and Tami Farber over the course of two district-directed training sessions. The purpose of our work was to enlist all teachers as leaders of systemic change where the examination of one's own beliefs and behaviors was centered. The work directly supported our School Improvement Goals, most significantly, Mindset 1: Behavior is Ungraded (bias-resistant practices). Staff developed an awareness of the "inner monsters" (From *Let Your Life Speak*, by Parker Palmer) and how the monsters detract us from our equity goals as well as disconnect us from our own humanity and the humanity of our students. We learned the inner monsters as possible lenses in which to view our work. These lenses have helped our staff manage personal vulnerabilities as well sustain the courageous spirit that sustainable institutional change requires. As IMS Staff continues to prioritize the inner work involved in anti-bias and anti-racist practices, our commitment to our students is to build a community of curious, connected, and joyful learners where we see, love, and affirm the humanity of all people.

IMS LA/SS:

6th Grade Language Arts Windows and Mirrors Book Clubs: In 6th grade, reading is centered around the lens of windows (texts help you see into someone else's life or experience) and mirrors (texts reflect you back to yourself). The team uses a choice graphic novel unit to allow for another opportunity for students to connect to that theme.

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 in order to prepare them for the difficult material they will encounter throughout the rest of the unit.

The grade-wide common text is *March v. 1*, 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 nonviolent protest movement in response.

After the common reading experience of *March, v. 1*, students then have an opportunity to choose a graphic novel as another window or mirror. Students have nine texts to choose from, including *American Born Chinese*, *Illegal*, *El Deafo*, and *New Kid*. These texts' topics include racism, sexism, LGBTQ struggles, privilege, differing abilities, and more. Students have a chance to learn more about someone's story they may not have known anything about or have the powerful experience of having their own story mirrored back to them. The discussions that students have with each other about these stories and their connections to them or the issues they face are moving. The texts are a jumping-off point for students to write an informative piece about a social justice topic of their choice.

7th Grade "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 adopted *Ghost Boys* by Jewell Parker Rhodes as one of the 7th grade novels. 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 fictional account of twelve-year-old Jerome, a Black boy who is 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 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 is 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 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 on others and how to change society for the better. Jerome and Sarah discover together, through dialogue, how to help change a broken system.

This unit asks students to reflect on the following 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?* Critical literacy asks students to analyze texts beyond the rich layers of authorial choices and literary techniques. At the end of the unit, students will make meaning and apply their critical thinking into a choice product that feels relevant and purposeful. This novel was chosen because it will resonate with students and support them to better navigate today's world.

8th Grade Text Diversification: In 8th grade LA, one of the ways we work to foster and embrace diversity and inclusion is through the diversification of our text sets. We continually evaluate and update our materials to ensure that every student can see themselves in our texts. We also want to provide texts where students can

learn from experiences that are different from their own. One example of this is our work to adopt diverse short stories, poems, and podcasts in our Power Text Choice Board Unit. Students use the choice board as a "choose your own adventure" selecting texts that will help them answer our guiding question: "who holds power in society and how do they use it?" When building the choice board, our goal was to represent as many identities as possible and highlight examples of the different types of power in society. Examples of the 18 choice texts include the short story "Catch, Pull, Drive" by the first openly transgender DI college swimmer, Schuyler Bailar, the episode "Status Update" about mixed immigration status families from the podcast "Code Switch", and the poem "Still I Rise" by Maya Angelou. Providing students with a choice in texts empowers them to find works that they connect with, building respect through the centering and amplification of diverse texts.

MIHS English12 Race, Identity, and Representation in Comparative Literature: This course analyzes and discusses race and identity through multiple critical lenses. The curriculum directly addresses issues of race, gender, sexuality, religion, class, ability, and culture in the modern world. Drawing from the lived experience of diverse writers, students have the opportunity to understand and analyze how writing and expression provide an insight into the history of marginalized voices and can serve as a powerful tool for social justice.

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 our 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. 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.

