

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

March 28, 2019

Full Governance Process Monitoring – Board Policy 2020 | Fundamental 7

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

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

Applying the Superintendent’s Interpretation of Fundamental 7, which was approved by the Board on December 10, 2015, and is set forth in the agenda, the leadership team prepared the following monitoring report. The quantitative indicators reflect relevant data, while the qualitative indicators show efforts related to the three themes of diversity, inclusiveness, and equity.

QUANTITATIVE INDICATORS

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

District Race/Ethnicity Breakdown	13-14	14-15	15-16	16-17	17-18	18-19
Hispanic/Latino	3.9%	4.2%	4.1%	4.4%	4.6%	4.8%
American Indian/Alaskan Native	0.3%	0.2%	0.2%	0.2%	0.1%	0.1%
Asian	18.5%	19.4%	19.4%	20.0%	21.1%	21.9%
Black/African American	1.4%	1.2%	1.0%	1.0%	0.9%	0.9%
Native Hawaiian/Other Pacific Islander	0.3%	0.2%	0.2%	0.2%	0.1%	0.1%
White	69.8%	67.9%	67.2%	65.7%	63.8%	61.6%
Two or More Races	5.8%	6.9%	7.9%	8.6%	9.4%	10.6%

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

The change noted above is reflected and supported by comparing the race/ethnicity of kindergarten and Grade 1 students with the race/ethnicity of the Grade 11 and 12 students (below). Fewer students who identify as “white” are entering our schools in elementary 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	2016-2017		2017-2018		2018-2019	
	Gr K and 1	Gr 11 and 12	Gr K and 1	Gr 11 and 12	GR K and 1	Gr 11 and 12
Hispanic/Latino	6.7%	4.1%	7.3%	4.4%	6.6%	4.5%
American Indian/Alaskan Native	0.0%	0.8%	0.0%	0.5%	0.0%	0.3%
Asian	20.4%	20.7%	24.7%	19.6%	25.2%	19.5%
Black/African American	0.8%	1.3%	1.3%	1.2%	0.9%	1.2%
Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%
White	60.3%	69.0%	54.3%	69.2%	52.4%	67.7%
Two or More Races	11.9%	4.1%	12.4%	5.0%	14.9%	6.8%

English Language Learner (ELL) Parent Survey

Each ELL family was asked to participate in a survey in alternate years to provide feedback about their experience as a family in the District, as well as the supports afforded to their child(ren). The District, in alignment with the Consolidated Review Process, uses the instrument designed and published by OSPI. The survey is offered in each family’s home language as well as English. The ELL Parent Survey is administered every other year, therefore, data is not available for the 18-19 year.

Theme	Indicator	SY 15-16	SY 16-17	SY 17-18	SY 18-19
ELL Parent Survey Data	% of parents who agree “I feel welcome when I visit the school.”	89	N/A	72	N/A
	% of parents who agree “I know what language development services my child is receiving.”	89	N/A	78	N/A
	% of parents who agree “I understand how the English language support is helping my child.”	93	N/A	77	N/A
	% of parents who agree “My child is learning the skills and knowledge necessary for success.”	93	N/A	78	N/A
	% of parents who agree “School staff provide extra help when my child needs it.”	89	N/A	80	N/A
	% of parents who agree “School staff recognize my child’s academic and personal accomplishments.”	89	N/A	77	N/A
	% of parents who agree “The school’s language development program helps my child learn our native language.”	58	N/A	*	N/A
	% of parents who agree “I understand the	87	N/A	*	N/A

	importance of helping my child learn our native language.”				
	% of parents who agree “School staff value my family’s culture.”	80	N/A	80	N/A
	% of parents who agree “My child’s school makes it easy for me to participate in my child’s education.”	82	N/A	82	N/A
	% of parents who agree “School staff use my ideas to improve the school’s language development program.”	56	N/A	70	N/A
	% of parents who agree “School staff use the personal and academic information that I provide to help my child.”	56	N/A	60	N/A
	% of parents who agree “Teachers communicate with me about my child’s progress in language development and academic subjects.”	93	N/A	74	N/A

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

Highly Capable Demographic Distribution

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

Gender	School Year									
	14-15		15-16		16-17		17-18		18-19	
Male	410	55.8%	442	56.5%	453	56.7%	427	54.0%	412	56.4%
Female	325	44.2%	340	43.5%	336	43.3%	363	46.0%	319	43.6%

The current gender distribution for the district is 53.8% male (1.04 HiCap proportionality) and 46.2% female (0.94 HiCap proportionality). The District is committed to identifying the most highly capable students in the District and recognizes that perfect proportionality is not the goal, although monitoring is essential to ensure equitable access for highly capable students.

