



CITY OF MERCER ISLAND

CITY COUNCIL MEETING AGENDA

Thursday
April 7, 2016
5:00 PM

Mayor Bruce Bassett

Deputy Mayor Debbie Bertlin

Councilmembers Dan Grausz, Jeff Sanderson,

Wendy Weiker, David Wisenteiner

and Benson Wong

Contact: 206.275.7793, council@mercergov.org
www.mercergov.org/council

All meetings are held in the City Hall Council Chambers at
9611 SE 36th Street, Mercer Island, WA unless otherwise noticed

"Appearances" is the time set aside for members of the public to speak to the City Council about any issues of concern. If you wish to speak, please consider the following points:

(1) speak audibly into the podium microphone, (2) state your name and address for the record, and (3) limit your comments to three minutes.

Please note: the Council does not usually respond to comments during the meeting.

SPECIAL JOINT MEETING WITH MISD BOARD

CALL TO ORDER & ROLL CALL, 5:00 PM

SPECIAL BUSINESS

2014 Bond Projects

Discontinued Propane Bus/Vehicle Pilot Program

Bus Stop-arm Violations and Cameras

Diversity Initiative

Dedication of Northwood Elementary

MISD's 75th Anniversary

ADJOURNMENT, 7:00 PM

**MISD Board of Directors
And
Mercer Island City Council
Joint Study Session Discussion Topics
April 7, 2016**

Pursuant to MISD Policy 1008P, the district's Board of Directors periodically schedules linkage sessions with various groups and stakeholders within the educational community. This special session represents the semi-annual meeting of the City Council and the Board.

Topics of mutual interest that were developed by the Mayor, Interim City Manager, Superintendent and Board President are: 1) MISD's 2014 bond projects; 2) discontinued propane bus/vehicle pilot program between City/MISD; 3) MISD's bus stop-arm violations and cameras and required city ordinance; 4) MISD's diversity initiative; 5) MISD's dedication of Northwood Elementary; and 6) MISD's 75th anniversary.

1. 2014 Bond Projects

The district's construction consultant, Brandy Fox of CPM Seattle, will give an update of the two remaining projects – the new Northwood Elementary School, and Islander Middle School's rebuilding and expansion. Attached is a summary of the projects, along with recent photographs of each site. These projects remain on time and within budget.

2. Discontinued Propane Bus/Vehicle Pilot Program

The district has investigated the permitting process for implementing a pilot project to explore the feasibility of converting to a propane-fueled bus fleet and has communicated the issues uncovered to city staff. Because propane fuel is not as stable as diesel fuel, the study revealed that there are greater restrictions in the permitting process with regard to propane fuel, including greater setbacks for propane tanks to ensure the safety of students, staff and community members. The implications for placing a 1,000 gallon tank on the North Mercer Complex as part of the pilot project, proved very costly and likely impossible. Placing a 5,000 gallon propane fueling facility on the property for the full bus fleet could not be permitted under the National Fire Protection Code as adopted by the City.

Based on the district's findings, it appears that neither the district, nor the City, would be able to receive the necessary permits to properly site a fueling facility of the necessary capacity on either of our properties. Consequently, we would need to fuel buses and other vehicles off-site, resulting in increased operational expenses. Based on these findings, the Superintendent has decided not to move forward with this pilot program. This is an opportunity for board/council discussion and clarification of issues.

3. Bus Stop-arm Violations and Cameras

Under applicable law, all traffic must stop, in both directions, on any two-lane road when a school bus activates its red blinking lights and extends the stop sign on the side of a school bus, in order to load or unload students. The purpose is to allow students to safely cross the street under the supervision of the bus driver without any moving traffic. The district is experiencing one to two incidents per day where drivers ignore the law, the blinking red lights and the stop sign, and pass the bus. This happens in both directions

and creates approximately 180-360 potentially dangerous and life threatening events for students each year.

American Traffic Solutions, Inc. (ATS) has created a camera system to be installed on a school bus that detects violations and takes pictures of the vehicle and vehicle license plate. ATS uploads the data, processes the violation of the school bus-stop arm and provides the police department with digital images and video of the violation, including a close-up digital image of the offending vehicle's license plate. Local police departments use the data to authorize ATS to print and mail a violation notice. ATS provides training to law enforcement, courts, and school personnel as necessary. The violation fees are collected by ATS.

