Recovery Plan for Issaquah School District

Student Well-Being
Universal Supports for All Students

1. The universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being:
   a. Tier 1 Positive Behavior Supports
      i. Clear expectations posted, taught, reinforced
         1. New expectations developed for remote, hybrid, and concurrent models throughout the year.
      ii. Staff establishing positive relationships
         1. Provided frequent resources to teacher to encourage relationship building, which guidance was modified for remote, hybrid, and concurrent
      iii. Universal SEL Lessons
         1. Elementary Second Step Curriculum & Bullying prevention Units
         2. Middle School, Second Step Curriculum—pre 2020, during 20-21 school year and ongoing
         3. High Schools developed lessons for weekly SEL lessons based on the WA SEL Standards
            a. Curriculum audit in progress to incorporate SEL lessons in core content long term
      iv. Proactive Classroom Management
         1. Modified existing guidance for remote, hybrid, and concurrent models
            a. Provide guidance around best practices in screening students for suicide ideation
            b. Review and respond to student concerns resulting from Gaggle alert
            c. Provide necessary guidance and counseling intervention (individual student check-in, small groups, classroom lessons, parent/student meetings)
            d. Training for counselors and secondary administrators on school refusal/Intervention process/Truancy Law updates with an MTSS lens
            e. Provided Mental Health MTSS training with Dr. Bella Bikowsky to school counselors, PBSES Coaches, Special Ed staff
               i. Follow up CBT Skill Training w/ Dr. Bella Bikowsky – counseling skills to support students
            f. Support buildings in explicitly teaching expected student and staff hygiene behaviors

Diagnostic Assessments
1. The **well-being** diagnostic assessments predominantly used in each grade level to monitor, assess, and target supports for student well-being are:
   a. BEISY behavior/SEL screener (K-5) —twice per year: Fall & Spring
   b. SDQ behavior/SEL screener (6-12) —twice per year: Fall & Spring
   c. SWIS (K-12) —ongoing throughout the school year
      i. SWIS Reboot planned for Fall
         • Encourage a reboot of SWIS as buildings reopen fall 2021. Roll out district-wide definitions and flow chart for fall 2021. Offer training on race & ethnicity reports to building staff to support analysis of disproportionality. Begin use of district-wide data review using PBIS Evaluation.
   d. School Counselor Needs Assessments
   e. Healthy Youth Survey Oct 2021 (6,8,10,12)

Student and Family Voice
1. Voices used in the development of this plan? * (Student, Family, and Community Organizations)
   a. Continue ongoing communication and connection of families to community resources
      i. Utilization of Swedish School Based Health Counselors provide referrals to outside resources to families
   b. Maintain collaborative relationships with community partners
   c. Listening session with student leadership group (IDSC) and student equity group.

Strategic Supports and Monitoring Students Progress
1. After reviewing equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? How will you consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. *
   a. Each building uses their data and Tiered 2 Team Process to identify students that need additional support and monitor progress of interventions.
   b. We are planning to include an equity/cultural competence fidelity rubric in to the fidelity schedule for MTSS.
   c. Equity element will be utilized when we roll out data review procedures to buildings.
   d. We plan to offer training on SWIS race & ethnicity reports to building staff to support analysis of disproportionality.

   Additional Notes:
   - We have implemented MTSS for social-emotional and behavior needs in most schools. We are in the process of integrating academics district-wide. Plans include: Teaching a problem-solving process to analyze data at all tiers, implementing a data tracking and analysis tool and a schedule of fidelity measures.

   Take-aways and considerations on student wellness from UW Smart Center Report
   https://www.k12.wa.us/sites/default/files/public/workgroups/SMART%20Center%20Return%20to%20School%206.2.20%20final.pdf

- According to CDC, proportion of emergency visits nationally for mental health issues for youth 12-17 increased by 31% during the pandemic. This trend is also found at state inpatient facilities (Swedish, Seattle Children's, Mary Bridge Children's Hospitals).
- Communities and individuals who have had more negative experiences (children and young adults, front-line workers, persons of color, individuals with lower incomes and/or employment disruptions) will likely move more slowly into recovery phases and are more likely to experience more severe behavioral health symptoms.
- Effects of isolation combined with shifting educational and social opportunities and experiences have contributed to greater behavioral health challenges for individuals ages 6 – 25.
- General fatigue, exhaustion, and feeling overwhelmed are common experiences, as are sleep problems, diminished cognitive and high-level thinking, memory challenges, and increased impacts of existing behavioral health symptoms such as depression, anxiety, or trauma.
- Substance use issues may be impacted and substance-related disorders may increase.
- Return to in-person learning can cause distress, both for the student who has disengaged or has many missing assignments and for the student for whom remote learning has been a positive experience and is excelling. Students may also experience disappointment when returning to the building and school doesn't feel the same due to distancing and safety protocols.