Race and Ethnicity Demographics	2016-2017		2017-2018		2018-2019	
	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent	Highly Capable Percent	District Percent
All other races*	13.5%	14.3%	14.3%	15.1%	16.0%	16.5%
Asian	25.0%	20.0%	25.8%	21.1%	27.2%	21.9%
White	61.4%	65.7%	59.9%	63.8%	56.8%	61.6%

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

When analyzing the ethnic/race demographics, the 2018-2019 data reveals that Asian students continue to be slightly overrepresented, while “white” students are slightly underrepresented. The percentage of Hispanic/Latino, American Indian/Alaskan Native, Black/African American, Native Hawaiian/Other Pacific Islander, and two or more races have been combined because of OSPI suppression rules. Students accessing HiCap services who identify with one or more of these races and ethnicities closely reflect the overall demographics in these federal categories to the overall percentage of students within the District.

Academic Course Access

Academic course access was investigated with the use of proportionality metrics for a variety of student groups. The proportionality index compares the percent enrollment in a specific course with the overall percent of that ethnicity/race, gender or special population in the school. A value of one means that the proportion of students in a specific course matches the overall proportion of the students in the general population. Numbers above or below one represent 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	2016-2017		2017-2018		2018-2019	
	Honors	AP	Honors	AP	Honors	AP
Female	1.0	1.1	1.1	1.1	1.0	1.1
Male	1.0	0.9	0.9	0.9	1.0	0.9

Ethnicity/Race	2016-2017		2017-2018		2018-2019	
	Honors	AP	Honors	AP	Honors	AP
Asian	1.0	1.2	1.1	1.2	1.1	1.3
Black/African American	0.7	0.5	0.7	0.4	0.4	0.4
Hispanic	0.7	0.7	0.7	0.9	0.8	0.9
American Indian/Native Alaskan	0.5	1.3	**	**	**	**
Two or more races	1.1	0.4	0.9	0.6	0.9	1.0
Native Hawaiian/Other Pacific Islander	**	**	**	**	0.4	**
White	1.0	1.0	1.0	1.0	1.0	1.0

* N is less than 10 students

Special Programs	2016-2017		2017-2018		2018-2019	
	Honors	AP	Honors	AP	Honors	AP
504 students	0.9	1.0	0.8	0.9	0.8	1.0
Bilingual Education students	0.8	0.3	0.4	0.2	0.5	0.5
Special Education students	0.2	0.2	0.2	0.1	0.2	0.2

In reviewing these data, it is noted that gender enrollment is proportional to the overall school population. With regards to ethnicity/race, there is underrepresentation of Black/African American in both AP and Honors courses. 504 students are proportionally represented in AP and Honors courses, while bilingual students are underrepresented in 2018-2019. While the proportionality numbers for special education students is low, they indicate that special education students are accessing the Honors and AP curricula. The High School continues to examine these numbers, the students they represent, and how to remove barriers. The High School continues to offer opportunities to and encourages all students to access honors and AP courses.

Boys and Girls Athletic Participation

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.

Boys outnumber girls in WIAA recognized sports at IMS and MIHS, a trend that has been consistent over several years. However, when compared to the gender percentages of the District as a whole (53.8% male, 46.2% female), athletic participation is proportionate to the greater population. This is important to recognize for a number of reasons:

- MIHS offered the same number of sports but four fewer teams this year, which did not impact participation by gender;
- MISD continues to honor, support, and adhere to the expectations of Title IX; and
- The participation percentages mirror or expressed values of equity and inclusion.

