We believe that each student has the potential to achieve, and it is our responsibility to provide all students with 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.

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)

Impact of COVID on 2020-21 Equity Work (Note: Much of our work has had to be paused or new work had to be added as we prioritized COVID mitigation in order to get our schools fully open to in-person teaching and learning)

o Equity goals and subcommittees
  - Equity should serve as a through line to all the work we do in the ISD. The Executive Director of Equity has provided two proposals that would coordinate the work outlined in EL-16. These proposals encompassed a system where each district department would create goals in alignment with EL-16 and progress towards these goals would be reported periodically throughout the school year to Cabinet or a separate steering committee. Goals would be set in coordination with the Equity department so they could proactively align their work accordingly and provide support with the work. This collaborative approach would allow us as a system to create a collective consciousness to the inequities within our system and create a systemic approach to eradicating them. We made the decision to pause these proposals as the system was overwhelmed with COVID mitigation efforts to move forward on the proposals at this time. Going forward- We believe it is imperative for these proposals to be implemented in order for EL-16 to operate systemically within the ISD.

o Identified barriers with online and hybrid learning
  - Collaborated with different departments on creating an equity matrix to use during bargaining to prioritize which students to bring back first for in person learning.
  - Communicated with the IT department equity concerns and solutions for the roll out and roll in of laptops and hot spots.
  - Worked with Executive Directors at Elementary and Secondary as well as the Student Interventions Department to develop data collection systems for buildings to use to capture students who were struggling or not engaged during remote and hybrid learning. As part of this data collection system teachers were asked to reach out to families using interpreters and in multiple modalities and document the outcome of those reach outs. Additionally, teachers were asked
to work with families to ensure access was not a barrier to engagement (specific questions were scripted for them to use during this process).

- In order to remove language as a barrier staff were provided on demand access to Alboum, which is a translation and interpreter service.
- The Equity department provided training to our CLD parents (especially parents who were new to our district) on how to use our online learning platforms.
- The Equity department translated ISD LIVE for our CLD families
- The Equity department secured and delivered desks to families that needed them
- The Equity department worked with Executive Director Morse and Nathan Winegar to provide BASC to families who could not afford it. This was often a barrier to engagement for families during online and hybrid learning.
- The Equity department worked with the Garage (community partner) to provide a warm place during the day for teens to participate in online or hybrid learning and to receive academic support.

**EVIDENCE, Section 1, monitoring the 2020-2021 school year**

**Additional Evidence, Section 1, 2020-21 school year**

**Highly Capable Update, 2020-21 school year**

**Special Services Update, 2020-21 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.
   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 20-21 school year**

**Additional Evidence, Section 2, 2020-21 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: The Equity Department has:**
• Provided parent professional development in order to develop and foster a welcoming environment and promote relevant engagement opportunities for all families.
• Worked with the Student Information department to create access for educators to access a family's preferred language.
• Has secured professional interpreter and translation services and trained staff on how to use them (Alboum, Language Line, Google Voice, etc.)
• Facilitated parent conversations on how to talk with kids about race
• Held an AAPI parent listening session
• Trained our AAPI parents on how to report racist or biased incidents at school
• Created a family FAQ document for starting the year with remote learning
• Facilitating staff professional development on how to communicate with families during parent/teacher conferences during remote learning
• Set up a district wide system for how to pay for interpreters and translations
• Middle School Daily Schedule support for Culturally and Linguistically Diverse families - September's newsletter
• Provided professional development on culturally responsive teaching
• Worked with Executive Directors at different levels to get Hybrid Handbooks translated
• Our linguistically diverse families cannot access our registration system without support from translators as Skyward only communicates in English.
• Worked with IEA to start the school year at Elementary with a conference to build relationships, understand family resources, and ensure access.
• Helping families on how to access and navigate Canvas and Family Access
• Supporting IHS PTSA with Cultural Awareness presentation to parents
• Provided a PTSA Equity Presentation
• Provided an IHS Counselors and Family Partnership event for Culturally and Linguistically Diverse families - evening event
• Provided ISD Family Connections Meeting - Welcome New Families to the ISD- ongoing meetings throughout the school year 3-4 times a year.
• Held Family Partnership Advisory Committee meetings with district families to gain feedback and insight into their experiences in our district
• Provided Resources and Tips for Middle School Families new to public US Middle School system Event
• Provided Resources and Tips for High School Families new to public US High School system Event
• Held Listening events with Issaquah Equity and Inclusion Community Group - 3-4 events (AAPI, Voices of Change Youth, etc.)
• Created multiple partnerships with community organizations in order to support our students and families. We know that inequities begin long before and continue well after students enter/leave our schools. Community involvement and support is essential to addressing inequities that our students and families face as well as creating a culturally competent community that is welcoming.