The violation fine is currently established by the state at \$394. Administration and operating costs of the cameras are paid to ATS and the City. Specifically, ATS deducts \$69 per violation to cover the cost of operation, and the installation and maintenance of equipment. Based on other districts that have implemented this system, we estimate that approximately \$25 to \$45 will go to the City to cover the costs of the police department, prosecutor's office and court services. The remainder of the fee, approximately \$280, would come to the district to improve school zone safety, pupil transportation safety, and student safety in school bus loading and unloading areas.

It is important to note that experience shows that 96% of violators do not receive another violation. The payment rate is 88% of the violation notices issued. The contract with ATS was negotiated by King County Directors Association (KCDA).

The Chief-of-Police for Mercer Island has worked with the district regarding needed City actions as well as enhancing the safety of students as they board or exit a school bus. If implemented, the cameras would be installed on four or five school busses and the busses would be rotated on routes experiencing violation problems.

The Superintendent and/or designees plan to work with KCDA, ATS, and the City to implement this system before the next school years begins in fall, 2016. Implementation involves developing an Inter-local Agreement (ILA) between the district and the City, and the City Council passing an ordinance to address these violations. Final City Council action on the ILA and ordinance is tentatively scheduled for August 1, 2016.

4. Diversity Initiative

The district values diversity, equity, and inclusion. It is committed to building and sustaining a school community where teachers, parents, and support staff achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation in pursuit of the district's 2020 Vision and Mission. As part of this commitment, the district has initiated the following:

- monthly meetings with the **Diversity Advisory Committee (DAC)**, which was established by the Superintendent in 2014. The DAC is charged with reviewing the district's continued efforts to provide all students, irrespective of racial and ethnic differences, with full access to the following: equity of educational opportunity; individual empowerment; and, equal and fair treatment. The district also seeks to provide educational programs, which focus on critical thinking and personal narratives that are emotionally connecting, together with school environments that are inclusive, celebratory and respectful of our racial differences. In the future, other

aspects of diversity will be added to the charges of the committee. Chief-of-Police, Ed Holmes, is a member of the DAC. The DAC's Charter is attached for reference.

- staff and student engagement at the schools through **School Diversity Action Teams** to promote a school climate that fosters respect, belonging, and value for all, while encouraging participation and connection throughout the institution. Each school has a written commitment to diversity, equity and inclusion. The general form of this commitment is attached for reference.
- a distinct fundamental focused on diversity, inclusiveness and equity as **Fundamental 7** under Board Policy 2020, to *[F]oster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.*"
- a new policy entitled **Board Policy 1610, Equity and Diversity**. The policy is attached for reference.
- recent district and community events featuring **Dr. Pedro Noguera**, author of *Excellence through Equity*, who discussed strategies and principles of courageous leadership to guide achievement for every student.
- a new fall district event to **welcome new families**, which included interpreters and parent mentors.

5. Dedication of Northwood Elementary

The district would like to schedule a dedication ceremony, together with the City, for Northwood Elementary for Saturday, June 18, if possible. If that date is not possible, the district would like the dedication to occur during the week of June 20-24.

6. MISD's 75th Anniversary

The Mercer Island School District was established September 1, 1941. This year represents its 75th anniversary. The district plans to celebrate this milestone in a variety of ways, including the following:

- introduction of its first class of "Pathfinder Award" recipients. Four remarkable Mercer Island High School graduates will be honored at the Mercer Island Schools Foundation's annual Breakfast of Champions on April 26, for their contribution to humankind with their actions, leadership and creativity. They will share recollections about our district and how a special teacher, class, or community experience had a role in shaping their path in life;
- enhancement of the MISD logo to highlight 75 years of operations from 1941-2016; and
- community outreach at Summer Celebration in July.

DIVERSITY ADVISORY COMMITTEE CHARTER

Initially Approved December 3, 2014

Changed and reaffirmed on March 4, 2016

The Mercer Island school community embraces racial and ethnic diversity. Over time, many families from Africa, Asia, including the Indian subcontinent, the Middle East, Island Nations, Europe, Australia and Central and South America have been enrolling in and supporting the schools here on Mercer Island.

Students, who include Caucasians, Asians, Latinos, African-Americans, Native Americans and an increasing number with multiethnic and/or with multiracial backgrounds, are studying and growing up together.

The recent changes in demographics encourage an “adaptive need” to ensure for all students irrespective of racial and ethnic differences: equity of educational opportunity; individual empowerment; and, equal and fair treatment.