Number of Sports by Gender

	2015-2016		2016-2017		2017-2018		2018-2019	
	MIHS	IMS	MIHS	IMS	MIHS	IMS	MIHS	IMS
Boys	13	3	13	3	13	3	13	3
Girls	14	4	14	4	14	4	14	4
Total	27	7	27	7	27	7	27	7

Student Participation in Athletics by Gender

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

	2017-2018			
Gender	MIHS Number of	MIHS Athletic Program	IMS Number of Participants	IMS Athletic Program

	Participants	Participation Percent		Participation Percent
Boys Participating	477	61.2%	181	50.1%
Girls Participating	368	38.8%	180	49.9%
Total	845	100%	361	100%

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

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

	Participants			
Activity	2015-2016	2016-2017	2017-18	2018-2019
Drill	29	33	36	33
Cheer (Girls)	34	22	30	35
Cheer/Stuntmen (Boys)	9	7	2	0
Unified Sports	not reported	not reported	not reported	16 Athletes 38 Partners

Discipline Data

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

District Race/Ethnicity Breakdown	2015-2016	2016-2017	2017-2018
	MISD	MISD	MISD
Hispanic/Latino	1.0	0.0	0.54
American Indian/Alaskan Native	0.0	**	0.0
Asian	0.6	0.6	0.59
Black/African American	0.0	0.0	0.0
Native Hawaiian/Other Pacific Islander	0.0	**	0.0
White	1.2	1.2	1.33
Two or More Races	0.5	0.6	0.0

** N is less than 10 students

Data reflects out of school suspensions and expulsions for 2017-2018. Less than 10 in-school suspension incidences were enacted in 2017-2018.

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

Educational Effectiveness Annual Survey

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

	Indicator	SY 13- 14	SY 14- 15	SY 15- 16	SY 16- 17	SY 17- 18
EES Survey Data	% of staff who agree “The curriculum we teach reflects the diversity of the community we serve.”	49	45	47	50	59
	% of parents who agree “This school has activities to celebrate different cultures, including mine.”	51	46	46	56	69
	% of staff who agree “This school has activities to celebrate the diversity of this community.”	52	55	52	65	67
	% of students who agree “This school has activities to celebrate (culture) student differences.”	50	50	61	58	50
	% of students who agree “The school respects student differences (different cultures) in our community.”	80	79	71	81	82
	% of staff who agree “We have opportunities to learn effective teaching strategies for the diversity represented in our school.”	41	38	57	55	65
	% of staff who agree “We are provided training to meet the needs of a diverse student population in our school.”	32	37	52	59	63
	% of staff who agree “The school addresses issues of diversity (cultural responsiveness) in a timely and effective manner.”	46	50	54	60	71

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. The survey suggests areas of growth and regression, which help us think through continued efforts and future goals.

Staff perspective:

- Although we saw a significant increase of 9 percentage points in staff indicating we provide diverse materials and curriculum that reflects the diversity of our community, seeing that only 59% of staff indicate this is always/almost always true, indicates this remains a necessary area of focus.
- The staff indicated a continued area of improvement in the activities in the schools to celebrate diversity.
- Another significant positive improvement indicator is that professional development is focused on receiving training to meet the needs of a diverse student population which improved by 10% which is reflective of the ongoing professional learning specifically in this area.

Student perspective:

- For the second consecutive year, students’ perceptions of our schools having activities to celebrate differences (cultures) declined. This year it decreased by 8% indicating we need to seek student input about how we can better address their needs.
- Over time, the student perception of accepting differences has remained mostly unchanged (with the exception of a jump between 16-17 and 17-18).

Parent Perspective

- The most significant growth we experienced were the perceptions of how parents feel our schools celebrate different cultures improving by 13%. It is curious to see such an increase from parental perceptions and yet a significant decrease from students. This is an area to celebrate on the parental side, but again emphasizes our need to elicit student voice in addressing the topic.

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 2018-2019.

2018-2019 MIHS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	2.1	0.9	1.1
American Indian/Alaskan Native	**	1.7	**
Asian	0.4	1.4	0.9
Black/African American	**	1.1	1.4
Native Hawaiian/Other Pacific Islander	**	1.6	1.8
White	1.1	0.9	1.0
Two or More Races	0.9	0.8	1.1

** N is less than 10 students

2017-2018 MIHS Fine Arts Enrollment

District Race/Ethnicity Breakdown	Drama	Music	Visual Arts
Hispanic/Latino	1.9	1.1	0.9

American Indian/Alaskan Native	**	**	**
Asian	0.3	0.9	1.1
Black/African American	0	1.4	0.3
Native Hawaiian/Other Pacific Islander	**	**	**
White	1.1	1.0	1.0
Two or More Races	1.1	1.2	0.9

** N is less than 10 students

2018-2019 IMS Fine Arts Enrollment

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

2017-2018 IMS Fine Arts Enrollment

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

** N is less than 10 students

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

QUALITATIVE INDICATORS:

The following qualitative data provides snapshots into Fundamental 7 - *Foster and embrace diversity, inclusiveness and equity with a focus on respect and acceptance of every student*. Several but not all will be highlighted at the March 28, 2019 Board meeting.

