Iowa City Community School District Comprehensive Equity Plan Updating Listening Sessions Report

May 2019

Introduction

The Iowa City Community School District (ICCSD) is engaging in a strategic planning process to update the Comprehensive Equity Plan. The process is being facilitated by the Equity Implemented Partnership using guiding principles and a development process that is modeled after the process the University of Iowa engaged in over the past year to create the University of Iowa's Diversity, Equity, and Inclusion Action Plan which was completed in April 2019. The Comprehensive Equity Plan Development Group of approximately 40 people was convened to assist in the development of the ICCSD's 2019-2022 Comprehensive Diversity, Equity, and Inclusion Plan. The Development Group reviews existing District goals and data, as well as the key equity concerns and suggestions that emerge from strategic interviews conducted with the ICCSD Executive Committee and Cabinet, listening sessions convened with key stakeholder groups, and public input received through two open community forums and survey responses.

This report details what was shared in each of the listening sessions with key stakeholders within the District regarding what they identified as the most important equity concerns in the District as well as their suggestions for how the District could go about addressing these concerns.

Listening sessions were conducted with seven groups from May 2nd, 2019 to May 28th, 2019. The table below describes the groups, dates, members, and attendance for the listening sessions.

Group	Date	Members	Attendance
School Board	May 14th	School Board Members	7
Cabinet	May 14th	Supt., Assistant Supts., and Directors	15
Administrative Council	May 7th	Principals and Asst. Principals	31
Cultural Proficiency Team (CPT)	May 15th	Teachers	25
Multi-Cultural and Gender Fair Committee (MCGF)	May 2nd	Teachers	6
Equity Advisory Committee	May 28th	Community Members	5
Development Group	May 13th	Key Stakeholder Groups	25

The listening sessions were facilitated by Dr. Sarah Bruch. The data collected, analyzed and summarized in this report includes the notes from the discussions during the listening sessions as well as responses to the Listening Session Questions form provided to each participant. The primary questions asked were: (1) What do you think are the most important or pressing equity-related concern(s) facing the ICCSD? (2) How do you think the ICCSD should go about addressing the equity concern(s) you identified above? (3) What is the main takeaway that we really need to know about improving equity in the ICCSD? (4) If you could only make one recommendation for enhancing equity in the ICCSD, what would be your top recommendation?

The data collected were categorized into six broad categories of equity considerations: (1) Student Academic Performance and Access to Learning Opportunities; (2) Student Behavior or Discipline; (3) Equitable, Inclusive, and Supportive School Environments; (4) Educator-Related; (5) Parent and Community-Related; and (6) District Policies and Practices. Within these broad categories, the data were further analyzed the primary themes and suggestions described.

Organization of Report

Executive Summary (Pages 3 to 6)

The Executive Summary is organized into two summary tables that organize the key themes from the listening session by category and group. Each table summarizes the main topics and suggestions provided at each listening session. The first table displays equity considerations while the second displays ideas for addressing. Each listening session is represented as a row in the table. Bold indicates that the theme was mentioned most frequently within the category compared to the others. When there is no bold within a box, this indicates that all themes were noted with equal frequency. Page numbers in each cell of the table indicate the location of a full written description of the equity concern or suggestion in the report.

Listening Session Write-Up (Pages 7 to 33)

The bulk of the report provides a summary of key equity concerns and suggestions from each of the listening sessions. The report is organized by six broad categories of equity considerations (listed below). Within each topic, the information obtained from each stakeholder group listening session is described separately including illuminating quotes from members of each group.

1.) Student Academic Performance and Access to Learning (Pages 7 to 10)

2.) Student Behavior or Discipline (Pages 11 to 13)

3.) Equitable, Inclusive, & Supportive School Environments (Pages 14 to 17)

4.) Educator-Related (Pages 18 to23)

5.) Parent and Community-Related (Pages 24 to 27)

6.) District Policies and Practices (Pages 28 to 33)

