

**Issaquah School District
EL-16 Equity**

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.

Executive Limitations Monitoring Report
March 9, 2023

The Superintendent certifies that the District is in compliance with EL-16 without exceptions.

As the Chief Equity Officer for the District, I interpret this Executive Limitation overall that as the Superintendent I shall not fail to ensure an environment and culture that values and respects the diversity of its students and staff, by modeling equity and inclusion in action and decision-making, ensuring ongoing training and education for all staff and students, holding staff and students accountable for their learning and application of the values of equity, ensuring there are adequate resources to support equity work, and addressing both systemic and environmental factors affecting student achievement and wellbeing.

As noted in prior monitoring reports for the 2021-2022 school year, work across many departments and in support of other Executive Limitations continued to be impacted by COVID. The primary impact of teacher and paraeducator shortages led to District staff members using their time to cover classes or support initiatives outside the scope of their normal work. For example, Equity and Operations Department team members started the year running vaccine clinics. Any impact to the work of EL-16 will be noted in evidence.

This updated interpretation is forward, and future looking of expectations and direction for the work for the 2022-2023 school year.

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 that staff employed at Issaquah School District will be able to acknowledge and identify the history, context and current state of institutional barriers and inequities that students face based on their racial and ethnic backgrounds. I interpret this to mean that each employee can interrogate how this history, context and current state informs expectations for students and how to reflect, identify, restore and interrupt unintentional patterns of marginalization and inequity. This can happen at a classroom level, a school level, a program level or with other activities that students are involved in (e.g. extracurriculars, clubs and athletics). The District will equip staff at all levels to do this and provide supports for students that correct for inequities that may exist. The District will provide specific training to staff to bolster cultural competence, confidence and responsiveness while providing students with content and pedagogy that validate historical inequities and affirm their identities and experiences.

Evidence

- 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 disaggregated data and evidence in order to build and calibrate capacity for data literacy to unearth inequities, identify root causes, develop a problem or opportunity statement in support of Multi-Tiered Systems of Support (MTSS) and access for all students, develop a robust set of evidence-based solutions, prioritize resources and support, and establish accountability for eliminating opportunity gaps in District plans and School Improvement Plans (SIPs). In addition, I interpret this to mean that there is an ongoing cross-functional system of reviewing data and progress to determine what may be working, what may not be working and the next course of action.

Evidence

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 through program development, curriculum adoption, communications and school-based efforts to reach out to and engage families. I interpret this to mean that outreach is conducted in a family's preferred language and multiple modalities are offered to engage families from diverse backgrounds.

Evidence

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 actively develop and implement communication and feedback processes and protocols that support partnership and two-way communication that ensures the District are hearing the voices representative of our diverse community and student population. This includes the aforementioned communication to families in their preferred language and through multiple modalities. The District will also support the same processes and protocols at school level with students, partners and families within that school community.

Evidence

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

Interpretation

I interpret this to mean the Issaquah School District will review and develop hiring processes that reduce bias and barriers to entry for applicants of all identities and backgrounds. In addition, the District will train hiring managers in anti-bias in hiring. The District will focus recruitment efforts in networks that are known for applicants of color, and promote all job postings that speak to and exemplify a commitment to equity and inclusion. As a result, the district will see an increase over time of staff demographics overall, and across all employee groups, that represent the student population.

Evidence

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 ensure that there are supports and space for all staff to both develop and contribute their commitment to equity and inclusion. The District will develop an action plan that brings forward both emerging practices and ideas from staff about improving a culture that retains a highly skilled and diverse workforce. The District will see retention consistent across staff demographics. Specifically, the District will ensure there are ongoing efforts to provide training and support to all staff to develop their cross-cultural awareness and communication, and facilitate or promote opportunities to caucus by identity.

Evidence

Board Acceptance: