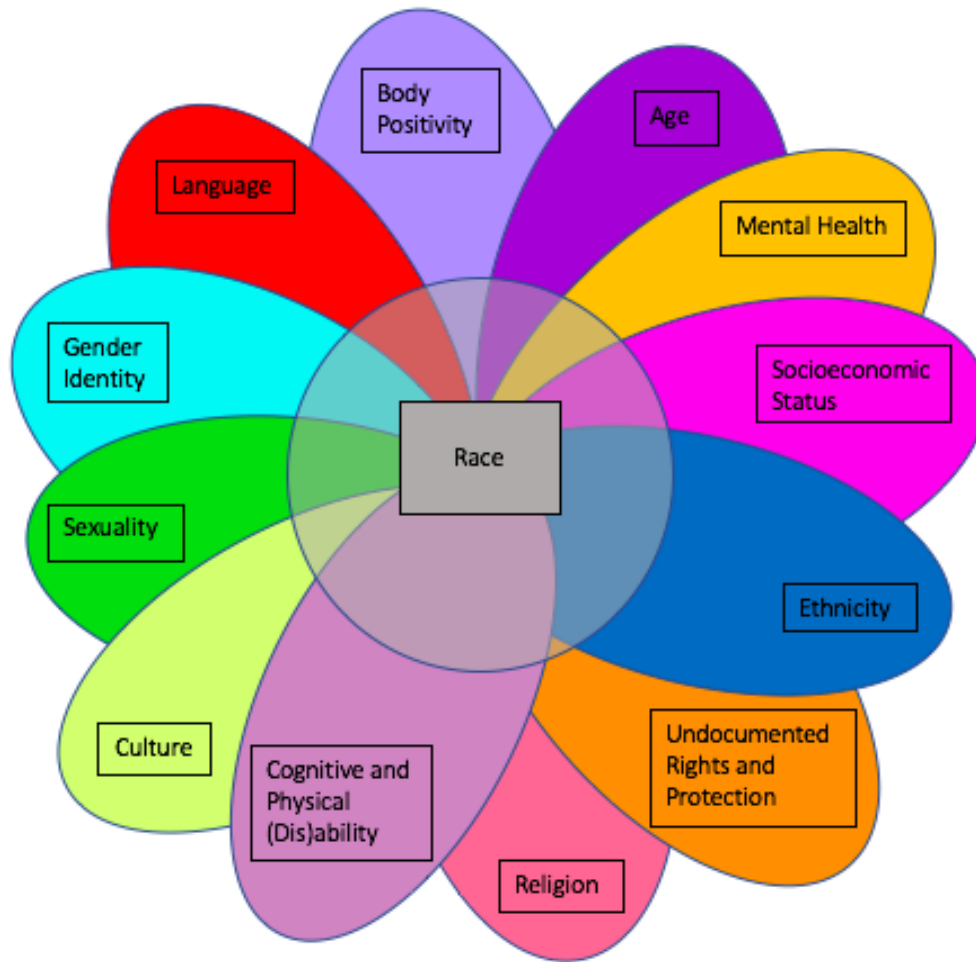


# Northshore School District Equity Handbook

Created by Ayva Thomas for the Northshore School District  
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# Northshore School District Equity Handbook



"Intersectional Diversity Flower" Created by Ayva Thomas

You may wonder how to go about successfully **practicing** the criteria that is listed under each domain in the Equity Inventory. This Equity Handbook serves to provide you with culturally responsive strategies and resources to start or continue engaging in that process. Resources are hyperlinked.

*Note: The words "diverse" and "diversity" consistently appear in the Equity Inventory and Handbook, so the above "Intersectional Diversity Flower" is included to prompt you to think about what types of diversity are referred to in each domain and culturally responsive practice. As you can see in the Flower, race is a consistent intersecting factor with, between, and across each petal; so, in thinking about the diverse populations and communities within your school or the district, we ask you to think about 1) the ways that race intersects with the identities represented on each petal and 2) the intersectionality that occurs within and across each identity petal.*

