

**Issaquah School District**  
**Executive Limitations Monitoring Report**  
**EL-16 EQUITY – Annual Internal Report**  
**February 10, 2022**

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.

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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 wellbeing.

**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*)**

- **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.**

- **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 Culturally and Linguistically Diverse (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 (Albourn, 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 Bench Mark 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 (Albourn, Language Line, Google Voice, etc.)
- Facilitated parent conversations on how to talk with kids about race
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**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:*