The district also seeks to provide educational programs, which focus on critical thinking and personal narratives that are emotionally connecting, together with school environments that are inclusive, celebratory and respectful of our racial differences.

There are other aspects of diversity that will be added as the District makes progress with its embrace of racial and ethnic diversity.

The Diversity Advisory Committee believes the following actions will move the District towards the goals stated above.

1. The District will adopt a board policy on diversity and implement its components.
2. All schools will embrace a commitment to diversity, equity and inclusion beginning with the 2015-2016 school year.
3. Each school will develop action plans committed to building and sustaining a school community where teachers, parents, learners and support staff achieve the knowledge, skills and attitudes that value and embrace inclusiveness, equity and awareness as a way to liberate creativity and innovation in pursuit of the District's 2020 Vision and Mission.

School-based Diversity Action Teams

School Commitment to Diversity, Equity & Inclusion¹

The [insert school name] values diversity, equity and inclusion. It is committed to building and sustaining a school community where teachers, parents, learners and support staff achieve the knowledge, skills and attitudes that value and embrace inclusiveness, equity and awareness as a way to unleash creativity and innovation in pursuit of the District's 2020 Vision and Mission.

The District's Diversity Advisory Committee was established in 2014 to serve as a resource and catalyst for helping the school system embrace diversity as it adapts to being a multicultural organization. Valuing diversity embodies inclusion, mutual respect, and multiple perspectives. In this context, we are mindful of all aspects of human identities, such as socioeconomic status, race, ethnicity, language, nationality, sex, sexual orientation, gender identity and expression, religious/spiritual beliefs and values, geography, mental and physical disability and age.

Inclusion is a core requirement for successfully embracing diversity. Inclusion is achieved by intentionally creating opportunities for involvement, participation, and growth from each of us - nurturing the climate and culture of the school through professional development, education, policy, and practice. Equity also requires mutual respect as we strive for fairness and justice in the way people are treated within our school. Our objective is to create a school climate that fosters respect, belonging, and value for all, while encouraging participation and connection throughout the organization. The [insert school name] supports diversity through various initiatives, including:

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The District, in affiliation with its Diversity Advisory Committee, will provide training, tools, and resources for staff development, improvement of the organization's climate, inclusive curricula, cultural proficiency training, leadership development, and community engagement. Building on the rich cultural history, traditions, and diversity of the Puget Sound region, the District is dedicated to educational opportunities and school environments that are inclusive, empathic, celebratory and respectful of our individual and collective differences.

¹ Acknowledgement to the UW School of Medicine Diversity and Inclusion commitment.

EQUITY AND DIVERSITY

I. Purpose

The purpose of this policy is to establish a framework for the elimination of bias, particularly race, religion and national origin and cultural bias, as factors affecting student achievement and other learning experiences, and to promote learning and work environments that welcome, respect and value equity and diversity.

While we view diversity broadly, this policy sometimes focuses on addressing issues around racial diversity, since it remains a key issue in American society.

Further, the purpose is to establish particular actions that the District shall take to address either real or perceived disparities in educational opportunity, treatment and achievement. The District's 2020 Vision for learning encapsulates the District's commitment to provide opportunities for engagement for all learners that address their diverse strengths and challenges and to expect the highest levels of achievement of all learners.

II. Definitions

For the purposes of this policy the following terms shall have these meanings:

A. "Diversity" includes characteristics of persons including, but not limited to: race, marital status, culture, family structure, color, citizenship status, creed or religion, sexual orientation or affectional preference, national origin, gender identity or expression, gender, economic status, mental and physical ability, veteran's status, age, and any protected class in conformance with federal, state and local laws.

B. "District staff" includes all employees, consultants and contractors of the Mercer Island School District.

C. "Educational equity" means providing the supports needed to raise the achievement of all students while increasing the performance of the lowest performing students to the levels of the highest performing students. Educational equity also encompasses program supports designed to eliminate the racial or cultural predictability and disproportionality of achievement of some student groups to access all district and school-based programs.

D. "Institutional racism" means the collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It proactively looks beyond individual acts of prejudice to the systemic biases that may be built into institutions.

E. "Implicit bias" is the bias in judgment or behavior that results from implicit attitudes or implicit stereotypes. Implicit bias often reflects subtle cognitive processes that operate at a level below conscious awareness and without intentional control. The underlying implicit attitude and stereotypes responsible for implicit bias are those beliefs or simple associations that a person makes between an object and its evaluation that are automatically activated by the mere presence, actual or symbolic, of the attitude object.