Theme 1 - Diversity

Superintendent's Equity Advisory Committee (SEAC): In the late spring of 2014, former District Superintendent Dr. Gary Plano launched the Superintendent Diversity Advisory Committee, comprised of

parent and community representatives to advise him on matters of diversity and equity. During the search for a new superintendent in 2017, the Board affirmed that this was a committee they supported beyond Dr. Plano's tenure.

Since joining the District, Superintendent Colosky has worked to lead the S-DAC and confront new challenges, including changing the committee's name to the Superintendent's Equity Advisory Committee (SEAC). This school year, the SEAC worked closely with the Puget Sound Educational Service District (PSESD) to redefine the purpose of the committee and broaden the perspective of members within the region. One significant change that continues this year is Superintendent Colosky's desire to have staff member voices play a more prominent role on the committee. Thus, one representative from each level (elementary, middle and high school) attends the SEAC as a standing member.

The SEAC regularly convenes throughout the academic year. As stated in the SEAC's Charter, the District is committed to fostering an environment of diversity and to developing the social identity and academic achievement of every child. While diversity is viewed broadly, the charter sometimes focuses on addressing issues around racial diversity, since it remains a key issue locally, regionally, and across the nation. The SEAC is closely considering the Board's draft revisions to its vision, mission, and values, as the SEAC reimagines its purpose.

MIHS Equity Team: Mercer Island High School's Equity Team is advancing its focus on self-awareness activities and relevant issues to engaging teachers in equitable and inclusive practices from a classroom and building systems level. MIHS continues to use bridges and the classroom to expose our students to concepts of diversity, equity and inclusion and current social justice issues that arise both locally and nationally. Over this school year staff have participated in trainings and exercises aimed to make them reflect on their practice, the environment they create and nurture and how they engaged with students. One of the exercises that staff participated in used an article entitled, *Creating Safe Spaces in Predominantly White Classrooms*. We used a structured protocol for the staff to have an in-depth conversation to discuss what that can look like in our classes at MIHS. A second exercise that teachers engaged in was around examination of why some students are silent. This exercise provided teachers multiple theories or explanations as to why students choose to be silent in class. Student silence does not automatically mean students are not engaged. In fact, silence may be the way students process information when they do not consider the environment safe for speaking out, or results from a variety of other factors. Teachers were able to explore and rethink what they feel about student silence. These are just an example of two of the trainings from this year.

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

Margins Program: This is a new program at the high school this year. It is a 5-month social justice program which includes a 1-week immersion trip to Los Angeles, California, to work with some of the most marginalized populations in the United States. The areas of study for this year's program will be incarceration, immigration and homelessness. The program begins with teaching students about how race, ethnicity, socioeconomics, the cycle of socialization and other concepts intersect in society. Students meet once per week for the entire length of the program. Once they return from Los Angeles, students will be required to create a social justice action plan as a way to bring their learning back to their own community. The program hopes to branch out to other parts of the country to work with other marginalized populations.

IMS Diversity Team: In following the lead of the Superintendent's Equity Advisory Committee, Islander

Middle School has continued the Diversity Advisory Team for the 18-19 school year. The team is comprised of IMS teachers, administrators and parents. This year, we are also fortunate enough to have a student join us for our meetings. For this school year, the committee has focused on developing a set of articulated goals, as well as smaller, more concrete objectives, for students in terms of diversity and equity education during their time at IMS. Following the development of these goals, the team will work on making sure a plan is in place for students to meet these goals in grades 6, 7, and 8.

Island Park Diversity/Inclusion Team: The Island Park Equity and Inclusion statement includes commitments to:

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

To that end, diversity initiatives include staff development on topics ranging from Positive Behavior and Supports (PBIS) and inclusive practices to data collection and social emotional curriculum. The IP diversity/inclusion focus is on relational equity with the aim of providing each student the emotional and social support he or she needs to thrive in the school setting. Staff development is based on take-a-ways from workshops facilitated by Dr. Caprice Hollins, Ben Ibale and Dr. Lisa Hoyt (PBIS Educational Consultant). Staff has also allocated some of their Professional Learning Community (PLC) time on fine-tuning Mindfulness and Second Step lessons.