Island Park Daffodil Project (Fall 2021) Island Park fifth grade students had a meaningful opportunity to work with students from the high school as part of the National Daffodil Project. The Daffodil Project set a goal of planting 1.5 million daffodil bulbs in memory of children who perished in the Holocaust and in support of children suffering in humanitarian crises around the world. Working with their teachers and the high school students, students learned about the Holocaust in age-sensitive lessons and its specific connection of our school's themes and values of inclusion, diversity and social justice. The focus was on children's resilience in the face of adversity and honoring those who, because they are different, experience discrimination. The experience culminated in the planting of daffodil bulbs on the Island Park campus. Their growth and bright blooms this spring were a symbol of hope, optimism and strength. Students were invited to a community vigil in the spring as a culminating activity. Our learning community was proud of the high school students and fifth grade team for their passion to educate and inspire students while supporting a global initiative to bring beauty to the world. Their message of learning from the past to build a better and just future is inspiring.

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.

West Mercer Buddy Classes: Throughout the school, intermediate classes have partnered with primary classes through regular "Buddy Class" activities. Students are paired with one another and given opportunities to

connect, engage in learning, and build strong social connections across the school. Older students serve as peer mentors to our younger scholars and become a positive connection for them beyond their homeroom classroom.

IMS 8th Grade LA/SS and UDL: The 8th grade LA/SS team is implementing equity through our continual reevaluation of course materials to ensure that all voices are heard, whether in the fictional realm of ELA or the factual world of Social Studies/US History. We seek out multiple perspectives in order to provide students with the “windows, mirrors and sliding glass doors” that allow them to think about our subject matter in more than one way. We use the concept of UDL to remove barriers that can prevent students from accessing materials most effectively and in the process, we foster the social/emotional connections that make every day in the classroom not just an opportunity to “behave” and find “right answers,” but to be curious, to ask questions, to grow stronger academically by exploring ideas in new ways and multiple formats. Best of all, this is not done in a silent silo of work completed alone and in private, only to be shown to a teacher at the “end” of the learning. Instead, students work collaboratively, teachers provide feedback throughout the learning process and we share in successes through sharing work with each other, the whole class and sometimes families.

IMS Inclusive Schooling for Para Educators: This year, the Para Educator team at IMS has formed a Professional Learning Community. Their work as a PLC centers on inclusive practices and serving all students in a general education setting. The para PLC has reviewed videos and materials from Inclusive Schooling, led by Dr. Julie Causton and Dr. Kristie Pretti-Frontczak. The professional learning sessions are broken down into four categories: “Going Beyond the Label,” “Helping Kids Become Independent,” “Decoding the ABC’s of the IEP,” and “Dealing with Big Emotions.” Following the video and reading sessions, the para PLC meets to discuss the learning and make meaning by applying the work to IMS. The work of the Para PLC is directly aligned to our work in increasing access to general education for all students, implementing UDL practices in the classroom, and continuing our implementation of the four mindsets of Grading for Equity.

MIHS Clubs & Organizations: Through teacher and administrative support, many student clubs and organizations have mobilized to support action toward equity and anti-racism. 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**
- **Athletic Leadership Team** - We have three distinct subgroups on our athletic leadership team such as the community service / servant leadership group, social justice through athletics group, and school pride and sports culture group. All of which focus their attention on making MIHS a better place to live and learn with an emphasis on equity for ALL students.

Theme 3 - Equity

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, studying the WA Ethnic Studies Framework, a book study using Zaretta Hammond’s *Culturally Responsive Teaching and the Brain*, and the creation of a wealth of age-appropriate resources and lessons around issues of equity and “Black Lives Matter at Island Park” weeks of learning.

Northwood Principal's Cabinet: This year the Principal's Cabinet at Northwood focused a lens of equity on behavior data that has been collected. There was heavy discussion around the disparity between gender in the data. Upon further reflection, our team looked for antecedents and root causes for some behaviors seen at school. We hosted Jessica Minahan, BCBA, as she trained our teachers to look specifically at the role increased anxiety has in difficult behaviors. She shared tools and supports with teachers to help address anxiety as a root cause. Some staff members have also committed to a book study of *Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* by Jessica Minahan - so they can continue to utilize these tools as they support students.