Evidence, Section 3, Monitoring 20-21 school year
Evidence, Section 3, Community Partnerships, 20-21 school year
Our disaggregated data for building allocation shows additional funding for Learning Assistance Program, Title 1 Federal remediation funding, and Benchmark Educational Learning:

- Disaggregated Building Allocation 2018-19
- Disaggregated Building Allocation 2019-20
- Disaggregated Building Allocation 2020-21

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:**

- Provided parent professional development to develop and foster a welcoming environment and promote relevant engagement opportunities for all families.
- Worked with the Student Information department to create access for educators to access a family's preferred language.
- Has secured professional interpreter and translation services and trained staff on how to use them (Alboum, Language Line, Google Voice, etc.)
- Facilitated parent conversations on how to talk with kids about race
- Held an AAPI parent listening session
- Trained our AAPI parents on how to report racist or biased incidents at school
- Created a family FAQ document for starting the year with remote learning
- Facilitating staff professional development on how to communicate with families during parent/teacher conferences during remote learning
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• Provided ISD Family Connections Meeting - Welcome New Families to the ISD- ongoing meetings throughout the school year 3-4 times a year.
• Held Family Partnership Advisory Committee meetings with district families to gain feedback and insight into their experiences in our district
• Provided Resources and Tips for Middle School Families new to public US Middle School system Event
• Provided Resources and Tips for High School Families new to public US High School system Event
• Held Listening events with Issaquah Equity and Inclusion Community Group - 3-4 events (AAPI, Voices of Change Youth, etc.)

Evidence, Section 4, Monitoring 20-21 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:

Human Resources Report 2020-21

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: The Equity Department

• Provided professional development on Exploring racism and social justice through media
• Provided and equity summer book study (Blindspot)
• Provided a fall summer book study (Blindspot)
• Provided professional development by building cultural awareness through films and documentaries
• TOSA participated on the IEA bargaining team to help provide an equity lens
• Held monthly educators of color meetings to help retain educators of color
• Met with staff of color on an individual basis to provide encouragement and support
• Held a support meeting for AAPI staff members
• Led a book study on How to Be an Antiracist with staff

Evidence, Section 6, Monitoring 20-21 school year

Board Acceptance:

Alaina’s new pieces:

Section 1

INTERPRETATION

I interpret this to mean the Issaquah School District will:

• Identify and examine disparities in our school system (a)

  o Serving on the Executive MTSS Team- Rationale
    ▪ The Executive Director of Equity served on the Executive MTSS team with the purpose of providing an equity lens and collaborating with other MTSS team members to put forth culturally responsive practices in our development and implementation of multi-tiered systems of support.
    ▪ EL-16 outcomes from the Executive MTSS Team:
      • The triangle overlay for MTSS, which includes culturally responsive practices.
      • Creation of Cultural Competency standards- work was paused
• Building Equity Leads serving on Tier 1 teams in buildings
• Providing an equity framework for tiered interventions
  o Identifying essential standards k-12
  o Intervention mapping to essential standards
  o Identifying what tiers our intervention systems align to
  o Identifying barriers to our CLD families engaging and understanding an integrated MTSS system, dyslexia laws and screeners (on both the academic and behavior sides of the house)

o Identified barriers with online and hybrid learning
  ▪ Collaborated with different departments on creating an equity matrix to use during bargaining to prioritize which students to bring back first for in person learning.
  ▪ Communicated with the IT department equity concerns and solutions for the roll out and roll in of laptops and hot spots.
  ▪ Worked with Executive Directors at Elementary and Secondary as well as the Student Interventions Department to develop data collection systems for buildings to use to capture students who were struggling or not engaged during remote and hybrid learning. As part of this data collection system teachers were asked to reach out to families using interpreters and in multiple modalities and document the outcome of those reach outs. Additionally, teachers were asked to work with families to ensure access was not a barrier to engagement (specific questions were scripted for them to use during this process).
  ▪ In order to remove language as a barrier staff were provided on demand access to Aloum, which is a translation and interpreter service.
  ▪ The Equity department provided training to our CLD parents (especially parents who were new to our district) on how to use our online learning platforms.
  ▪ The Equity department translated ISD LIVE for our CLD families
  ▪ The Equity department secured and delivered desks to families that needed them
  ▪ The Equity department worked with Executive Director Morse and Nathan Winegar to provide BASC to families who could not afford it. This was often a barrier to engagement for families during online and hybrid learning.
  ▪ The Equity department worked with the Garage (community partner) to provide a warm place during the day for teens to participate in online or hybrid learning and to receive academic support.