Various community and school-wide events, as well as classroom activities, celebrate and honor diversity throughout the school year. The PTA has supported our initiatives through a very well-attended International Night that helps students develop awareness of and appreciation for diversity in our community. This year, the following assemblies are scheduled that celebrate diverse cultures and inclusion: 1) Robbi Kumali, West African Drum/multicultural assembly; 2) Tap Root Theater - The Case of the Missing Friends; and 3) the Japanese Taiko Drums.

Lakeridge Equity & Diversity Work: Lakeridge Elementary School's work this year has continued to build upon past diversity work with increased emphasis on expanding diversity to include the broader, more inclusive themes of equity and inclusion. We continue to work on inclusive classrooms that embrace all learners and a school culture that fosters respect, belonging, connection, and value for all. To these ends, we continue to seek out opportunities to enrich classroom instruction that embraces diversity while at the same time putting much time and effort into better serving diverse needs. We have continued to bring in Artists-in-Residence, such as, a renowned Native American artist and storyteller for third grade, Bollywood dance instruction in PE, a Japanese internment camp survivor, and fifth grade author visit by David Greenberg, whose father was Dr. Martin Luther King, Jr.'s attorney. Every classroom, taught and celebrating diversity in January around MLK day and into February with Random Acts of Kindness and Black History Month studies. Similar culturally relevant events and studies around the building throughout the year taught our community about different languages; Hispanic, Indian, Asian and Jewish cultures; women in history; people with disabilities; and many more that reflected and honored our population and the world. Every year, every third grader presents a family ancestry project followed in January by our annual PTA-sponsored International Night celebrating the rich international diversity of the Lakeridge community with displays of food, art, culture, music, dance, and related performances. We have continued inclusion of cultural and special programs (Special Education and Highly Capable) representatives on our Parent Advisory Council and also started several student advisory councils that very intentionally include cross-sections of students representing our student population. Our Student Council has sponsored several kindness events including our upcoming "Rainbow Day" for which grade levels will wear individual colors of the rainbow showing our care, tolerance and acceptance of all people. Several classrooms participate social justice/action projects, such as, Merchants for a Cause in our Highly Capable program,

Reading Without Walls in our Library, and the Giraffe Project in second grade – all of which celebrate diversity and promote equity. Lakeridge continued to expand individual classroom libraries as well as the school library to include a rich depth and breadth of literature highlighting a wide variety of age-appropriate diversity, equity and social justice topics.

Lakeridge has also continued our work to train and support all staff members toward becoming a culturally relevant, inclusive school for every student including students with differing abilities and learning needs. To address our growing population of English Language Learners, we have sent teachers to GLAD training. To address students of differing abilities, we have provided professional development around proactive classroom management strategies and inclusive classroom practices that allow for all students, regardless of ability, to have greater access to and success in general education classrooms. Certificated staff is engaging in collective book study of “The Inclusive Education Checklist: A Self-Assessment of Best Practices”. Our special education department has continued to move towards more connected, inclusive partnerships with general education classrooms to explore avenues for students with IEPs to receive more services in-class and tighten the alignment of core instruction in the classroom with special education and intervention services. Finally, we’ve continued our monthly trainings for para-educator staff emphasizing inclusive and restorative practices, Second Step and social-emotional learning and support, de-escalation strategies, and more.

Northwood Equity Team: Northwood created a site-based Equity Team when the school opened in the 2016-17 school year and has continued its work since that time. As we have learned more about the students served at Northwood, we are working to continue to develop instructional strategies and curriculum options to engage diverse learners, and to celebrate and honor a diverse community through curricular events and community involvement events. Staff has also been focused on fine-tuning the Positive Behavior Intervention and Support System, including Mindfulness lessons and Second Step, positive Character Trait development, all of which contribute to a positive culture of empathy and acceptance of others. The Equity Team has applied an equity lens to this work, surveying students and considering ways in which we support all our students by building a welcoming, inclusive community. We found an increase in the number of students who report “I feel a part of my school”, with 95% responding positively. We have endeavored to schedule school events, such as Book-It Theatre company presentations, that provide students with stories about kids and families from varied backgrounds, helping them understand and empathize with people of diverse experiences. Northwood continues to welcome many English Language Learners to our building, and to support them, each grade level has one or two team members who have engaged in six days of training in Guided Language Acquisition Design (GLAD), a collection of strategies to support English Language Learners in developing language skills alongside content learning. These leaders were provided with release time for planning and have collaborated with one another to create effective lessons to support all learners. Additionally, we hosted an ELL-focused Principal’s Coffee in the fall to welcome new families and provide information to support their transition into our school. The PTA has supported our equity initiatives through a very well-attended International Night that helps students develop awareness of and appreciation for diversity in our community.