COVID Recovery Plan—Elementary School

To monitor student progress and begin the process of our COVID recovery work, the Assistant Superintendent of Elementary Education, the Executive Director of Elementary School, and Director of Elementary Special Programs have worked with Elementary Principals on the following plans:

Professional Development for Elementary Principals
- In preparation of possible over identification for special services resulting in possible disproportionality, Elementary Principals were provided PD on effective data gathering and progress monitoring prior to referral process. In addition, principals were provided a template for the referral process, to be used with

Tiered Teams, which outlines appropriate data gathering methods, monitoring systems, and possible interventions to be implemented prior to student referrals.

- Following the analysis of student engagement data, Elementary Principals attended a training with Dr. Lisa Hoyt on the topic of best practices for engaging students during distance learning. Principals then shared their learning with their respective staff with the expectation teachers would implement strategies to improve student engagement. Monitoring of implementation of strategies occurred during classroom remote visits.
- Three elementary schools, Sunset, Clark, and Issaquah Valley participated in CCEIS funded year-long staff development opportunities with Dr. Lisa Hoyt. Professional Development was targeted on improving instructional practices to support all students, increasing awareness and knowledge of disproportionality, and increasing the knowledge of functions of and development of effective Tiered Teams, further development of MTSS, and focused intervention matching.

Supporting Social/Emotional Well Being
- Administration of the BEISY and Student Engagement Survey during the 2020-2021 school year.
- Tiered Teams reviewed school gathered engagement data recorded throughout the 2020-2021 school year as well as student and parent Engagement Survey results. Tiered teams will continue to use both sets of engagement data as part of fall planning for student support groups and potential Tier 1 and Tier 11 interventions. Teams at each school will gather data on individual and groups of students on an ongoing basis and analyze as part of team meetings to monitor success of interventions.
- Schools will use spring BEISY data from 2020-2021 SY to proactively identify students in need of additional supports/interventions as well as comparing it to the upcoming school year 2021-2022 BEISY data that will be administered.

Preparing for Fall Return of Students
Transition meetings for rising students. School teams meet to discuss student needs and supports as they rise from one level to the next-fifth students moving to 6th grade as well as preschool students moving to Kindergarten. Sending school teams complete data templates and plans to be reviewed with receiving team as part of determining possible supports and interventions for the fall.

Fall 2021-2022
- To facilitate relationships, connections, and partnerships with families, three days have been allotted for Family Connections Conferences to take place with incoming Kindergarten families.
- Support staff will administer Kindergarten assessments the first week of school to gather baseline data and monitor progress of Kindergarten students who attended an ISD summer program.
- To further support partnerships with families, the District is planning to engage in conversations with IEA around repeating the Family Engagement Conferences implemented this past winter in grades 1-5.
- ISD also applied for, and was granted, a waiver to hold conferences with families in December. These conferences provide yet another opportunity to make connections and engage in conversations around student progress and facilitate school-home partnerships to support student social emotional and academic growth.