# DOMAIN ONE: GOVERNANCE, POLICY, PRACTICE, AND SELF REFLECTION

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	<b>Domain One: Governance, Policy, Practice, and Self Reflection</b>	<b>Strategies and Resources for <i>Practicing Each Criteria</i></b>
1A	Educators stay informed about current school policies and procedures that impact the delivery of services to students from diverse backgrounds.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Review Northshore School District’s Strategic Plan “Goals”, “Measures”, and “Equity Means” content</li> <li>- Review NSD’s Equity Policy</li> <li>- Review NSD’s Equity Framework</li> <li>- Review general school and district policies and procedures</li> <li>- Review school and district policies and procedures that are centered around different student groups (ie: ELL, Special Education, Accessibility, Undocumented Rights and Protection, High Cap, Honors, AP, etc.)</li> <li>- Use NSD’s Equity Toolkit to help inform the assessment of school policies and procedures</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- NSD <a href="#">Strategic Plan</a></li> <li>- NSD <a href="#">Equity Policy</a></li> <li>- NSD Equity Framework</li> <li>- NSD Equity Checklist</li> <li>- <a href="#">Limitations on DHS Immigration Enforcement Actions at Sensitive Locations</a> document by U.S. Department of Education</li> <li>- <a href="#">Guidelines for Writing About People with (Dis)abilities</a> by ADA National Network</li> </ul>
1B	Schools and departments ensure that all policies and procedures are explained to students and families in languages that they can understand.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Have copies of policies and procedures online and in hard copy in different languages for students and families</li> <li>- Allow students and families to have access to interpreters when important policies, procedures, and practices need to be shared</li> <li>- Have a list of staff, liaisons, students, parents, and/or community members that can help translate documents for students and families</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">OSPI Interpretation and Translation Services</a> web page</li> <li>- <a href="#">“The Importance of Interpretation in Education”</a> article by ICD Admin</li> <li>- <a href="#">“Aurora School District Expands Translation and Interpretation in Response to Parent Demands”</a> by Yesenia Robles</li> <li>- NSD family liaisons (contact information listed in Domain 4G)</li> </ul>

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1C	New policies and procedures are implemented with sensitivity toward the diverse learning needs of students.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Allow students and families to have a voice through policy- and procedure-making processes</li> <li>- Give students and families opportunities to be involved in policy- and procedure-making processes</li> <li>- Give staff opportunities to be involved in, and support students and families when, developing new policies and procedures</li> <li>- Consider and honor the learning styles, accessibility, and comfortability of diverse student groups when thinking about policies and procedures</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships”</a> article by Amanda Stefanski, Linda Valli, and Reuben Jacobson</li> <li>- <a href="#">“Increasing Student Voice in Local Schools and Districts”</a> article by Mark Phillips</li> </ul>
1D	Schools and departments adhere to the district’s equity policy.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Review NSD’s Equity Policy and facilitate discussions about how administrators and staff can continue to align it with their own policies at the district, school, and classroom level</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- NSD <a href="#">Equity Policy</a></li> </ul>
1E	Educators evaluate and equitably improve their own discipline policies and practices.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Engage in restorative practices</li> <li>- Provide students with opportunities to learn from and resolve their mistakes</li> <li>- Disrupt zero tolerance policies by thinking about the disproportionate discipline rates that they generate for students based on their intersectionally diverse backgrounds and identities</li> <li>- Make the switch from zero tolerance practices to restorative practices</li> <li>- Review school and district demographic statistics on discipline rates and facilitate conversations about what the data shows and why that might be</li> <li>- Learn about how race and gender impact biases in interpersonal interactions and assessments of each situation</li> </ul>

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		<ul style="list-style-type: none"> <li>- Learn about the school-to-prison pipeline</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Dismantling the School to Prison Pipeline”</a> brief by Rennie Center</li> <li>- <a href="#">“The School to Prison Pipeline: The Impact of Disproportionality and How to Effect Positive Change”</a> resource by Pearson, Inc.</li> <li>- <a href="#">“Black Girls Matter: Pushed Out, Overpoliced, and Underprotected”</a> article by The African American Policy Forum</li> <li>- <a href="#">“Talking Circles: For Restorative Justice and Beyond”</a> lesson plan by teaching tolerance</li> <li>- <a href="#">“Teaching Restorative Practices with Classroom Circles”</a> lesson plans by Amos Clifford, Center for Restorative Process</li> <li>- <a href="#">“International Institute for Restorative Practices”</a> resource by IIRP</li> </ul>
1F	Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Learn about each student’s strengths by sparking conversations and discussions with them and their families about their stories</li> <li>- See diversity as an asset by giving students opportunities to share their experiences with educators and peers</li> <li>- Create activities and plan events in classrooms, schools, or the community that celebrate the diverse backgrounds and identities of students</li> <li>- Take the time to get to know students’ strengths and what they can each positively contribute to the classroom, school, district, and community</li> <li>- Build opportunities as a school or district for students to showcase their strengths</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Teaching Tolerance</a> website</li> <li>- <a href="#">“Weekly Circles: Building Community to Foster Academic Achievement”</a> video by Edutopia</li> <li>- <a href="#">“Building Home-to-School Connections”</a> article by Tiffani Mugurussa</li> <li>- <a href="#">“Student Led Conferences”</a> form and layout</li> </ul>
1G	Educators continuously self-reflect while they learn more about equity related issues.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Think about:             <ul style="list-style-type: none"> <li>o The ways that policies and class, school, or department organization can be culturally responsive</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"><li>○ The ways that all students can be successful, regardless of their grades or test scores</li><li>○ Why restorative practices are important to implement</li><li>○ The ways that you can follow a strengths-based model for students</li><li>○ Why it is important to be able to effectively communicate with students and families</li><li>○ The ways that your own work can align or already aligns with the Strategic Plan and Equity Policy</li><li>○ When you can utilize the Equity Checklist</li></ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>- <a href="#">"Rita Pierson: Every kid needs a champion"</a> TED talk</li><li>- <a href="#">"Restorative Classroom Discipline"</a> chapter 1</li><li>- <a href="#">"Reframing Classroom Management: A Toolkit for Educators"</a> by Teaching Tolerance</li><li>- <a href="#">"5 Smart Online Parent-Teacher Communication Tools for Keeping Connected"</a> by Lee Watanabe-Crockett</li></ul>
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## DOMAIN TWO: CLIMATE, CULTURE, AND SELF REFLECTION



