Superintendent Equity Advisory Committee (SEAC)

Mercer Island School District (MISD)

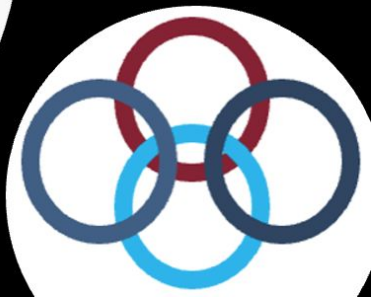
Thursday May 18, 2023

Facilitated by Sarah Karim

We acknowledge that we occupy the ancestral lands of the Coast Salish Peoples, in particular the Duwamish and Snoqualmie Tribes. We see you, respect your right to sovereignty and self-determination, and are committed to being better listeners, learners, and in lifting indigenous voices.









Punctuation
Positive Gossip

Find one other person and stand directly across from them, face to face

Share something positive about any other person in this group based on their recent behavior or contributions to DEI at MISD

- 3 minutes total
- 1.5 minutes each
- Wait for the ding to switch roles

Find one other person and stand directly across from them, face to face

Share something positive about a person that has guided or supported you personally or professionally (they may not be present) in your DEI journey this past year

- 3 minutes total
- 1.5 minutes each
- Wait for the ding to switch roles

Find one other person and stand directly across from them, face to face

Share something positive about the behavior or contribution of *your* partner (the person in front of you) to DEI at MISD

- 3 minutes total
- 1.5 minutes each
- Wait for the ding to switch roles

Any stories to share with others?

1) Is there an AHA or a shout out you really want to share with others?

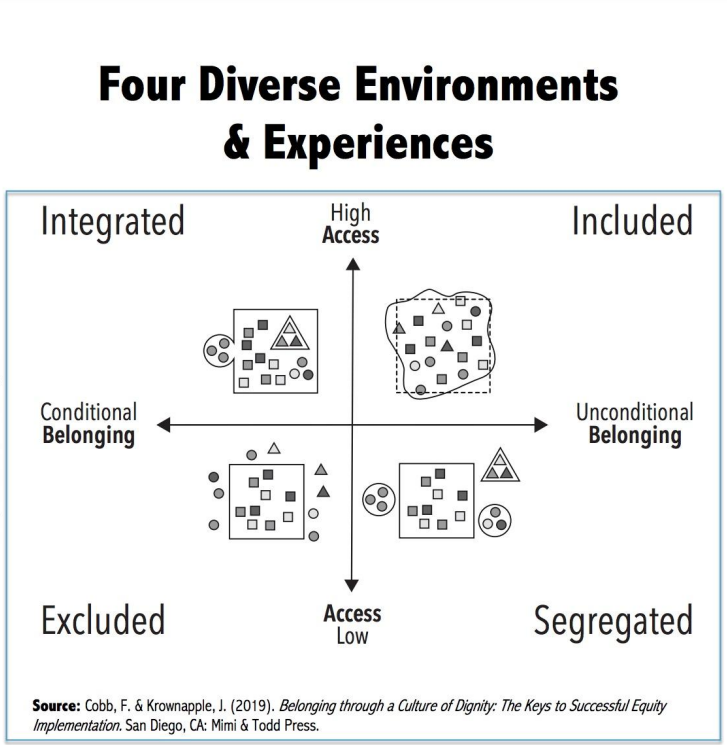
What We Hoped to Accomplish Today

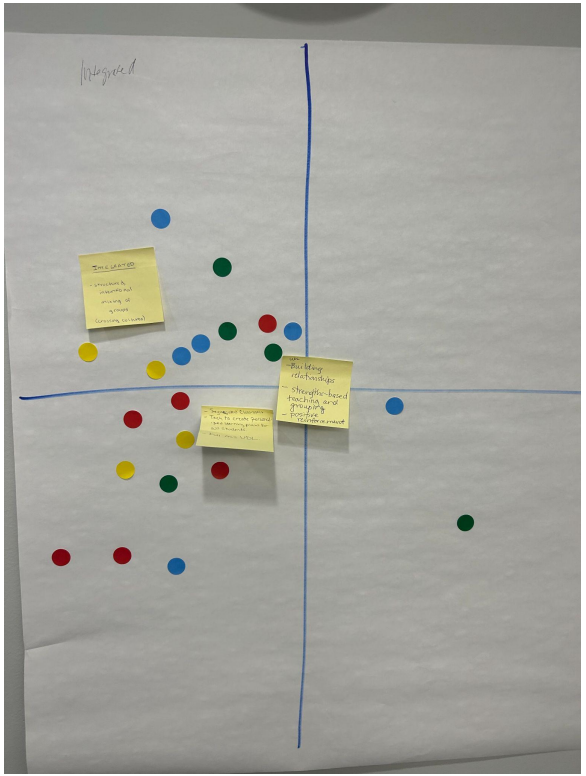
1) Positive Gossip - DEI in our District
2) March SEAC - Summary
    a) What do we want our kids to DO and BE?
    b) MISD and a Sense of Belonging - TRIZ
    c) 4 Diverse Environments and Experiences
3) TODAY: How to move MISD's DEI work forward
    a) Using Purpose-to-Practice