Lakeridge Equity Team: The Lakeridge Equity team focused their work this year on curating monthly collections of equity resources for teachers while also developing a yearlong DEI calendar and resource folder for teachers. Our Lakeridge Equity team, including parent team members, represented Lakeridge on several District-wide committees, including the Hackman Consulting Group cohort and Superintendent's Equity Advisory. Finally, our Equity Team delivered two whole-staff professional learning sessions - one on Universal Design as an equity move and the other focused on fostering civil discourse in classrooms specifically to discuss the ongoing conflict in Ukraine.

Island Park Fifth Grade/PTA fundraiser Fifth graders, working with the school's PTA, sponsored a series of hot chocolate Wednesdays that raised over \$3000.00 for Ukraine refugees. Students, through age-appropriate articles and videos learned about the plight of refugee children. Students created posters that graced the school's hallways.

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 sources 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.

IMS Grading for Equity Mindsets: IMS staff is systematizing "Grading 4 Equity Mindsets," meaning Mindset 1) Student behavior is ungraded which increases bias-resistant practices, Mindset 2) The "veil" is lifted for students so they know the steps involved to progress to high levels of learning, Mindset 3) Students have flexible means to engage in learning, and Mindset 4) Students will have multiple opportunities to show evidence of understanding because learning never ends. Integrating these mindsets is the primary focus of our learning as a staff, student body, and community in order to translate into equitable outcomes for all students. IMS has drafted a Learner Profile and Staff Commitments reflecting the mindsets and competencies of our staff and students.

IMS Inclusive Practices and UDL: IMS values student diversity and the range of learner variability present at all times. We embrace inclusive practices that ensure that the "essential learning" is measured after students are offered a variety of ways to enter into, practice, and engage with the content. Teachers are committed to assessing multiples of showing understanding by gathering evidence where it exists. They utilize formative assessments to evaluate the effectiveness of the instruction and allow for reassessment. IMS encourages students to take risks and lean into challenges because we know that students learn through productive struggle. We align standards (specify what all students should know and be able to do by the end of the school year) with proficiency scales (a detailed learning progression for students). This creates an environment where inclusive practices can flourish because Tier 1, 2, and 3 support are aligned with the student learning goals, therefore

increasing the access and opportunity for growth. Ultimately, at IMS we believe learning is never done and we predict barriers to learning and design intentionally to support our learners with increased access. Integrating Universal Design for Learning into our mindsets and Professional Learning Community work has embedded our equity work into every classroom, positively impacting every student's learning experience.

IMS Social Justice - Race/Ethnicity, Sex/Gender, Sexual Identity: In this course, we examine the role that identity and privilege play in all of our lives, specifically examining the areas of race/ethnicity, gender, and sexual identity. Students are invited to learn what goes on in our country and to empathize with people with many different backgrounds and experiences— including, of course, the other members of the class. This class involves a lot of conversations (whole group, one-on-one, and small group— including weekly “tea”!) while exploring complex, important issues that impact us all. If you want to be part of the movement toward a more just society (and have great time doing it!), this might be the class for you! Contact Litza Johnson if you have any questions.

IMS Social Justice – SES, Ability/Disability, Mental Health: In this course, we examine the role that identity and privilege play in all of our lives, specifically examining the areas of socioeconomic status (how much money a family has), ability/disability, and mental health. Students are invited to learn what goes on in our country and to empathize with people with many different backgrounds and experiences— including, of course, the other members of the class. This class involves a lot of conversations (whole group, one-on-one, and small group— including weekly “tea”!) while exploring complex, important issues that impact us all. If you want to be part of the movement toward a more just society (and have great time doing it!), this might be the class for you! Contact Litza Johnson if you have any questions.

CARES Data & Student Support Team: During the 2020-21 school year, the CARES team was established to contact students and their families who were experiencing poor grades and attendance during remote learning. This school year, the CARES team and its various roles have been shifted to the Student Support Team (SST). The SST meets weekly to review CARES data (students who are failing in 3 or more classes who may also be experiencing attendance challenges) and other teacher recommendations for students who may be in need of support. The SST makes recommendations and the students review the recommendations with their counselors and family members. This promotes self-advocacy and guides responsible decision making, while supporting executive functioning and social/emotional needs.