West Mercer Equity Team: West Mercer Elementary School created a site-based diversity team during the 2015-2016 school year and has continued its work into the 2018-2019 school year, renaming it an Equity Team. During regularly scheduled meetings, the team focuses on questions and activities to build awareness, knowledge, and skills for both staff and students. The focus of West Mercer for the 2018-2019 school year continues to be looking at “Invitational Education”; celebrating ways that we welcome new families into our classrooms and our school and then focusing on ways we can be even more invitational. The equity team is comprised of general education teachers, specialists, administrators and an ELL teacher. The team is continuing to build personal culturally sustaining strategies through a book study, *What if I say the Wrong Thing*, and through attendance at a December 2018 Cultures Connecting conference, Talking with Children and Youth about Race. Future goals include connecting culturally sustaining practices with classroom management strategies (PBIS).

Island Park Library Collection: The Island Park library continues its purposeful acquisition of picture books and novels that depict, through illustrations and text, our society and student body's demographics, while also addressing age appropriate issues of diversity, equity and social justice. Topics include the history of women's rights, stories of citizens with disabilities, as well as Native American, African American, Latino/Hispanic, and Asian biographies, history, and stories (folk tales, historical fiction, and poetry). Foreign language materials representing 11 different countries are available to students supporting cultural diversity. These books were purchased in the Fall of 2019 through PTA grants. Teachers were also awarded grants from the school's PTA and Mercer Island Schools Foundation to enhance their multicultural classroom libraries.

West Mercer Professional Learning: West Mercer has continued to embrace Guided Language Acquisition Design (GLAD) as a means of support for our many ELL students. 13 of our teachers, 11 of our 23 classrooms (along with our ELL and Music teacher), participated in six days of intensive training. GLAD strategies are being used throughout the building and our GLAD trained teachers have taken on leadership roles to share these GLAD strategies among the staff.

Northwood Professional Learning: Northwood has continued to grow in our learning and implementation of Guided Language Acquisition Design (GLAD) to support for our ELL students. Fourteen of our teachers have participated in six days of intensive training during the last three years. GLAD strategies are being used throughout the building and our GLAD trained teachers have periodically had the opportunity to share these GLAD strategies with the staff.

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

IMS MLK Recognition Efforts (January 2019): In recognition of MLK day, all IMS students attended grade-level presentations in the gym by Living Voices. "The Right to Dream" was told from the point of view of a young African American man who was growing up in a small town in Mississippi on the brink of the American Civil Rights movement. In addition, all staff members were directed to find a connection to MLK, diversity or equity in their lessons for the day. IMS wanted all students to experience the mission and goals of MLK in every class period they attended and to see that there can be a connection from his message and actions into every fiber of today's society. The admin team provided some support resources that teachers could consider using in their lesson planning. The school is very proud of our teachers and the events from this day.

Bronx Masquerade:

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

IMS Social Justice Elective:

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

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.

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

Theme 2 - Inclusiveness

IMS Student Mentor Program: One of the most popular elective courses at Islander is the student mentor program. Student mentors help peers with special needs by participating in electives, working on academic skills, adaptive skills, and assisting in social settings. The student mentors explore issues involving diversity, inclusion, and learning leadership skills. Assignments include student goal setting, learning about their own personality, reflecting on students' impact on others, and daily positive participation. Motivation, compassion, initiative and responsibility are characteristics needed by student mentors. Over 40 students participate in this program each year as mentors. Peer mentors leave this program with new and lasting friendships, and a better understanding of the capabilities of their peers with disabilities.

PBIS - All Elementary Schools: All Mercer Island elementary schools are continually practicing and reinforcing the tenets of PBIS to include all learners through common expectations and shared language. There are posters throughout all buildings highlighting student expectations in the various learning spaces (hallways, bathrooms, lunchroom, classrooms, to name a few) allowing all staff to use a shared language to provide common supports for students as they navigate their way through the day. All elementary schools have a recognition lunch for students who exemplify the type of learner that our PBIS supports. West Mercer and Northwood display a picture of these students each month in the respective entryways, as well as send a congratulatory parent communication home. Northwood also has a monthly all-school assembly to celebrate the ways in which students are engaging in positive behaviors and to kick-off a school-wide behavior focus for the following month. All schools have been working with Dr. Lisa Hoyt, a PBIS educational consultant, to guide and refine our PBIS systems in each of the elementary schools.