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	<b>Domain Two: Climate, Culture, and Self Reflection</b>	<b>Strategies and Resources for <i>Practicing Each Criteria</i></b>
2A	Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Take the time to get to know students and their families</li> <li>- Provide students with opportunities to share about their own backgrounds, experiences, and identities</li> <li>- Provide families with opportunities to share about their own backgrounds, experiences, and identities</li> <li>- Take the time to get to learn about student and family cultural customs and norms</li> <li>- Use acquired knowledge about student and family cultures to help inform interpersonal interactions</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"Collaborating to Build a Culturally Responsive School Climate for ELs"</a> conference notes from SupportEd</li> <li>- <a href="#">"6 Ways Teachers Can Foster Cultural Awareness in the Classroom"</a> brief by The Edvocate</li> <li>- <a href="#">"Parent, Family, Community Involvement in Education"</a> policy brief by the NEA</li> </ul>
2B	Students and families from diverse backgrounds are listened to and their opinions are valued.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Create pathways for students to voice their concerns and opinions, and take ownership over their own learning (ie: give students opportunities to be leaders, facilitators, creators, developers, agents of change, etc.)</li> <li>- Build student-centered capacity in the classroom or building (ie: make sure that students' skills, interests, diverse identities, etc. are honored and included)</li> <li>- Pave avenues for students to speak up and out about individual and collective interests that matter to them</li> <li>- Foster and support student ideas and creativity</li> <li>- Create multiple pathways for families to voice their ideas, even when they cannot physically come to the school</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"Increasing Student Voice and Moving Toward Youth Leadership"</a> article by Dana Mitra</li> <li>- <a href="#">"Building Capacity for Personalized, Student-Centered Education"</a> article by Education Week</li> </ul>

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		<ul style="list-style-type: none"> <li>- <a href="#">"Evidence for Student-Centered Learning"</a> handbook by Education Evolving</li> <li>- <a href="#">"8 Things to Look For in a Student-Centered Learning Environment"</a> article by Emily Liebtog</li> <li>- <a href="#">"Fostering Equity"</a> resource by Safe @ School</li> <li>- <a href="#">"Curriculum Ideas"</a> website by HEC Global Learning</li> </ul>
2C	Students from diverse backgrounds are given equitable opportunities to participate in extra-curricular activities.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Allow space for creative and innovative extra-curricular activities and club development by students</li> <li>- Examine demographic data of extra-curricular activities and clubs, and help recruit more students</li> <li>- Provide space for student agency and student-driven collective action</li> <li>- Value and support affinity groups (ie: BSU, LGBTQIA+, Latinx, etc. clubs)</li> <li>- Work to reduce and/or eliminate financial barriers</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"Making Space: Affinity Groups Offer a Platform for Voices Often Relegated to the Margins"</a> by Monita K. Bell</li> <li>- <a href="#">"Making Extra-Curricular Activities Inclusive"</a> article by NEADS</li> <li>- <a href="#">"Ensuring Full Participation in Extra-Curricular Activities for Students Experiencing Homelessness"</a> article by National Center for Homeless Education</li> </ul>
2D	Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Have copies of curriculum and instructional texts available for students in their home languages so their families can help them with homework (ie: textbooks, books, etc.)</li> <li>- Create a list of resources for students to refer to when completing school work in class</li> <li>- Create a list of resources for students and families to refer to when completing or helping with homework outside of school</li> <li>- Know which students have access to technological devices outside of school and accommodate accordingly</li> <li>- Create differentiated versions of tests to ensure that students are being met where they're at and their learning styles are taken into consideration</li> </ul>