COVID Recovery Plan- Elementary Summer School Programs

Program	Numbers	Location / Details	Cost factors
PreK **Current K**	1 class of 15-20 per site 1 class of 15-20 per site Total of 6 teachers/6 paras to cover all 3 sites	‣ 3 sites = 45-60 PreK ‣ At PreK-K sites = 45-60 K ‣ Total students 90-120 ‣ 4 weeks ‣ Data-based identification and demographic proportionality prioritization	‣ Transportation Provided ‣ 1 Admin. for all 3 sites ‣ No Fee
ELL – Elementary	3 locations, 15-18 students/site, emerging K-5 Total of 3 ELL teachers 3 paras	‣ Co-locate with PreK-K sites ‣ Total students = 45-60 ‣ Expand to full 4 weeks	‣ 1 Admin. for all 3 sites ‣ Transportation Provided ‣ No Fee
Clark—K-5	8-10 classes of 15-20 Total of 8-10 teachers/8-10 paras	‣ Total students 160-180 ‣ 4 weeks ‣ Data-based consideration and identification ‣ Demographic proportionality prioritization	‣ Transportation Provided ‣ 1 Admin. ‣ 1 Health Room Specialist ‣ Title scholarships Priority ‣ Invitation for COVID Recovery-no fee
LRC 1	Special Ed. staff at Clark 14 Special Services staff	‣ Combination of push-in and pull-out services ‣ More inclusive than traditionally delivered taking into account COVID classroom capacity ‣ 4 weeks	1 Admin.
LRC 2	1 class of 15-20 1 location 2 Teachers	‣ Total students 15-20 ‣ Co-locate with PreK-K site ‣ 4 weeks	‣ LRC 1 Admin. will support

Process for Identifying Students for Elementary Summer School

Elementary principals, along with members of the schools' Tiered Teams were asked to gather multiple data points on student progress from the 2020-2021 school year in order to develop a list of students for possible consideration for attendance at Elementary Summer School. Then, the schools' list of students for consideration were reviewed by groups of principals and district personnel in an aggregate manner. Next, using District identified common assessment data, prioritization based on demographic information, McKinney Vento status, Title/LAP, and ELL participation, groups of students were identified and will be invited to attend summer school. Special Services personnel will engage in a similar prioritization process to identify LRC 1 students (from list of students to consider) for participation in Elementary Summer School.

Progress Monitoring for Students Participating in Elementary Summer School (July 2021)

- Summer school attendees will be coded as "participants in summer school" for future progress monitoring and data gathering as to success of summer program interventions and possible further supports.
- Pre-and Post i-Ready Math and i-Ready Reading data will be used during the summer program and throughout the 2021-2022 school year to monitor student progress and will be used to identify additional interventions as needed.
- Student attendance, engagement, and social emotional progress will be monitored and reflected in an end of program Student Progress Report to be shared with students' school of attendance and families.

COVID Recovery Plan— Middle School

To monitor the success of our COVID recovery work, middle School staff and the Executive Director of Middle Schools will work together to gather the following data:

Summer School
- Attendance at summer school
- Throughout summer school we will monitor Aleks and I-Ready scores
- Grades will be Pass / Fail and we will be monitored throughout summer school
- Courses offered will be based on skill development – ELA and Math with the inclusion of materials that involve science and social studies skills / content
- Special education compensatory ed data/services
- ELL students will be provided targeted language development support

Universal Supports for All Students (throughout the 2020-2021 school year)

- Aleks – data will be used by all math teachers to focus on the most critical gaps in order for students to have access grade level content
- I-Ready – data will be used by all ELA teachers to focus on the most critical gaps in order for students to access grade level content
- Common Assessments – assessment data will be monitored to identify student progress and make adjustments to the essential learnings and instruction based on student results
- Narrowing Standards – Essential learnings have been identified for middle school courses, scope and sequences adjusted to allow for accelerated support
- Intervention Classes Available ELA / Math – Intervention courses at middle school are being restructured, students will be identified using multiple data sources (grades, iReady, Aleks, assessment data, teacher recommendations), students will be provided targeted support using instructional tools from iReady and Aleks
- Monitor D and F lists from the 2020-2021 school year and compare to the 2021-2022 school year
- Monitor Aleks Math and I-Ready scores from the 2020-2021 school year and compare to the 2021-2022 school year.

Mental Health and Well-Being
- Include a SEL component in our summer school offerings
- We will monitor and analyze SDQ data from the 2020-2021 school year can compare it to SDQ data that will be collected in the 2021-2022 school year.
- Continue the implementation of Character Strong at all middle schools and delivery of SEL curriculum (Second Step)

Fall 2021
- Monitor D and F lists from the 2020-2021 school year and compare to the 2021-2022 school year
- Monitor Aleks Math and I-Ready scores from the 2020-2021 school year and compare to the 2021-2022 school year.