West Mercer/Northwood Great Kindness Challenge: This year, West Mercer and Northwood students took the Great Kindness Challenge. For two weeks in January, all students made an effort to engage in as many acts of Kindness as they could as a way to make their school a safe, accepting, and inclusive place.

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

IMS ELL Program: Every day the students in the IMS ELL (English Language Learners) program make a difference here at school. These amazing students arrive in a new land, speak a new language, live in a new culture, and, through it all, thrive and survive. We have fourteen students this year spanning 6th through 8th grade and speaking nine different languages and encompassing all levels of proficiency in English. We embrace diversity every day and work every day towards inclusiveness. We are a team brought together by the common thread of mastering English and, through respect and support for each member of the class, we move forward every day.

Restorative Practices at MIHS: The MIHS Restorative Justice Committee has presented twice to our entire staff last year to model what Restorative Circles and Circle Shares look like in the classroom. The committee determined that in order for Restorative Circles to be effective, students need to practice the skills through Circle Shares. Teachers from all content areas have incorporated the Circle Shares into their practices. These circles provide every student an opportunity to share their thoughts on topics ranging from weekend plans to school threats and they help create an inclusive and safe environment. In March, we offered "listening circles" for students to voice how they are feeling as students at MIHS. A second bridges session will be used to explore and discuss: As an Islander, what do we stand for? How does it show up or not show up in our actions?

Unity Assembly: One action to come out of the listening circles was the need for a "Unity" assembly. A group of students worked with multiple clubs and other student groups to put on the assembly. The assembly sought to provide students a greater context to anti-Semitism, the horrors bestowed upon millions of people by the Nazi Regime led by Adolf Hitler, and hateful or insensitive actions experienced by some of the other marginalized groups at MIHS.

Unified Sports and Activities

Unified sports and activities is an inclusive program that encourages competitive involvement from students of all ability levels. Mercer Island High School students, with and without disabilities, compete together to build inclusive teams and lasting friendships. Mercer Island High School students participated in basketball, soccer, and Robotics. For the first time in 2018, MIHS participated in Unified Robotics. Five competitors and three partners formed the MIHS team. Students made two robots and competed in a district tournament at the Seattle Science Center. The Unified Basketball team competed in six tournaments this year. The team was comprised of 25 partner participants and five athletes. The soccer season is just underway and the team plans to compete six tournaments. The current roster has 10 partners registered and six athletes. The MIHS Unified team is sponsored by two MIHS teachers. The team has an MIHS teacher who coaches robotics, and a certified coach/community member who is the coach for soccer and basketball.

Theme 3 - Equity

SWIS Data: All elementary schools use School-Wide Information System (SWIS) to collect student behavior data. The data provides our schools a way to look at who is being referred and for what behavior, how often a

student/students are being referred, what time of day, what day of week, from what space (PE, Spanish, recess, lunch, classroom, etc.), what grade levels and what gender. While each of our elementary schools are in various stages of collecting behavior data across all settings, SWIS supports safer schools by empowering our leadership teams to make data-based decisions as problems emerge. Principal Cabinet members at Northwood and West Mercer are continuing to look at this data and determine targeted “next steps” to ensure that students who need additional support are getting it. Cabinet members also look at school practices as a system and offer refinements to the system. At Island Park and Lakeridge, this process is emerging as our school team works on revisions to expected school-wide behaviors and the behavior data collection forms that feed into the SWIS system.

6th Grade Language Arts Diversity Literature Circles: In Language Arts classes, students will participate in literature circles that include themes of diversity and will read about characters who struggle with racism, sexism, ableism, and other difficult issues. The 6th grade team believed our students needed more opportunities to choose texts that tackled these important social issues, particularly running counter to the current of white, straight, male perspectives. The team also specifically chose graphic novels for this purpose as it could offer easier access and higher engagement to discuss difficult issues. Often, students see themselves in the lives and experiences of the protagonists, and for students who don’t easily identify with the main character, reading about it is a practice in empathy building and experiencing the world through another lens. Students will engage with these tough topics through student-driven discussions and written responses. The diversity in literature curriculum both gives students a better understanding of their world and the struggles people face, and also a better understanding of themselves and who they want to be.

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

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