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		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"10 Tips for Homework Success"</a> article by Stephanie Wood</li> <li>- <a href="#">"Homework Spot"</a> online homework help K-12, all content areas</li> <li>- <a href="#">The World of Math Online</a> website</li> <li>- <a href="#">"Differentiation in a Rigid Curriculum"</a> article by Kathryn Nieves</li> <li>- <a href="#">"Succeeding with Differentiation"</a> article by Lisa Westman</li> </ul>
2E	Educators relate instructional content and strategies to the diverse backgrounds of their students.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Make connections between instructional content and historical and contemporary writers, historians, poets, mathematicians, scientists, leaders, activists, and/or influencers who match the backgrounds and demographics of your students</li> <li>- Take the time to get to know your students and draw explicit connections between instructional content and their own backgrounds</li> <li>- Make connections between instructional content and topics that are relevant to students' interests (ex: draw parallels between content material and music, art, dance, food, technology, social media, movies, books, and leaders/influencers that are relevant to students)</li> <li>- Make connections between instructional content and topics that are relevant to student interests</li> <li>- Carve out time for students to draw their own connections between instructional content and their own backgrounds</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"25 Mini-Films for Exploring Race, Bias, and Identity with Students"</a> resource by <i>The Seattle Times</i></li> <li>- <a href="#">"I Am From poem"</a> pdf</li> <li>- <a href="#">"Student Interest Inventory"</a> pdf</li> <li>- <a href="#">Ethnic Studies Curriculum</a> by Los Angeles Unified School District</li> </ul>
2F	Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Find art, texts, and other visuals to hang on the walls in the school, classroom, and/or Admin Center that represent diverse student populations</li> </ul>

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		<ul style="list-style-type: none"> <li>- Allow students to hang their own creative art on the walls in the classroom, school, or Admin Center</li> <li>- Present visual materials that diverse students can identify with in the classroom, at assemblies, and at school and district events</li> <li>- Allow students to bring images to school and class that reflect their backgrounds, cultures, and identities</li> <li>- Screen curriculum, classroom, and library books to make sure that diverse people and communities are represented through an anti-bias lens</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"One World Posters"</a> diversity posters that can be printed at no cost</li> <li>- <a href="#">"Guide for Selecting Anti-Bias Children's Books"</a> article by Louise Derman-Sparks</li> <li>- <a href="#">"30 Children's Books About Diversity that Celebrate Differences"</a> article by Danika Ellis</li> <li>- <a href="#">"The 2018 Ultimate List of Diverse Children's Books"</a> by Mrs. G.</li> </ul>
2G	Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Make space for students to share historical and current events that relate to them, that they are interested in unpacking, or that they are passionate about in the classroom, at school events, or at district events</li> <li>- Connect student-shared historical and current events to lessons and instructional materials in the classroom</li> <li>- Allow students to connect their shared events to projects and assignments in the class or school</li> <li>- Make space for educators to share historical and current events that matter to them at staff meetings</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"Classroom Culture"</a> article by Teaching Tolerance</li> <li>- <a href="#">"The Storytelling Project Curriculum"</a> by Barnard College</li> </ul>
2H	Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Make school and classroom spaces and structures physically and culturally inviting</li> <li>- Learn about students' learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking</li> </ul>

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		<p>note of which ones work best for each student, or asking them what they liked the most about previous classes</p> <ul style="list-style-type: none"> <li>- Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons</li> <li>- Connect student names, interests, and backgrounds to instructional material</li> <li>- Bring diverse guest speakers into the school and classrooms</li> <li>- Create learning stations in the classroom to help students learn content in different and creative ways</li> <li>- Turn lessons into games to make the content fun and engaging</li> <li>- Allow students to have a voice in deciding the types of projects and assignments they will do</li> <li>- Create opportunities for family and community participation</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"15 Culturally Responsive Teaching Strategies and Examples"</a> article by Marcus Guido</li> <li>- <a href="#">"Student Productivity and Culturally Responsive Teaching"</a> article and images by Natasha Williams</li> <li>- <a href="#">"Playing to Students' Strengths"</a> article by Stefani Boutelier and Neisa McPherson</li> </ul>
21	<p>Educators have high expectations for all students regardless of their background or differences.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Help students succeed by applying culturally responsive practices to instruction, activities, and events</li> <li>- Challenge students, but also meet them where they are at to help them each grow</li> <li>- Teach students about strategies for success and what to do when they feel overwhelmed</li> <li>- Help students write out plans for themselves for when they feel overwhelmed so they can practice how to show grit and resilience during those tasks</li> <li>- Help students understand all of the college and career opportunities that are available to them (universities, colleges, community colleges, technical colleges, trade schools, institutes, etc. * they are never too young to talk about this)</li> <li>- Teach students how to apply and prepare for higher education (ie: admissions process, financial aid, scholarships, resources, etc.)</li> <li>- Convey to students that you believe in them and that they can and should believe in themselves</li> </ul>