COVID Recovery Plan—High School

To monitor the success of our COVID recovery work, high school staff and the Executive Director of High School have worked and will work together to gather the following data:

- ENL work—
  - We **narrowed the standards**. This work was led by TLS and several teacher leaders from the high schools last summer.
- **Grading Practices**
  - A list of replacement courses that could be used to resolve an INC was created with input from HS teachers
  - This list is in each HS course guide and these are available to all students
  - No F grades were assigned at semester (January 2021). The following communication went out to all HS families.
    - Teachers have made efforts to support student's academic success and have made accommodations or academic contracts appropriate for their course. While we want these efforts to be successful and for our students to earn all the credits in which they are enrolled, we know this may not be possible for every student. To that end, any student who is not passing at semester will be issued an NC or No Credit on their transcript. This NC has no impact to student GPAs.
    - A student may choose to or need to recover that credit from a course marked NC if it is required for graduation. We offer several ways for a student to recover credit including but not limited to: in-building credit recovery classes, retaking a class, online learning options through our online learning department, summer school classes, Running Start classes and some exams that could be used to earn "mastery credit." Please see your guidance counselor or your administrator for more information.
- **Other Academic Supports**
  - This year we worked to identify (seniors first) the students with an NC or F in English or Math and offered them a seat for competency based testing (see regulation 2409P). Three tests were offered at all HSs. Some also offered the ACT.
    - PSAT
      - (offered in October 2020 first and then 323 HS students took this test in January 2021)
    - SAT
    - ASVAB
  - Wednesdays we also strategically invited students who were not engaging academically as evidenced in course failures to in-person academic supports. These invitations occurred per the criterion in the MOU.
  - The number of credits earned by students in Summer School (students have signed up for 417 courses as of 5.18.2021 Andrea McCormick)
  - The number of students earning those credits in S.S.
    - This will be disaggregated by race/ethnicity and program
  - Grades improved by students in Summer School 2021 (Stephanie Grayson)
  - Online Learning Enrollment in Summer—currently anticipate a 50% increase in total enrollment (156 enrollments as of 5.18.2021 as compared to 78 last year at this time); 182 are requesting online Health; we will accept 100 (up from 70 last year and depends on our ISD staff availability)
    - Credit earned
    - Grades improved—down about 50%
    - Enrichment courses—highest demand right now
  - Courses offered in Summer School were determined based on the NC or F grades earned in school year 2020-2021 with priority placed on those courses required for graduation—DONE
    - This work included any LRC I courses that we needed to offer
    - LRC I students did NOT have many NC/F grades earned (see Dr. Bailey for more on this)
  - The Exec Director and CFO have learned there are no available funds for Echo out of the ESSER funding

Extra-curriculars
- Athletics began in December 2020 serving nearly 1,000 athletes
    - As of May 20, 2021 we have had 2007 individual HS athletes participate in athletics
- We have conducted three seasons—5 week for Season 1 and 2, 6 weeks for Season 3
- All athletes have had intra-league competition (through KingCo)
- High School ACs conducted orientations for 9th grade students as they returned to in-person instruction
    - Admin teams also hosted open hours in which students could come see their building and find their classrooms before returning to in-person instruction
- Clubs have continued virtually with record numbers of club participation at one of our HSs—Liberty HS
    - Once the HSs began in-person instruction, in-person club meetings also became an option

Mental Health and Well-Being
- We will analyze SDQ data from 2020-2021 (2x) and compare it to the upcoming school year 2021-2022 (2x)
- We can use this information and additional student input gathered to plan for Flex and NEST time lessons to support social and emotional health.

Fall 2021
- We will gather the total # of students who choose to stay in high school for a 5th year
- We will evaluate who is eligible for a competency credit using 2409P and continue to offer the methods by which to attain it (fall SBA, fall PSAT and SAT, AP and IB scores from May 2020)
- We will continue to track the ISF tutoring hours accessed by students

COVID Recovery Plan – Teaching and Learning Services

LEAs must address the following elements in their Academic and Student Well-being Recovery Plan, using the OSPI-provided template:

A. Identification of specific diagnostic assessments tools by grade level; identification of student learning and well-being gaps; and focus of additional time, supports, and/or extracurricular activities for students most impacted.

B. Inclusion of the following student groups in all data included in the Plan: American Indian/Alaskan Native; Asian; Black/African American; Hispanic/Latino of any race(s); Native Hawaiian/Other Pacific Islander; Two or More Races; White; English Learner; Students Experiencing Poverty; Students with Disabilities; Students Experiencing Homelessness; and Students in Foster Care.