• Identify and expect rigorous academic standards for all students. (b)
  o Served on Executive MTSS Team. Through this team we worked as a collective to identify essential learnings and culturally responsive instructional practices (incorporates rigor and assets)
  o Provided Culturally Responsive Teaching Professional Development from Rosetta Lee. This PD helped teachers build tools and knowledge for providing culturally responsive instructional practices rooted in the premise that all students are capable of rigor. By providing our teachers strategies and tools regarding engagement, relationships,
vulnerability, cultural identity, assets, planning and rigor, we can set the stage for all students to engage with rigorous course work and high academic standards.

- **Foster the well-being and social-emotional health of our diverse student population. (b)**
  - Provided professional development on Trauma informed practices and Racism to K-12 counselors, school psychologists, K-8 PBSES coaches, special education behavior specialists, and all administrators at the building and district level. This professional development was aimed at giving staff the insight and skills they needed to help support our students of color and the trauma they may feel when experiencing racism directly or indirectly.
  - Provided staff with culturally responsive teaching practices through Rosetta Lee Professional Development. When students see staff create a welcoming environment and incorporate their cultural identity in classroom learning, this increases the social-emotional well-being of our students.
  - The Equity department also provided professional development around microaggressions (what to do when you see them happen and what to do if you commit them), how to tackle hot moments in the classroom, and Parent Panels. Educating our staff on how to lean in instead of out of these situations when they happen in the classroom, helps our students of color feel safe, a sense of belonging and worth.
  - The Equity department also fosters several community partnerships to help support students and families in the area of social-emotional and health.

- **Monitor and ensure academic support and interventions are equitably allocated. (c)**
  - The Equity department worked with the Elementary Education department to ensure that Summer School was invitation only. This helped ensure that students attending summer school were the students most in need of it.
  - The Equity department worked with the Elementary Education department, ISF, and the Transportation department to provide buses free of charge to students attending Elementary summer school.

- **Provide culturally responsive curriculum instructional practices and programs. (d)**
  - The Equity department provided professional development to educators on Culturally Responsive practices by Rosetta Lee.
  - The Equity department collaborated with TLS and ISF on providing diverse books for all K-5 classrooms.

- **Encourage school cultures that cultivate belonging, inclusion and respect for differences. (e)**
  - The Equity department has provided Professional Development around microaggressions, culturally responsive practices, how to communicate with families from different cultures and in a language they can understand, and how to handle hot moments in the classroom all to the purpose of creating inclusive, safe, and respectful school environments.
  - Student Equity Group- The Equity Department has cultivated and supported a Student Equity Group comprised of students from four of the five high schools. One purpose of the group is to capture student voice around how to cultivate a culture of belonging, inclusion and respect for differences. The Student Equity Group is made up of several different affinity groups that bring forward ideas and projects in this regard.
- Building Equity Leaders- Each building has an Equity lead that is being trained to be a resource, facilitate Professional Development, and provide support to staff around creating a culture that is inclusive and respects differences.

- Parent Panels- The Equity department facilitates parent panel presentations at buildings. These panels share experiences and perspectives from our CLD families and help cultivate ways in which buildings could be more inclusive, respectful and create a sense of belonging.

- **Create opportunities to train all staff in cultural competency, including bias and inequities.** (f)
  - The Equity department has provided Professional Development around microaggressions, culturally responsive practices, how to communicate with families from different cultures and in a language they can understand, and how to handle hot moments in the classroom all to the purpose of creating inclusive, safe, and respectful school environments.
  - Parent Panels- The Equity department facilitates parent panel presentations at buildings. These panels share experiences and perspectives from our CLD families and help cultivate ways in which buildings could be more inclusive, respectful and create a sense of belonging.
  - The Equity department has collaborated with Cyborg Mobile to create Professional development around cultural competency, bias, and inequities. The Building Equity Leaders have been trained to facilitate modules within their buildings.