III. Values

Mercer Island School District is committed to the success of every student in each of our schools and to our mission and vision statements.

We believe learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. The world is interconnected more than ever and our children must work collaboratively, directly or virtually, with people across the globe from a variety of cultural, ethnic and racial backgrounds.

We believe the diversity of our student body, our community and our staff is a strength of this district that should be fostered and harnessed.

Diversity in education provides all children with the opportunity to learn from others with dissimilar backgrounds and recognizes the value of diversity in all learning environments.

We believe educational equity benefits all students and our entire community.

We value society's efforts to identify and eliminate institutional racism and we will follow the best practices that emerge.

The Board of Directors believes the responsibility for student success is broadly shared by District staff, families, our community and our students' own efforts.

We believe achievement gaps between white students and students of color and other diverse groups are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families and our community as a whole.

We value cognitive, social, and emotional learning and this should manifest itself among all diversity groups.

We believe adult behaviors must not contribute to achievement gaps or create barriers to success. Adult behaviors must be concentrated on identifying and eliminating achievement gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics or culture.

We believe the individual biases inherent in implicit bias discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.

Children benefit most when they are provided with familiar role models of all races, cultures, and backgrounds in schools and communities.

IV. Statement of Policy

The District welcomes, respects and values the diversity of its students, parents, staff and the broader community.

The Board of Directors is committed to Board Policy 2020, which requires ongoing evaluation of the diversity and equity fundamental. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resource allocation.

The following are established as District values:

1. All students deserve optimal treatment, opportunities and education, in accord with our 2020 vision including personalized learning.
2. All students and their families have dignity and worth.
3. All students are equally valued and bring unique talents to the educational community.
4. Academic and participation outcomes, not intentions, shall be the measure of whether we are successful.
5. Inclusion of all students and families supports District goals to advance student engagement and academic performance.
6. Embracing our diversity through inclusion creates an environment that creates schools where students, families, community members and employees feel welcomed, valued, supported, and where students and staff can perform to their personal bests.

Every student deserves a respectful learning environment in which his/her racial and ethnic diversity is openly valued and contributes to successful academic, social and emotional outcomes. Mercer Island School District is committed to proactively identifying and correcting practices and policies that perpetuate disparate treatment among children and their families. All students are entitled to the opportunity to succeed and feel valued and respected.

The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities and supports, even when this means differentiating resource allocations on the basis of student needs. Resource allocation that benefits all students shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.

The District shall employ staffing and recruitment processes that support and engender all of the legally protected classes that exist in state and federal laws.

The District will actively recruit candidates for open positions so all students will have a better chance of learning from diverse educators as part of the education system. The District is committed to the recruitment and retention of highly qualified diverse staff. The District is committed to fostering a learning environment where diversity is encouraged and to recruiting and retaining a workforce that reflects the diversity of our students and community.

Consistent with Board Policy 5010 Nondiscrimination and Affirmative Action, we are committed to hiring the best employees of all racial and ethnic backgrounds who bring their unique talents and skills into our school system.

The Superintendent is directed to offer opportunities for all staff to improve its cultural competencies in serving our diverse student body and community with annual training and refresher classes.

The District staff shall work together to increase their individual and collective capacity to effectively teach a diverse school population with special emphasis on serving racially and ethnically diverse families and communities.

The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments competencies in serving our diverse student body and community to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families.

Where effective models exist, the District shall provide professional development to teaching staff specifically designed to strengthen employees' knowledge and skills for identifying and eliminating achievement gaps between groups of students.

The District shall provide training to all staff to identify and eliminate incidents of implicit bias.

The District is committed to advancing optimal participation by diverse students, parents, staff and community. Practices, procedures and programs that result in over or under representation of any group of students compared to peers shall be subject to close review. The review is intended to assure that such results are due to meeting student legitimate educational, social or emotional needs and to determine if interventions are warranted to correct the under or over representation of any group. Teachers, administrators and district staff shall collaborate to establish and implement culturally responsive instructional practices, curriculum and assessments.

V. Responsibility

The Board of Directors shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the residents, families and students of the Mercer Island School District.

The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight, and shall include metrics for evaluation.

Adopted: 01/28/16