C. Students' learning recovery (including addressing the needs of the student groups identified above), specifically identifying and correcting disproportional impact resulting from the school building closures and extended time in remote learning due to the COVID-19 pandemic.

D. Provision of additional instruction, student well-being support, and extracurricular opportunities based on an assessment of student needs (academic and well-being).

E. Additional elements identified by OSPI that are based on evidence of positive learning and well-being outcomes (e.g., balanced calendar, additional school days, additional instruction time, or any combination of these elements). While the examples provided are recommended, the following are required:
    a. Equity analysis in the development of the Plan.

b. LEA school board approval of the Plan (e.g., public posting, provide opportunity for public comment as pre federal requirement).

c. LEAs must post the Plan on the LEA website per the federal law, making it accessible for those with disabilities and those in the community whose language is one other than English.

Part III: Universal Supports

Essential Learnings. Teaching teams with the support of Teaching and Learning Services will identify, and adjust as necessary, Essential Leanings for each core course of study. Scope and Sequence documents and pacing guide recommendations will provide guidance on focusing instruction to ensure all students are provided instruction and are assessed on Essential Learnings.

Common Assessments. ISD provides common assessments in all core courses to monitor for equitable outcomes of key essential learnings.

Equitable Grading Practices. ISD has identified 7 principles of equitable grading as supported by research, professional learning and school planning.

PBSES. Positive Behavior, Social and Emotional Supports is a long-standing ISD commitment to provide Social Emotional Learning, positive behavior interventions and supports, proactive classroom management and positive relationships, systematically and in a trauma-informed and culturally responsive manner.

See Section VII for Strategic Supports for Identified Student Groups

Part VII: Strategic Supports for Identified Student Groups

As students are identified through our Tiered Teams structure or an equity analysis, the following are among the strategic supports supported by ISD

Success Block, Study Skills and Credit Recovery. Structured supports for students are incorporated at all levels to provide targeted instruction and supplemental learning opportunities for students identified through data studies.

Summer School. Students were selected based on data and equity analysis for participation in a cost free summer learning and credit recovery program.

Strategic Staffing. ISD enhances school staff with Intervention Specialists, Instruction and PBSES Coaches, Graduation Specialists, Counselors and Mental Health specialists, and ELL staff to ensure identified students and student groups receive strategic supports.

ASAP. After school learning opportunities are supported in partnership with the Issaquah Schools Foundation.

Inclusionary Practices. Co-Teaching and inclusionary practices are a focus of professional learning and program development with a focus on English Language Learners and students with disabilities.

Development of MTSS. ISD is investing in the development of integrated Multi-Tiered Systems of Support to put equity in action as we identify social and academic learning needs, build a continuum of support for students and effective systems for engaging students and families as well as making data-based decisions.

Part IV: Diagnostic Assessments

Diagnostic Assessments for Literacy and Math are implemented K-12 to identify and guide supports for student learning and recovery services.

Diagnostic Assessment results are used as follows:
- Classroom Teacher receives diagnostic data for their students to identify skill gaps by individuals and groups.
- Specialists that support learning (Special Education, Title/LAP, Study Skills, ELL…) receive diagnostic data for the students they serve in order to design additional supports.

- ‣ Tier 1 Teams receive diagnostic data by student, as well as disaggregated data by race and program/categorical qualification, in order to conduct an equity analysis and to identify school-wide expectations and program needs.
- ‣ Tier 2 Teams receive diagnostic data by student, as well as disaggregated data by race and program/categorical qualification, in order to identify students or groups in need of additional supports and to monitor risk factors.