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		<ul style="list-style-type: none"> <li>- Set clear and high expectations, and be transparent about them</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Harvard Grad [Donovan Livingston] Wows Crowd with Spoken Word Commencement Address”</a> YouTube clip</li> <li>- <a href="#">“Grade 3’s Teach Us How to Show Grit”</a> YouTube clip</li> </ul>
2J	Educators continuously self-reflect while they learn more about equity related issues.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Think about:             <ul style="list-style-type: none"> <li>o The ways that your classroom, building, or department can continue to build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals)</li> <li>o Why it is important for your classroom, building, or department to build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities</li> <li>o The ways that you can provide students and families with opportunities to share about their own backgrounds, experiences, and identities</li> <li>o Why each student’s diverse and intersectional identities are important, meaningful, and should be recognized</li> <li>o Why it is important to identify strengths in each student, and what the consequences are if that doesn’t happen</li> <li>o The ways that every student has grit and resilience - and how it is a matter of helping them continue to show it by intentionally practicing it, rather than a matter of teaching them how to have it in the first place</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">National Association of Multicultural Education</a> website</li> <li>- <a href="#">“Courageous Conversations”</a> by the Pacific Educational Group</li> <li>- <a href="#">“Glenn Singleton: Courageous Conversations”</a> YouTube clip</li> </ul>

# DOMAIN THREE: TEACHING, LEARNING, AND SELF REFLECTION

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	<b>Domain Three: Teaching, Learning, and Self Reflection</b>	<b>Strategies and Resources for <i>Practicing</i> Each Criteria</b>
3A	Educators are well informed about the influence of racial and intersectional diversity on school and department data reports.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Learn and have conversations about the bigger-picture (systemic) causes of predictable data report disparities among students in relation to:               <ul style="list-style-type: none"> <li>o Discipline practices and policies</li> <li>o Opportunity gaps</li> <li>o Special education</li> <li>o ELL</li> <li>o Honors</li> <li>o High Cap</li> <li>o Extra-curricular access and opportunities</li> <li>o Etc.</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Identifying the Root Causes of Disproportionality”</a> article and resource guide by Catherine Kramarczuk Voulgarides and Natalie Zwerger</li> </ul>
3B	Educators are well informed of the diverse backgrounds of students and families.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Look for ways to bring students’ stories into lessons and activities</li> <li>- Look for ways to bring families and their voices into the classroom (ie: they can come in to be a guest speaker, students can record their family member’s voice or take a video of them to bring into class, etc.)</li> <li>- Ask families and students about their diverse backgrounds and what they feel should be talked about to honor them in the classroom throughout the school year (ie: in-class surveys, take-home surveys, conversations, etc.)</li> <li>- Find out which religious and cultural observances students and their families celebrate throughout the school year and recognize them in class</li> <li>- Find out which national diversity days/months students and their families celebrate throughout the school year and recognize them in class</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- 2018-2019 Religious and Cultural Observances Calendar by Ayva Thomas and Chris Bigelow</li> <li>- <a href="#">“Family Welcome Questionnaire”</a> by Madison Metropolitan School District</li> </ul>



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		<ul style="list-style-type: none"> <li>- <a href="#">“Creating Culturally Responsive Parent Engagement”</a> by IDRA</li> </ul>
3C	Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Consistently include equity related PD in school-wide staff meetings throughout the year</li> <li>- Utilize the School Equity Team for equity related PD in school staff meetings</li> <li>- Consistently include equity related PD in district-wide administrative team meetings</li> <li>- Utilize the NSD Equity and Diversity Department for equity related PD at ATM meetings, and can also be utilized to help with staff meetings if so desired</li> <li>- Weave equity related materials and discussions into District Days</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- School Equity Teams</li> <li>- NSD Equity and Diversity Department</li> <li>- NSD Equity Handbook</li> </ul>
3D	Students and families have the opportunity to be experts in the classroom, school, and district.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Allow students to have opportunities to teach each other during lessons and activities</li> <li>- Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities</li> <li>- Make space for families to have opportunities to collaborate with their children to facilitate a presentation, workshop, or lesson in their child’s class</li> <li>- Allow students to have opportunities to organize and lead the planning on school-wide events and assemblies</li> <li>- Make space for students and families to have opportunities to help organize and be on the planning team for district-wide functions and events</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Students as Teachers: Empowering Students to Teach Each Other Can Transform Schools”</a> article by Cheri Sterman</li> <li>- <a href="#">“Developing Student Agency”</a> YouTube clip</li> <li>- <a href="#">“Multicultural Event Guide”</a> by the National PTA</li> </ul>