MISD and a Sense of Belonging: TRIZ

- **Does not deal with kids positively + shaming**
- Inconsistent expectations and rules
- **Negative reinforcement**
- Focus on errors/ negative
- Narrow minded/ one way of doing things
- Segregation
- **Intense competition**
- No effort for onboarding new students
- Non-representative materials
- Lack of responsiveness
- Violence or lack of safety
- Everyone treated the same
- No teachers who look like students
- No transparent attendance policy
- No transparent classroom expectations
- No accommodations (ADA)
- No and/or rigid consequences - expulsion etc
- No representation with staff and ideas
- No food, basic needs
- **Hypercompetitive**
- Lack of diversity
- Lack of celebration of other heritages
- **Bathroom - not just all-gender bathrooms; need gender neutral**
- Alternative pathways
- **Staff not accept of or lack of awareness of students needs; not assuming disruptive**
- Labeling students
- Misinterpreting behavior

4 Diverse Environments and Experiences





Stepping Back - Things to Consider

a) **There's a lot of work to be done**
   i) Segregated + Excluded should ideally *NOT* exist
   ii) The work that is already being done is done in silos

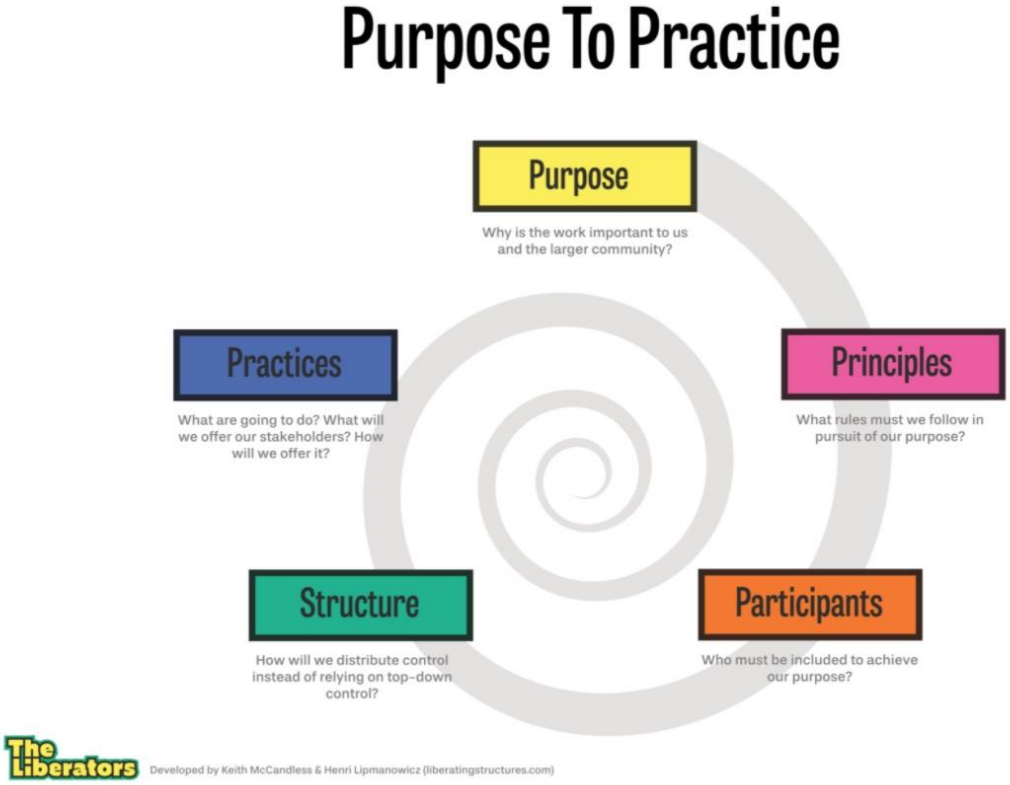
b) There's a lot of strategies to be implemented
   i) Where do we even start? What's our current baseline?
   ii) How do we measure success? How do we track DEI within MISD?
   iii) Who should decide what the strategies should be? *SEAC small subset and due to many factors, many voices missing*
   iv) Who implements the final decisions? *MISD historically does not do well with non-consensus decision making*

Proposal:

1) **Establish an integrated DEI strategy workgroup**

2) **Use the SEAC (in this room) to determine:**
   a) What it should accomplish
   b) Who should be part of it
   c) Note that this is for MISD ONLY (not its partners eg Families, PTA, Community Partners, Affinity Groups etc.)