Assessment / Grade Levels	Description	Assessment Windows
iReady Reading K-8	Assesses 6 areas of reading achievement (phonological awareness, phonics, high frequency words, vocabulary, narrative text comprehension and non-fiction text comprehension). The assessment is standards-based and adaptive. Diagnostic reporting tools provide individual and group instructional recommendations and sets and monitors growth goals.	Fall, winter and spring starting in the spring of 2021.
iReady Math K-5	Assesses 4 core areas of math achievement (Number and operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. This assessment is standards-based and adaptive. Diagnostic reporting tools provide individual and group instructional recommendations and sets and monitors growth goals.	Fall, winter and spring starting in the fall of 2020.
ALEKS 6-8, pre-Calc/Calc	ALEKS is a research-based, online learning and assessment program that offers course products. Aleks offers an initial diagnostic assessment as well as access to regular learning checks. ALEKS provides standards-based diagnostic assessment in 12 strands.	Fall and Spring Available weekly leaning checks
SAVVAS 9-12	SAVVAS assesses core content linked to the high school math curriculum and provides a digital learning platform. Students take an initial diagnostic in the fall designed to assess essential learnings and pre-requisite skills.	Fall and Winter Unit Assessments Available
F&P Benchmark K-3 4-5 Targeted	F&P Benchmark is a 1:1 assessment of reading fluency and comprehension.	Fall and Winter Spring for students not meeting benchmark.
TS Gold / Wa-KIDS PreK-K	TS Gold is a comprehensive assessment of early learning and kindergarten readiness.	Fall K Fall and Spring PreK
Really Great Reading K-5 Targeted	Students identified in the iReady and F&P assessments with phonics and fluency struggles are provided this in-depth diagnostic of phonics skills.	Fall
STAR Math and Reading K-5 Special Education	STAR assessments provide diagnostic assessments for students with individualized learning plans to monitor learning needs and progress.	Fall, Winter, Spring
BEISY K-5	The Brief Externalizing and Internalizing Screener for Youth is a simple and quick screener of problem behaviors and social-emotional risk factors.	Fall, Winter, Spring
SDQ 6-12	The Strengths and Difficulties Questionnaire is part of the DAWBA family of mental health measures used to identify emotional symptoms, conduct problems, relationship problems and issues with attention or prosocial behaviors.	Fall

Part VIII: Monitoring Student Progress (ideas for the plan)
The following systems and procedures are used to monitor student progress and apply equity analysis.
Ed Planning Committee. Executive educational leaders meet weekly to monitor programs and address issues related to equity, learning, intervention, MTSS and engagement.

School Improvement Planning & Presentations. Each school must develop a school improvement plan to address overall achievement goals, gap-closing goals, COVID recovery planning and an area related to student well-being. Plans are presented and reviewed annually with the entire school board.

Homeroom Dashboards. State assessments, district common assessments, diagnostic assessments, grades, attendance and risk factors are organized within the Homeroom data system. All data is organized for easy access to disaggregated data to support equity analysis.

Tiered Teams. Every school has a tier 1 team or set of teams to identify, monitor and support school-wide data and programs as well as a tier 2 team to monitor screening and diagnostic data and oversee the direction of strategic supports and interventions. Teams are provided training and direction as we continuously develop our MTSS Systems.

MTSS District Implementation Team. ISD is investing in the development of an MTSS District Implementation Team. The DIT has completed a district capacity assessment to determine actions for sustaining multi-tiered supports systems for social-emotional well-being and academic achievement.

Monitoring of Ends and Executive Limitations. District governance policies are monitored annually with public presentations to the school board including disaggregated data to monitor equitable achievement and well-being of students.

Equity Department. ISD established an Equity Department to develop our ability to conduct equity analysis and strategically plan for more equitable outcomes and inclusive schools.

Disproportionality Plan. ISD has developed a disproportionality plan to address the over-representation of identified sub-groups for specific learning disabilities.

Professional Learning on PBSES/Trauma Informed Practices, Cultural Competency and Inclusionary Practices. ISD provides, to all staff, professional learning on topics that promote equity and well being with a focus on trauma-informed, culturally responsive and inclusive practices.

COVID Recovery Plan - Equity

Mission: 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 (**EL-16).** To fully actualize our mission to educate all students, it is essential that all schools and departments take ownership and action in applying **EL-16** in their operating principles.

For the purpose of this Framework, a focus on educational equity means raising the success of all students while **(1)** Promoting an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity, **(2)** Collecting, disaggregating, analyzing, and utilizing data in

order to establish and sustain equity-based accountability systems across the district, **(3)** Promoting an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds, **(4)** Developing and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate, **(5)** Promoting hiring practices to attract a highly-skilled and diverse workforce, and **(6)** Promoting a workplace environment and culture that supports retaining a highly-skilled and diverse workforce.

