

Equity and Diversity Department
Northshore School District
4-Year Plan (2019-2023)

Domain	Goals
Domain One: Governance, Organization, and Policy	<ul style="list-style-type: none"> ❖ Uphold NSD’s Equity Policy. ❖ Create and electronically distribute an Equity and Diversity Department newsletter on a bi-weekly basis. ❖ Support schools and staff in the implementation of their 4-year plan to further develop their utilization of culturally responsive teaching and practice. ❖ Build ongoing professional development training modules for staff and departments that center around the 4-year plan on culturally responsive teaching and practice. ❖ Partner with NSD’s Human Resources Department to collaborate on broad outreach, build inclusive hiring practices, and construct culturally responsive retention strategies. ❖ Continue to facilitate and support NSD’s Equity and Diversity Committee. ❖ Continue to facilitate and support NSD’s HIB Committee. ❖ Develop a method to archive NSD opportunity gap data. ❖ Start implementation of the Teacher Exchange Program in NSD. ❖ Improve the Attendance Awareness Campaign at the district level and utilize Attendance Works resources. ❖ Initiate prevention and intervention strategies with students who are not in regular school attendance prior to getting a truancy petition. ❖ Expand restorative and responsive practices in schools. ❖ Expand Trauma Informed Care implementation in schools. ❖ Pilot SEL in middle and high school classrooms. ❖ Implement the SBIRT model at all SBIRT schools and decide on SBIRT sustainability.

	<ul style="list-style-type: none"> ❖ Establish a school-based mental health model. ❖ Implement RTI exploration. ❖ Implement RTI and PBIS integration. ❖ Support all schools to install full MTSS implementation. ❖ Engage in ongoing progress monitoring systems to identify student needs and supports. ❖ Support all students, staff, administrators, and families to ensure: <ul style="list-style-type: none"> ➤ Educators stay informed about current school policies and procedures that impact the delivery of services to students from culturally, racially, and linguistically diverse backgrounds. ➤ Schools and departments ensure that all policies and procedures are explained to students and families in languages that they can communicate in. ➤ 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. ➤ Educators evaluate and equitably improve their own discipline policies and practices. ➤ Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students. ➤ Educators continuously self-reflect while they learn more about equity related issues.
<p>Domain Two: Climate and Culture</p>	<ul style="list-style-type: none"> ❖ Develop and implement a Students of Color Conference for NSD. ❖ Implement 4-year plan for Multicultural Weeks of Engagement. ❖ Create and electronically distribute an Equity and Diversity Department newsletter on a bi-weekly basis. ❖ Expand the scope of NSD’s Staff of Color Coalition. ❖ Continue to facilitate and support NSD’s HIB Committee.

- ❖ Partner with NSD student groups and clubs.
- ❖ Support building administrators in cultivating and promoting positive, culturally responsive school and classroom environments.
- ❖ Expand restorative and responsive practices in schools.
- ❖ Expand Trauma Informed Care implementation in schools.
- ❖ Pilot SEL in middle and high school classrooms.
- ❖ Implement the SBIRT model at all SBIRT schools and decide on SBIRT sustainability.
- ❖ Establish a school-based mental health model.
- ❖ Implement RTI exploration.
- ❖ Implement RTI and PBIS integration.
- ❖ Support all schools to install full MTSS implementation.
- ❖ Engage in ongoing progress monitoring systems to identify student needs and supports.
- ❖ Support all students, staff, administrators, and families to ensure:
 - Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.
 - Students and families from diverse backgrounds are listened to and their opinions are valued.
 - Students from diverse cultural, language, and ethnic backgrounds are given equitable opportunities to participate in extracurricular activities.
 - 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.

	<ul style="list-style-type: none"> ➤ 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.
<p>Domain Three: Teaching and Learning</p>	<ul style="list-style-type: none"> ❖ Develop and implement a Students of Color Conference for NSD. ❖ Partner with the CIA Department and school librarians to diversify books that are available to students. ❖ Implement 4-year plan for Multicultural Weeks of Engagement. ❖ Implement Ethnic Studies in all schools. ❖ Implement the North Star College Mentorship program at all middle schools. ❖ Create robust equity resource lists for students, staff, parents, and community members. ❖ Build ongoing professional development training modules for staff and departments that center around the 4-year plan on culturally responsive teaching and practice. ❖ Continue to facilitate and support NSD’s Equity and Diversity Committee. ❖ Support all students, staff, administrators, and families to ensure: <ul style="list-style-type: none"> ➤ Educators are well informed about the influence of race, culture, language, and ethnicity on school and department data reports. ➤ Educators are well informed of the racial, ethnic, and cultural backgrounds of students and families. ➤ Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.

	<ul style="list-style-type: none"> ➤ Students and families have the opportunity to be experts in the classroom, school, and district. ➤ Educators understand the ways in which race, ethnicity, culture, language, and social class interact to influence student behaviors/behavioral norms. ➤ Educators are knowledgeable about the histories of diverse ethnic, racial, and cultural groups. ➤ Educators are knowledgeable about creative, innovative, and equitable instructional approaches. ➤ Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues. ➤ Educators continuously self-reflect while they learn more about equity related issues.
<p>Domain Four: Family and Community Engagement</p>	<ul style="list-style-type: none"> ❖ Implement the North Star College Mentorship program at all middle schools. ❖ Create robust equity resource lists for students, staff, parents, and community members. ❖ Create a community update brochure to ensure that NSD data is transparent to the community. ❖ Collaborate with various community partners, institutions, and organizations. ❖ Consistently obtain student-volunteers from UW Bothell’s Community Based Learning and Research courses. ❖ Develop strategies to expand communication and partnership strategies between schools and families. ❖ Develop a district wide parent manual to give to parents during home visits. ❖ Expand NSD’s home visit program to partner families with teachers and family liaisons. ❖ Increase the number of family liaisons and help liaisons go from an intervention team to a prevention and intervention team.

- ❖ Partner with UW Bothell and Cascadia Community College to expand services that support parents through the implementation of parent classes and family literacy development.
- ❖ Create and facilitate an NSD Parent Committee.
- ❖ Partner with local shelters to continue to obtain educational resources and reduce barriers for students who are under McKinney-Vento.
- ❖ Improve and expand the Community Truancy Board and consider restorative practices in the CTB model.
- ❖ Support all students, staff, administrators, and families to ensure:
 - Schools and departments involve families and students in the development of new procedures.
 - Schools and departments have developed an effective ongoing communication system with families and the community.
 - Schools and departments provide families with equitable opportunities to be involved in their children's education.
 - Families and community members from diverse backgrounds are listened to and their opinions are valued.
 - Schools and departments obtains membership in or affiliation with organizations and programs that promote equitable education, access, and opportunity.
 - Families and community members have the opportunity to be leaders in schools and departments.
 - Educators mobilize liaisons to help families navigate the school system.
 - Educators continuously self-reflect while they learn more about equity related issues.