How will we accomplish this



Questions for P2P

1. **Purpose:** ***What is the compelling purpose of a MISD Strategy Workgroup? Why is this group important to your community and how will the purpose attract participation and give meaning to every part of the group?***

2. **Principles**: *What are the rules you must obey to achieve your purpose?*

3. **Participants**: *Who must be included?*

4. **Structure:** *How will we organize and distribute control? What are the roles in the event? Who is in charge of making these decisions?*

5. **Practice/Product**: *Agenda - What will work group sessions look like? What will they decide? What will success look like?*

Product

- XXX

Purpose

The purpose of our MISD DEI strategy workgroup is _____

Structures

- XXX

Participants

- XXX

Principles

- XXX
- YYY
-

Brain-warming Activity

District Policy

STUDENT-FOCUSED FUNDAMENTALS

In accordance with the values, vision and mission stated in Board Policy 0001, the District will strive to achieve the following fundamentals, goals and objectives:

1. Create a personalized learning environment where differentiated instruction, student-centered education, and varied learning opportunities are responsive to students' strengths, needs, interests, and passions.

2. Maintain the highest learning standards in the areas of the arts; computer science; educational technology; English language arts; environment and sustainability; financial education; health and physical education; mathematics; science; social studies; and world languages.

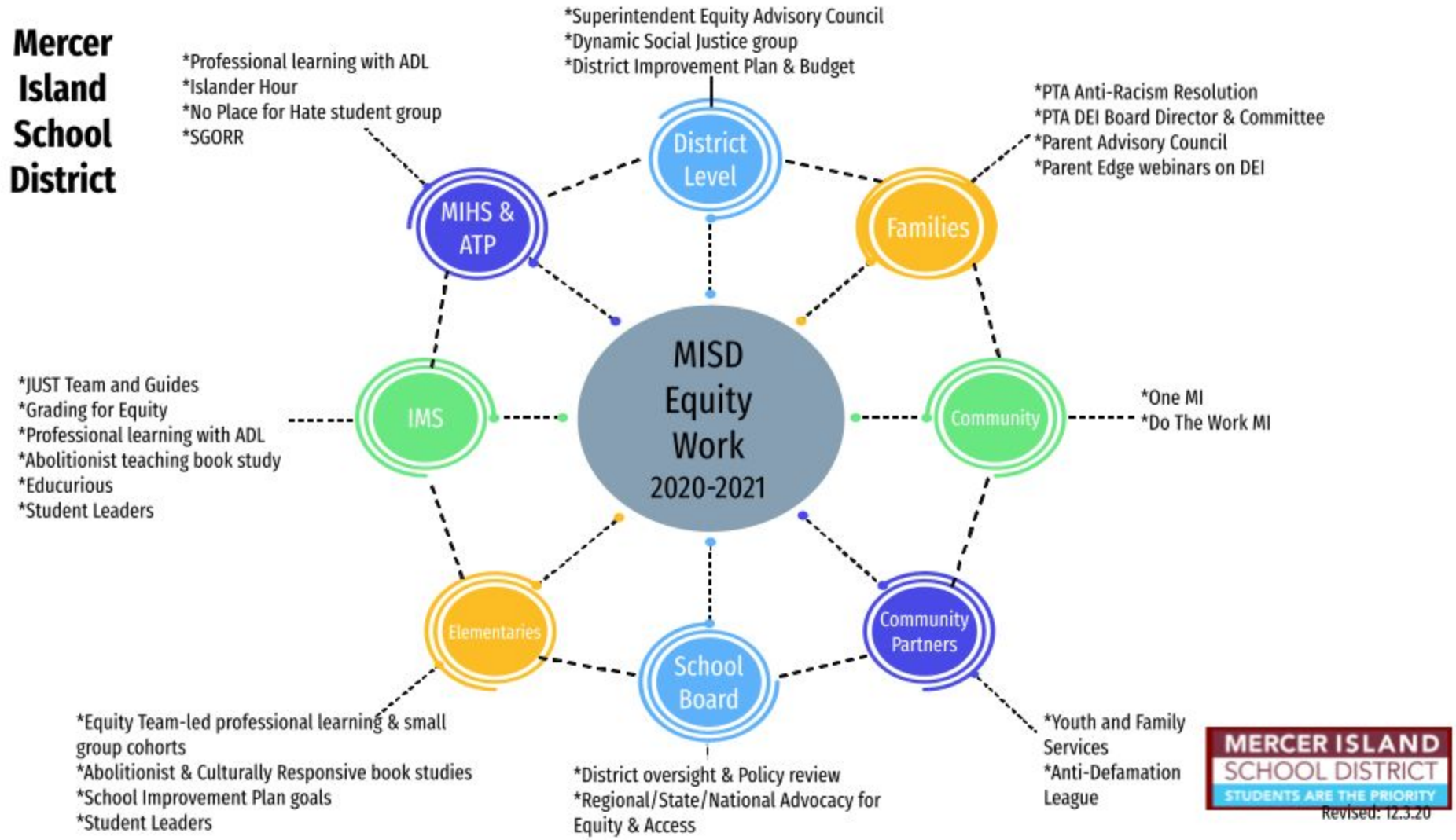
3. Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.