Before a decision is made the following items are examined:
  A. **Self-reflection**
  - Who is involved in making a decision? Who is at the table right now making this decision?
  - What dimensions of equity and diversity beyond race (gender, class, gender identity, culture, ability, immigrant status, etc.) are represented here? Who is not?
  - Based on group membership, what inherent biases do we bring to the table?
  B. **Who is impacted?**
  - What is the equity/diversity composition of the impacted groups? Who is affected?
  - If known, what is the existing equity/diversity disparity we are trying to address? What is the data source?
  - What are the power dynamics or disparities between You and those impacted?
  C. **What are the impacts?**
  - How will the decision of this group advance equity in our system?
  - What evaluation tools and measures do we need to determine the impacts of our decision?
  - In what ways could the decision fail to advance equity?
  - What are the necessary resources to make this an equitable decision?
  - What are the potential challenges, structural barriers, or unexpected blind spots?

Equity Framework
Purpose: To provide schools and departments with a framework for making decisions and creating an environment where students, staff, and families know they matter, they are listened to, and they belong.

Mission: 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 (**EL-16).**
To fully actualize our mission to educate all students, it is essential that all schools and departments take ownership and action in applying **EL-16** in their operating principles. To this end, the Equity department has created an Equity Framework based around the core values found in **EL-16**. This Framework will act as a guide for all schools and departments.

For the purpose of this Framework, a focus on educational equity means raising the success of all students while **(1)** Promoting an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity, **(2)** Collecting, disaggregating, analyzing, and utilizing data in order to establish and sustain equity-based accountability systems across the district, **(3)** Promoting an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds, **(4)** Developing and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate, **(5)** Promoting hiring practices to attract a highly-skilled and diverse workforce, and **(6)** Promoting a workplace environment and culture that supports retaining a highly-skilled and diverse workforce.

Before a decision is made the following items are examined:

A. Self-reflection
- ❑ Who is involved in making a decision? Who is at the table right now making this decision?
- ❑ What dimensions of equity and diversity beyond race (gender, class, gender identity, culture, ability, immigrant status, etc.) are represented here? Who is not?
- ❑ Based on group membership, what inherent biases do we bring to the table?

B. Who is impacted?
- ❑ What is the equity/diversity composition of the impacted groups? Who is affected?
- ❑ If known, what is the existing equity/diversity disparity we are trying to address? What is the data source?
- ❑ What are the power dynamics or disparities between You and those impacted?

C. What are the impacts?
- ❑ How will the decision of this group advance equity in our system?
- ❑ What evaluation tools and measures do we need to determine the impacts of our decision?
- ❑ In what ways could the decision fail to advance equity?
- ❑ What are the necessary resources to make this an equitable decision?
- ❑ What are the potential challenges, structural barriers, or unexpected blind spots?

(1) *Promoting an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity:*
- ❑ Staff in Schools and departments recognize the existence of systemic and institutional inequities for students.
- ❑ Decisions made by Schools and departments actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups.
- ❑ Decisions made by Schools and departments provide equitable access and academic support for all students in our system.
- ❑ Curriculum provided by Schools and departments prioritizes diverse viewpoints and cultural relevance.
- ❑ Decisions made by Schools and departments promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students.
- ❑ Schools and departments actively seek out and engage in professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities within educational systems.
- ❑ Schools and department provides equitable access and an inclusive, welcoming, and safe environment for staff, students, and families regardless of race, ethnicity, religion, English Language Proficiency, gender, gender identity, and sexual orientation.
- ❑ Schools and departments obtains membership in or affiliation with organizations and programs that promote equitable education, access, and opportunity.
- ❑ All staff are knowledgeable about the histories of diverse ethnic, racial, and cultural groups.
- ❑ Educators and department administrators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.
- ❑ All staff continuously self-reflect while they learn more about equity related issues.
- ❑ Educators modify and differentiate instruction practices so that students from diverse ethnic, racial, cultural, language, and socioeconomic groups will have an equal opportunity to learn.
- ❑ Educators relate instructional content and strategies to the cultural, racial, and ethnic backgrounds of their students.
- ❑ Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.
- ❑ Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.
- ❑ Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.
- ❑ Educators have high expectations for all students regardless of their background or differences.
- ❑ Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students.