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<p>3E</p>	<p>Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Learn about the different identities, cultures, and religions that are represented in the school or classroom, and help students learn about the same</li> <li>- Learn about the cultural norms and values of each represented identity, religion, etc. and help students learn about the same</li> <li>- Show value of interdependence and collaboration in the classroom or school</li> <li>- Make small gadgets/toys/tools available for students to utilize during instruction time</li> <li>- Make sure that sites of play are accessible to students</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Culture in the Classroom”</a> article by Teaching Tolerance</li> <li>- <a href="#">“Being Mindful of Cultural Differences”</a> article by Rusul Alrubail</li> <li>- <a href="#">“45 Ideas for Classroom Friendly Fidget Toys”</a> article by Bec Oakley</li> <li>- <a href="#">“Classroom Setup”</a> article by Culturally Responsive Classroom</li> <li>- <a href="#">“Classroom Organization, the Physical Environment”</a> article by Linda Shalaway</li> </ul>
<p>3F</p>	<p>Educators are knowledgeable about the histories of diverse groups.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Take the time to get to know students’ racial, cultural, and ethnic backgrounds and provide them with opportunities to talk or write about them in lessons, activities, prompts, and discussions (if they wish to share)</li> <li>- Learn and teach about how historically marginalized groups and people have always maintained forms of resistance</li> <li>- Learn and teach through a lens that humanizes historically marginalized groups and people</li> <li>- Hang posters and teach lessons about historical scientists, mathematicians, writers, inventors, and leaders from marginalized groups</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Black Lives Matter Week of Action in Schools</a> resource website by D.C. Area Educators for Social Justice *provides resources for intersectionally diverse groups</li> <li>- <a href="#">Since Time Immemorial: Tribal Sovereignty in Washington State curriculum</a> for elementary, middle, and high school students</li> </ul>

# Northshore School District Equity Handbook

		<ul style="list-style-type: none"> <li>- <a href="#">Seattle Civil Rights and Labor Project</a> by the University of Washington</li> </ul>
3G	Educators are knowledgeable about creative, innovative, and equitable instructional approaches.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Make connections between curriculum content and local and global happenings</li> <li>- Give students opportunities to share local and global knowledge</li> <li>- Make connections to students’ identities and cultures</li> <li>- Build community and sense of belonging in the classroom</li> <li>- Foster empathy in the classroom through discussions, activities, and lessons</li> <li>- Break down stereotypes AND promote acceptance of diverse identities</li> <li>- Bring people, organizations, and programs from the community into the classroom, and bring students into the community</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Creating Classrooms for Social Justice”</a> blog by Tabitha Dell’Angelo</li> <li>- <a href="#">“Culturally Relevant Pedagogy in Mathematics: A Critical Need”</a> TED Talk by Shelly Jones</li> <li>- <a href="#">Rethinking Mathematics: Teaching Social Justice by the Numbers</a> book edited by Eric Gustein and Bob Peterson</li> <li>- <a href="#">“Just Science”</a> Teaching Tolerance</li> <li>- <a href="#">Building Empathy Through Community Projects</a> video clip by Edutopia</li> </ul>
3H	Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Consistently teach lessons and engage students or educators in activities that promote the acceptance and recognition of diversity, diverse students, and a diverse world</li> <li>- Teach lessons and engage students or educators in activities that disrupt stereotypes, discriminatory language, microaggressions, and implicit biases (while also teaching about ways to honor and respect diverse identities)</li> <li>- Push past the thinking that diversity acceptance and equity related lessons should only be taught to students after a problem or incident has happened, and instead think about how and why these lessons should happen consistently</li> </ul>

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		<ul style="list-style-type: none"> <li>- Create a classroom, school, or department schedule that documents the days that equity related PD, lessons, or activities will take place</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"Racial Equity Tools"</a> website</li> <li>- <a href="#">"Teaching Tolerance"</a> website</li> </ul>
31	Educators continuously self-reflect while they learn more about equity related" issues.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Think about:             <ul style="list-style-type: none"> <li>o The ways that equity can be at the center of teaching and learning in the school and classroom</li> <li>o Why it is important to learn about and discuss systemic level causes of data disparities based on race, gender, etc. before they are talked about at the district or school level</li> <li>o The ways that you can build and maintain relationships with students and families</li> <li>o Why it is important for students to have consistent opportunities to be experts/teachers in the classroom</li> <li>o Why it is important to learn about the histories of the diverse backgrounds that are (and are not) represented in the school or class</li> <li>o The ways that you can weave diversity and creativity into school-related functions, activities, and lesson plans</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">"The Danger of a Single Story"</a> TED Talk by Chimamanda Adichie</li> <li>- <a href="#">"Labeling Black Male Students 'Angry': A White Educator Shares Her Journey with Understanding Implicit Bias in Teaching"</a> article by Bronwyn Harris</li> </ul>

