

# Issaquah School District Executive Limitations Monitoring Report

## EL-16 EQUITY – Annual Internal Report January 28, 2021

*We believe that each student has the potential to achieve, and it is our responsibility to provide all students the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.*

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The Superintendent shall not fail to ensure an environment and culture that values and respects the diversity of its students and staff, addressing factors affecting student achievement and well-being.

***Accordingly, the Superintendent shall not fail to:***

- 1. Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:***
  - a. Recognize the existence of systemic and institutional inequities for students.***
  - b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups.***
  - c. Provide equitable access and academic support throughout our educational system.***
  - d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance.***
  - e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students.***
  - f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions.***
  - g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.***

### **INTERPRETATION**

I interpret this to mean the Issaquah School District will:

- Identify and examine disparities in our school system. (a)
- Identify and expect rigorous academic standards for all students. (b)
- Foster the well-being and social-emotional health of our diverse student population. (b)
- Monitor and ensure academic support and interventions are equitably allocated. (c)
- Provide culturally responsive curriculum instructional practices and programs. (d)

- Encourage school cultures that cultivate belonging, inclusion and respect for differences. (e)
- Create opportunities to train all staff in cultural competency, including bias and inequities. (f)
- Develop and foster a welcoming environment for interactions between students, staff and students, and staff and families. (f)
- Educate staff regarding bias and inequities in discipline. (f)
- Use an equity lens as we identify and remove barriers for students to participate in activities, clubs and athletics. (g)

**EVIDENCE, Section 1, monitoring the 2019-20 school year**

**Highly Capable Update, 2019-20 school year**

**Special Services Update, 2019-20 school year**

2. *Collect, disaggregate, analyze, and utilize data in order to:*
  - a. *Identify inequities,*
  - b. *Develop and implement strategies and allocate resources towards eliminating those inequities, and*
  - c. *Establish and sustain equity-based accountability systems across the district.*

**INTERPRETATION**

I interpret this to mean the Issaquah School District will examine and use a range of relevant data and evidence in order to prioritize resources, provide support, and establish accountability for eliminating opportunity gaps.

**EVIDENCE, Section 2, monitoring the 2019-20 school year**

3. *Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.*

**INTERPRETATION**

I interpret this to mean the Issaquah School District will, in order to better serve our families from diverse backgrounds, develop and foster a welcoming environment and promote relevant engagement opportunities for all families.

**EVIDENCE, Section 3, monitoring the 2019-20 school year**

Our disaggregated data for building allocation shows additional funding for Learning Assistance Program, Title 1 Federal remediation funding, and Bench Mark Educational Learning –

- [Disaggregated Building Allocation 2018-19](#)
- [Disaggregated Building Allocation 2019-20](#)

- 4. Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.*

#### **INTERPRETATION**

I interpret this to mean the Issaquah School District will:

- Establish and maintain meaningful school and family partnerships.
- Provide accessible opportunities for parents/families to give input and feedback in order to incorporate diverse perspectives on District decisions.

#### **[EVIDENCE, Section 4, monitoring the 2019-20 school year](#)**

- 5. Promote hiring practices to attract a highly-skilled and diverse workforce.*

#### **INTERPRETATION**

I interpret this to mean the Issaquah School District will:

- Actively seek out through promoting recruiting and selection hiring practices highly skilled staff from diverse backgrounds.
- Actively seek out through promoting recruiting and selection hiring practices highly skilled staff who are culturally responsive and possess a commitment to equity and inclusion.

#### **[EVIDENCE, Section 5, monitoring the 2019-20 school year](#)**

#### **[Human Resources Update, 2019-20 school year](#)**

- 6. Promote a workplace environment and culture that supports retaining a highly-skilled and diverse workforce.*

#### **INTERPRETATION**

I interpret this to mean the Issaquah School District will:

- Foster a culturally competent and emotionally safe work environment and learning culture to enable highly skilled staff who are from diverse backgrounds to thrive and connect as employees of the Issaquah School District.
- Develop and empower culturally responsive staff who possess a commitment to equity and inclusion.

#### **[EVIDENCE, Section 6, monitoring the 2019-20 school year](#)**

*Board Acceptance:*