❑ Individual educators and schools evaluate and equitably improve their own discipline policies and practices.

(2) *Collecting, disaggregating, analyzing, and utilizing data in order to establish and sustain equity-based accountability systems across the district:*
❑ Schools and departments actively seek to identify inequities in practices, policies, decision making, systems, plans, and access.
❑ Schools and departments have developed and implemented strategies and allocated resources towards eliminating those inequities
❑ Schools have used the ELL data matrix and Special education resources when reviewing data
❑ Schools and departments have established and sustained equity-based accountability systems across the district where applicable and appropriate.
❑ Educators and department staff are well informed about the influence of race, culture, language, and ethnicity on school and department data reports.

(3) *Promoting an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds:*
❑ Schools and departments communicate information to families in their preferred language
❑ Schools and departments have developed an effective ongoing communication system with families and the community.
❑ Schools and departments take into account and PLAN for the various life circumstances of all of our families in the district when planning events, activities, disseminating equipment or supplies, and developing timelines and expectations
❑ Schools and departments provide families with the opportunity to give input as well as participate in classroom, school, and district events
❑ Families and community members have the opportunity to be leaders in schools and departments.
❑ Schools and departments identify hidden rules and make those rules known to families from different cultures or who are new to the US school system
❑ Schools and departments involve families and students in the development of new procedures.
❑ Educators understand the ways in which race, ethnicity, culture, language, and social class interact to influence student behaviors/behavioral norms.
❑ Educators mobilize liaisons to help families navigate the school system.

(4) *Developing and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate:*
❑ Schools and departments actively seek feedback and engagement from diverse perspectives around initiatives, practices, and school or department climate
❑ Families and community members from diverse backgrounds are listened to and their opinions are valued
❑ Schools and departments provide families with equitable opportunities to be involved in their children's education
❑ New policies and procedures are implemented with sensitivity toward the diverse learning needs of students from culturally, racially, and linguistically diverse backgrounds.
❑ Schools and departments adhere to the district's equity policy.
❑ Students from diverse cultural, language, and ethnic backgrounds are given equitable opportunities to participate in extracurricular activities.
❑ Educators relate instructional content and strategies to the cultural, racial, and ethnic backgrounds of their students.
❑ Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.
❑ Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.

- ❑ Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached. Educators have high expectations for all students regardless of their background or differences.
- ❑ Educators continuously self-reflect while they learn more about equity related issues.

(5) *Promoting hiring practices to attract a highly-skilled and diverse workforce:*
- ❑ *Schools and departments prioritize and use equity questions in all interviews*
- ❑ *Schools and departments prioritize representation that models the school demographics.*

(6) *Promoting a workplace environment and culture that supports retaining a highly-skilled and diverse workforce:*
- ❑ Staff in Schools and departments have the ability to meaningfully and respectfully interact with colleagues, students and families from diverse backgrounds
- ❑ Staff in Schools and departments seek to understand cultural nuances of interactions between colleagues, students and families from diverse backgrounds.

COVID Recovery Plan – Special Education

Recovery and/or Transition Recovery Services for students in special education:

Students who receive special education services who may have experienced a learning impact due to COVID-19 and associated emergency school closures, remote or hybrid learning models, may require recovery and transition recovery services. Per OSPI guidance, recovery services and/or transition recovery services are intended to provide additional services to students with disabilities to address the ongoing impact of the COVID-19 pandemic.

Recovery and/or transition recovery services will be determined within the context of an IEP team meeting and documented through a Prior Written Notice. Families will not need to make a special request for this process to occur. The Special Services Department will be drafting a communication plan to staff outlining the process for IEP teams to use in facilitating a discussion on student progress and need for recovery and/or transition recovery services.

For the 2021-2022 school year, ISD will collaborate with stakeholders to develop recovery and/or transition recovery services options that may include before and after school, the use of Wednesday early release or late start days, and school breaks. We will be learning from the 2021 summer recovery and/or transition recovery services and work to building a stronger recovery and/or transition recovery services for Fall of 2021 and beyond.

Limited recovery and/or transition recovery services may start this summer and will continue into next school year and the following summer. Special Services acknowledges that families may have set plans for this coming summer of 2021 and/or that students need a break from school. Families will have opportunities to access recovery and/or transition recovery services throughout the 2021-2022 school year, and beyond.