# DOMAIN FOUR: FAMILY AND COMMUNITY ENGAGEMENT AND SELF REFLECTION

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	<b>Domain Four: Family and Community Engagement and Self Reflection</b>	<b>Strategies and Resources for <i>Practicing</i> Each Criteria</b>
4A	Schools and departments involve families and students in the development of new procedures.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Invite and select diverse students, families, and community members to be on recommendation and decision-making teams/committees</li> <li>- Collect input from diverse students and families about already existing policies and procedures</li> <li>- Collect input from diverse students and families about policies and procedures that are in the draft stage, and include them in decision-making processes</li> <li>- To collect input for brainstormed, drafted, or already existing policies and procedures, organize focus groups, send out surveys, open seats on teams and committees, and/or plan dialogue sessions that include students and families</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“10 Ways to Overcome Barriers to Youth Engagement”</a> article by Rebecca Reyes and Malana Rogers-Bursen</li> <li>- <a href="#">“Parent Engagement in School Decision-Making”</a> best practices by The Detroit Community-Academic Urban Research Center</li> </ul>
4B	Schools and departments have developed an effective ongoing communication system with families and the community.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Communicate with families and community members about school and district events or happenings via: <ul style="list-style-type: none"> <li>o Email</li> <li>o School website</li> <li>o NSD website</li> <li>o Posters</li> <li>o Flyers</li> <li>o Social media platforms</li> <li>o Etc.</li> </ul> </li> <li>- Communicate with families and community members in multiple languages (ie: have documents available in multiple languages, have a list of interpreters that can be referred to)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Aurora School District Expands Translation and Interpretation in Response to Parent Demands”</a> article by Yesenia Robles</li> <li>- <a href="#">Parent Engagement Survey</a> by Vian Public Schools</li> </ul>

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<p>4C</p>	<p>Schools and departments provide families with equitable opportunities to be involved in their children’s education.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Invite diverse families to be classroom resources, guest speakers, and volunteers</li> <li>- Break down barriers and build pathways for families to have access to their children’s school-related materials and information (ie: think about language, accessibility, etc.)</li> <li>- Break down barriers and build pathways for families to have access to their children’s school-related events, activities, and meetings (ie: think about language, accessibility, access to transportation, other family/work/religious commitments, etc.)</li> <li>- Break down barriers and build pathways for families to have access to school or district related teams and committees (ie: think about language on applications, have committee members vote on what days/times are best for them, provide child care, etc.)</li> <li>- Create resource lists for families and make them available in different formats (ie: website, email, hard copy)</li> <li>- Find opportunities to go to families and hold events and functions out in the community</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Parent, Family, Community Involvement in Education”</a> policy brief by the NEA</li> <li>- <a href="#">“Four Important Things to Know About the Transition to School”</a> article by Margaret Caspe, M. Elena Lopez, and Chalawan Chattrabhuti</li> <li>- <a href="#">Global Family Research Project</a> archive</li> </ul>
<p>4D</p>	<p>Families and community members from diverse backgrounds are listened to and their opinions are valued.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Foster welcoming environments for diverse families and community members at school-related events and functions</li> <li>- Include diverse families and community members in the planning process of school related events and functions, class activities, and team or committee meetings</li> <li>- Ask families and community members what school-related events, functions, and activities they would like to see in the classroom, school, or district</li> <li>- Ask families and community members how the classroom, school, or district can continue to support them</li> </ul>