- **Develop and foster a welcoming environment for interactions between students, staff and students, and staff and families.** (f)
  - The Equity department has provided Professional Development using Parent Panels to increase the development of a welcoming environment for interactions between staff and families.
  - Alboum, Language Line, etc., are all tools that have been secured for staff K-12 to use to communicate verbally and in writing to families in their preferred language.
  - A Communications TIP Sheet has been created and shared with staff and district departments on how to best communicate with our CLD families.
  - The Equity department has worked tirelessly to ensure information is translated in real time so that our CLD families are receiving critical school information.
  - The professional development offered by the Equity department to staff was aimed at developing and fostering a welcoming environment and interactions between staff and students. Student to student interactions and student to staff interactions continue to be an area the Equity Department would like to focus on, especially now that students are back in school full-time and COVID mitigation is not as restrictive regarding who has access to buildings. Going forward, the Equity department has already begun work on student to student and student to staff relationships.

- **Educate staff regarding bias and inequities in discipline.** (f)
  - The Equity Department worked with the Security Department to host SRO student listening sessions. These student listening sessions were important for our district security department to host and be a part of as they are the department that oversees safety and security for the district. One area of focus for them should be the inequities and bias in discipline when it comes to our students. Information from these listening
sessions was used to help guide the district thinking around SROs and security in general in our buildings.

- The Equity department partnered with the city of Issaquah on a community listening session around having an SRO at Issaquah High School. Three listening sessions were facilitated by an outside moderator, students and parents were asked to provide input during the listening sessions and the city collected data to help them determine their thinking around having an SRO at Issaquah High School.

- The Equity department provided professional development on Trauma informed practices in regard to racism. Feedback we were receiving from students of color who had been disciplined is that they had been dealing with microaggressions, bias, and blatant racism for years in our system and they felt like nothing was being done about it to protect them. Often, they felt they were being disciplined unfairly for finally standing up for themselves.

- The Equity department brought forward a proposal for tracking Microaggressions throughout our system (using SWIS) as this was an area that was not being tracked or following students as they moved to different buildings. This proposal also included training for staff and students on Microaggressions. The Equity department was asked not to move forward with this proposal.

- Use an equity lens as we identify and remove barriers for students to participate in activities, clubs and athletics. (g)

- The Equity department does not oversee or direct the work pertaining to activities, clubs and athletics. The Equity department does collect information regarding barriers in regards to activities, clubs and athletics from our families and community partners and share this information with those that do oversee and direct this work. Some examples of this are sharing concerns around how scholarships are explained and advertised to families, barriers families face to getting physicals or knowing about physicals, how we are communicating with all families about clubs, athletics, and activities, lack of transportation provided, etc.

- The Equity Department does provide parent professional development around awareness of and how to access activities, clubs and athletics.

Section 2

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.

- a. Identify inequities

- The Equity department collects data from our Family Partnership meetings, meetings with community partners, student equity council, listening sessions (SRO), educator of color group and conversations with staff. This data is qualitative in nature. The Equity
department does share this qualitative data with corresponding departments accordingly.

- Equity should serve as a through line to all the work we do in the ISD. Given that the Equity department does not supervise or direct the work of K-12 administrators or district departments, proposals have been brought forward to have a systemic approach to collecting, disaggregating, analyzing, and utilizing data. The proposals have outlined how this collaborative approach would be a catalyst to our district being able to identify inequities and develop and implement strategies and allocate resources towards eliminating those inequities. Those proposals have not been given permission to move forward at this time based on district capacity. The current system has each department collecting, disaggregating, analyzing, and utilizing data individually. The Equity department is not a part of this work unless invited by individual departments to collaborate.

- b. Develop and implement strategies and allocate resources towards eliminating those inequities.
  - The Equity department takes quantitative data on our professional development sessions to help guide next steps when it comes to staff areas of growth and areas we expect staff to be able to navigate and lean into independently.
  - The Equity department does not have the purview to allocate resources across the district.

- c. Establish and sustain equity-based accountability systems across the district.
  - The Equity department takes quantitative data on our professional development sessions to help guide next steps when it comes to staff areas of growth and identify areas we expect staff to navigate and respond to.
  - MTSS- We have started the foundational work as a district on creating an integrated intervention system, which will be an accountability system for instructional practices, behavioral practices and interventions.
  - The Equity department has put forth proposals on how to create systemic accountability systems across the district in connection with EL-16. Those proposals have not been given permission to move forward due to district capacity.

**Section 3**

*No change in interpretation.*

**Section 4**

*No change in interpretation.*

**Section 5**

*No change in interpretation.*