4. Engage students in analytical and critical thinking in order to identify and address global concerns.

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

The District's progress toward these student-focused fundamentals will be monitored pursuant to the provisions of Board Policy 1605.

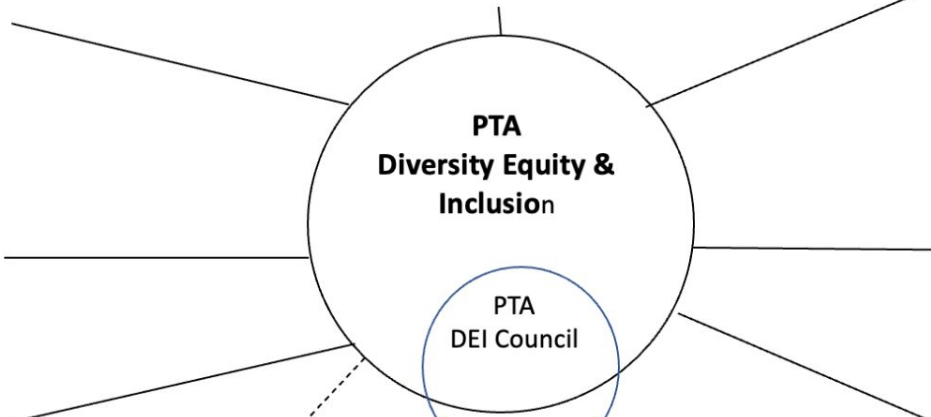
Mercer Island School District



MERCER ISLAND SCHOOL DISTRICT
STUDENTS ARE THE PRIORITY

Revised: 12.3.20

MI PTA Diversity Equity Map



MIHS -DEI
- Supporting Students Clubs and Unions initiatives
- PTSA Book Club
- Guest Speakers
- Student Forums with Parent Edge Race to Nowhere (Academic Pressure)
- Race to be Human documental and Forum

Super Intendent Equity Advisory Council
DEI-PTA members, teachers, School Board, Community Partners, Parents.

IMS -DEI
-JUST Community
-Black Student Union (newly formed)
-Jewish Student Union Club (newly formed)
-Mandarin Outreach for new and prospective parents. (will change to international outreach)

NW Elementary -DEI
- Book Club
- Passport Tour
- DEI PTA Working Group

IP Elementary -DEI
-International Night
- IDEA Project

LR Elementary -DEI
-IDEA project

WM Elementary - DEI
-BSU Mentoring
-Mandarin Outreach
-Community Forums
- SSALD Playdates
- DEI recognition / Celebration Articles

Subcommittees
-SSALD (IDEA Project Liaisons/Managers)
-G2EL (?)

Affinity Groups
- LOTUS (AAPINH + SA). Celebrating AAPINH Heritage Month at Schools, Active on Visibility and Advocacy for their community.
- LGBTQ+ (Active supporting Students)
- JOMI (Jewish on MI). Celebrating Jewish Heritage Month at Schools, Advocacy Group work with IMS on addressing Antisemitism at MISD

Community Partners: One MI, City of MI, KC Library, etc….

Alumni & Reunions
Calendar
Core Values, Vision and Mission
Distribution of Printed Materials
District Policies
District Publications

EQUITY DATA & MEASUREMENT

The data and analysis presented on this page represents a subset of the data and analysis in the Fundamental 5 Monitoring Report.

Student Demographics:
The District's racial and ethnic demographics are evolving and changing. The diversity of the students and their families adds value to the community and our schools. 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 G

English

Do staff and student respondents share common beliefs and perceptions for Social Supports?