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		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Celebrating Your School’s Cultural Diversity”</a> by Clare Roach, Edutopia</li> <li>- <a href="#">“Host an International Festival at Your School”</a> by Scholastic</li> </ul>
4E	Schools and departments obtain membership in or affiliation with organizations and programs that promote equitable education, access, and opportunity.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Do a search for local programs and organizations that promote equity in education and think about which ones could be utilized for students and/or families in the classroom, school, or district</li> <li>- Build partnerships with local colleges, universities, community colleges, trade schools, and institutes (ie: to organize mock classes with a professor, recruit student mentors, set up field trips, etc.)</li> <li>- Take students on field trips to local colleges, universities, community colleges, trade schools, and institutes (ie: to do a mock class with a professor, sit in on a class and have a Q&amp;A session with students in the class, take a tour, meet professors, meet students, talk with advisors about financial aid and the programs that are available, etc.)</li> <li>- Utilize programs and organizations in the classroom, school, or district that empower diverse students and help them elevate their voice</li> <li>- Utilize programs and organizations in the classroom, school, or district that build affinity groups to provide diverse students with opportunities to engage in positive identity development</li> <li>- Utilize programs and organizations in the classroom, school, or district that teach students and educators: how to disrupt stereotypes and stigmas, share resources, and promote empathy and compassion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Youth Speaks Seattle</a> spoken word program</li> <li>- <a href="#">Ready Washington</a> coalition</li> <li>- <a href="#">Washington Alliance for Better Schools</a> collaborative</li> </ul>
4F	Families and community members have the opportunity to be leaders in schools and departments.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Provide families and community members with opportunities to: <ul style="list-style-type: none"> <li>o Teach students</li> </ul> </li> </ul>



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		<ul style="list-style-type: none"> <li>○ Facilitate lessons, activities, and workshops</li> <li>○ Engage in event planning</li> <li>○ Be members on school and district teams and committees</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Culturally Responsive Practices and Family Engagement”</a> PowerPoint by PBIS</li> <li>- <a href="#">“Culturally Responsive Parental Involvement”</a> by Goodwin, A. Lin and King, Sabrina Hope</li> <li>- <a href="#">“Culturally Responsive Family Engagement Practices”</a> by Jessica Lavorgna</li> </ul>
4G	Educators mobilize liaisons to help families navigate the school system.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Welcome and support liaisons as they: <ul style="list-style-type: none"> <li>○ Help empower families to engage in their children’s education</li> <li>○ Bridge communication between staff and families</li> <li>○ Respond, adapt, and build awareness within and across NSD</li> <li>○ Build a culture that welcomes honest and diverse communication</li> <li>○ Show families what school programs are available to their children</li> <li>○ Attend school related events and functions to support and interpret for families</li> <li>○ Engage in consistent home visits</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Washington Family Engagement Trust</a> website</li> <li>- <a href="#">“Giving Parents a Prominent Voice in Schools”</a> YouTube clip</li> <li>- <a href="#">“High Graduation Rates: EL Learners”</a> document by OSPI</li> <li>- NSD Family Liaisons: <ul style="list-style-type: none"> <li>○ Maria Cisneros Assigned to: Woodin ES, Kokanee ES, and Leota MS May support by appt at: Woodinville HS and 11 pathway schools <a href="mailto:mcisneros@nsd.org">mcisneros@nsd.org</a></li> <li>○ Virginia Gonzalez Assigned to: Bothell HS and Inglemoor HS May support by appt at: Maywood Hills ES, Shelton View ES, and Westhill ES <a href="mailto:ygonzalez@nsd.org">ygonzalez@nsd.org</a></li> <li>○ Patricia Herrera-Chavarria</li> </ul> </li> </ul>

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		<p>Assigned to: Frank Love ES, Kenmore ES, and Kenmore MS May support by appt at: Lockwood <a href="mailto:pherrerachavarria@nsd.org">pherrerachavarria@nsd.org</a></p> <ul style="list-style-type: none"> <li>○ Mayela Martinez Assigned to: Crystal Springs ES and Canyon Park MS May support by appt at: Canyon Creek ES, Fernwood ES, Skyview MS, and North Creek HS <a href="mailto:mmartinez@nsd.org">mmartinez@nsd.org</a></li> <li>○ Jasmin Perez Loreto Assigned to: Woodmoor ES and Northshore MS May support by appt at: Arrowhead ES and Moorlands ES <a href="mailto:jperezloreto@nsd.org">jperezloreto@nsd.org</a></li> </ul>
4H	Educators continuously self-reflect while they learn more about equity related issues.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Think about: <ul style="list-style-type: none"> <li>○ Why it is important for families and community members to be included and feel valued in the district, schools, and classrooms</li> <li>○ The ways that you can strengthen and support effective communication systems with families</li> <li>○ The ways that you can strengthen and support family involvement</li> <li>○ Why it is important to support our family liaisons</li> <li>○ Why it is important to bring families into the school</li> <li>○ The ways that your class or school can go into the community</li> <li>○ Why it is important to make connections with community organizations and programs</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">“Parent, Family, Community”</a> an NEA Policy Brief</li> <li>- <a href="#">“National Center on Safe Supportive Learning Environments”</a> website</li> <li>- <a href="#">“Parents Discuss Family Engagement”</a> YouTube clip</li> </ul>