The Center for Educational Effectiveness

Social Supports – Ensuring psychological safety and a sense of belonging

Before expecting students to reach self-actualization, it is important to ensure that the lower levels of Maslow's hierarchy have been met. In Social Supports, we explore not only from the staff perspective but include student voice to identify whether students feel they are functioning in an environment focused on their wellbeing and future success.

Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.

SOCIAL SUPPORTS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

Islander Middle School | Mercer Island School District

		2022	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	72%	71%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	84%	86%
	FPD — I receive training on instruction to support social emotional learning	50%	53%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	51%	55%
	SLE — Staff at this school value and respect all students	97%	86%
	SLE — Students believe the adults in this school genuinely care about them	95%	80%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	85%	90%
	SLE — This school has effective equity practices for all	75%	65%
Student	BELONG — I feel good about my cultural or ethnic background	88%	92%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	76%	80%
	CSF — My teacher(s) believe student learning is important	95%	93%
	EL — If I want to talk with my teacher(s), they are available to me	82%	80%
	IS — Adults in this school help me plan and set goals for my future	47%	52%
	IS — Students are involved in solving problems in this school	69%	71%
	SLE — I enjoy coming to this school	61%	57%
	SLE — I feel safe at this school	85%	82%
	SLE — In this school, there is at least one adult who knows and cares about me	83%	84%
	SLE — This school has effective equity practices for all	83%	82%

How large is your "Staff vs Student" Gap for these questions?

		2022	2023
Staff	Students believe the adults in this school genuinely care about them	95%	80%
Student	In this school, there is at least one adult who knows and cares about me	83%	84%

How does your school's Social Supports compare to other schools?

Staff	Student
74%	77%
-3.7%	8.0%

Compared to the Social Supports Norm

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Created on: 4/15/2023

Post-Its: Questions to Consider

1) Thinking about DEI work within MISD, what stands out to you?

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3) When you think about DEI work within MISD, what does success look like to you?

Post-Its: Questions to Consider

1) Thinking about DEI work within MISD, what stands out to you?
2) What would you like MISD to do differently when it comes to DEI work?
3) When you think about DEI work within MISD, what does success look like to you?
4) If MISD's DEI work was obliterated tomorrow, what's the first thing you'd bring back?

Purpose

Let's make the purpose of our work clear

A powerful purpose attracts participation and has two essential attributes:

1. A personal touchstone for you as an individual

2. Fundamental justification for the existence of the symposium to the larger community

Let's make the purpose of our work clear

What is the compelling purpose of a MISD DEI Strategy workgroup?

"The MISD DEI Strategy Workgroup exists to _____"

Other ways to ask “Why”

- What is important about that? What else? Tell me more.
- What do you hope & believe this working group can make possible?
- *If the current way of thinking of MISD’s DEI work was obliterated tomorrow, what’s the first thing you would bring back?
- If your dream came true tomorrow, what would be different?

Discuss in Pairs

Discuss your purpose statement in small groups with 1 other partner

Feel free to read up on earlier responses and discuss how they may have shaped your purpose statements.

Small Group Discussion

Note key/ favorite words that stood out to you from the previous purpose statements. *Share on chat.*

In small groups, craft a purpose statement with your partner(s):

"The MISD DEI Strategy Workgroup exists to _____"_____"(in 9 words or less)

Principles

Max Specs (what are all of the MUST DOs)

Include students			
Include previous alums		Participants must have an understanding of DEI/ have done some of their own work	

Min Specs (what are all of the MUST NOT DOs)

Take a long time			

Participants, Structures and Product

Participants

Who must be included in the group?

Structures

What types of structures/ formats can we consider to include all voices? How many meetings should we hold? Should there be surveys?

Products

What should this group produce?

Product

- XXX

Logo

Purpose

The purpose of our engagement is _____

Structures

- XXX

Participants

- XXX

Principles

- XXX
- YYY
-

Product / Practice

See schedule here

EXAMPLE

Paradoxes

It's not 1, 100 min conversation - it is 100, 1 min conversations.

It's everything, but don't get overwhelmed

Make it thorough (rigorous) and supported

Purpose:

Create an opportunity for Faculty and Staff to examine their current curriculum, teaching methods, and practices, to develop an approach that furthers equity learning for the 2021-22 academic year.

Principles:

- Results are concrete and manageable
- Honor and appreciate people's time
- Encourage calculated risk taking/ edgework
- Recognize people are in different places with DEI
- Recognize different ages we teach and different user groups.

Participants:

Faculty, Staff, Administration

Grade Level Teams

Structure:

3 day in-person workshop
Interactive small and large groups