Executive Summary: Equity Considerations from Listening Sessions

	Student Academic Performance and Access to Learning Opportunities	Student Behavior or Discipline	Equitable, Inclusive, and Supportive School Environments	Educator-Related	Parent and Community-Related	District Policies and Practices
Board	**Academic achievement disparities** Preschool Access Lack of career and tech courses (pg.7)	**Disciplinary disproportionality** (pg.11)	**Lack of emotional, mental, and social supports for all students** (pg. 14) Inequitable access to extracurricular activities	**Lack of diverse and representative teachers, staff, and administrators** Need cultural competence training and teaching practices (pg.18)	**Lack of communication with parents (also, language barriers)** Lack of parental inclusion in decision making (pg.24)	Racial or socioeconomic status concentration (pg.28)
Cabinet	**Inequitable access to learning opportunities** **Academic achievement disparities** Drop out and graduation disparities (pg.7)	Implicit bias in discipline (pg.11)	**Inequitable student and staff experiences of belonging, respect, and inclusion** Lack of emotional and mental health supports for all students (pg. 14)	**Lack of diverse and representative teachers, staff, and administrators** Lack of culturally proficient leaders (pg. 18)	Translation barriers in communication to all parents (pg.24)	**Lack of shared understanding of what equity means** (pg.28) Lack of support and capacity for district-wide equity goals Inequitable buildings
Admin Council	**Academic achievement disparities** Inequitable access to advanced courses and programs (pg.8)	**Disciplinary disproportionality** (pg.11)	Lack of culturally inclusive curriculum Inequitable student and staff experiences of belonging, respect, and inclusion (pg. 15)	**Lack of diverse and representative teachers, staff, and administrators** Lack of culturally responsive and equity-informed teaching practices (pg.19)	**Disparities in parent engagement** (pg.25)	**Disparities in funding allocations or resources** Racial or socioeconomic status concentration (pg.29)
Cultural Prof. Team	**Academic achievement disparities** Inequitable access to advanced courses and programs Lack of academic support for ELL students Drop out and graduation disparities (pg.8)	**Disciplinary disproportionality** Inconsistent behavior/discipline management (pg.11)	**Lack of emotional, mental, and social supports for all students** Inequitable student and staff experiences of belonging, respect, and inclusion Bias and time constraints for culturally relevant curriculum Inequitable adult-student relationships (pg. 15)	**Lack of cultural proficiency training** Lack of diverse and representative teachers, staff, and administrators Need culturally proficient educators and leaders Lack of culturally responsive and equity-informed teaching practices (pg.20)	**Disparities in parent engagement, advocacy, and influence** (pg.25)	**Lack of support and advocacy for all students and teachers** Lack of equity questions in hiring process and PLCs (pg.30)

MCGF	Academic achievement disparities Inequitable access to learning supports Inequitable access to advanced courses (pg.9)	**Disciplinary disproportionality** Inequitable responsiveness to social media bullying (pg.12)	**Lack of culturally inclusive curriculum** Variation across building and educators in incorporating MCGF materials and content Inequitable access to extracurricular activities (pg. 16)	**Lack of culturally responsive and equity-informed teaching practices** Lack of clear expectations for MCGF Committee members and MCGF-related work in the schools (pg. 21)		**Lack of support, consistency, and awareness for MCGF goals** Lack of accountability for engaging in MCGF-related programming School assignment and attendance zones Disparities in funding allocations or resources (pg.31)
Equity Comm	**Academic achievement disparities** Inequitable access to advanced courses and programs Lack of trade courses Inequitable access to preschool (pg.10)	**Disciplinary disproportionality** Harassment, bullying, and school responsiveness (pg.12)	**Lack of emotional, mental, and social supports for all students** Lack of culturally inclusive curriculum Inequitable experiences of inclusion (pg.16)	**Lack of diverse and representative teachers, staff, and administrators** Lack of cultural proficient training, teaching practices, and educators Need information on why teachers are leaving (pg. 22)	**Disparities in parent engagement** (pg.26)	**Lack of accountability structure for equity goals** Lack of culturally responsive and equity informed administrative practices (pg.32)
Dev. Group	**Academic achievement disparities** Lack of inclusion for IEP and ELL classes/students Inequitable access to learning opportunities Inequitable advanced courses and programs (pg.10)	**Disciplinary disproportionality** (pg. 13)	**Inequitable student and staff experiences of belonging, respect, and inclusion** Lack of emotional and mental health supports for all students Lack of culturally inclusive curriculum (pg.17)	Lack of diverse and representative teachers, staff, and administrators Need culturally proficient educators and leaders Lack of culturally responsive and equity-informed teaching practices (pg. 22)	Disparities in parent engagement and influence Lack of communication with parents (also, translation barriers) (pg.26)	**Lack of accountability structure for equity goals** Lack of support and capacity for district-wide equity goals Disparities in funding allocations or resources (pg.33)

Executive Summary: Ideas for Addressing Equity Concerns from Listening Sessions

	Student Academic Performance and Access to Learning Opportunities	Student Behavior or Discipline	Equitable, Inclusive, and Supportive School Environments	Educator-Related	Parent and Community-Related	District Policies and Practices
Board	Ensure equitable state-mandated testing Improve access to pre-school Offer more CTE courses (pg.7)	**Restorative practices** (pg.11)	**Emotional, mental, and social supports for all students** Ethnic studies starting in elementary (pg.14)	**Increase diversity of staff** – "grow your own" program **Improve retention**-mentorship programs and "stay" interviews Cultural proficiency training (pg.18)	Improve communication to all stakeholders Community engagement (pg.24	Build support and capacity for district-wide equity goals Create actionable and measurable goals Work on attendance zones (pg.28)
Cabinet	Equal Opportunity School (EOS) at high schools 1:1 Initiative (pg.7)		Respectful communication (pg.14)	**Cultural proficiency training for district admin – increase awareness of equity issues** (pg.18) Focus on high-quality instructional practices Increase diversity of staff	Community partnerships for access to childcare and pre-school (pg.24)	**Accountability structure for equity goals** Develop district standards Develop a Master Equity Plan Create working definitions of equity Equitable funding and resource allocations (pg.28)
Admin Council	**Equitable access to advanced courses and programs** Focus on achievement Differentiated graduation paths Expand ELL and language support (pg.8)	**Restorative practices** (pg.11)	**Culturally inclusive curriculum** Positive teacher-student relationships (pg.15)	**Increase recruitment of diverse candidates through advertisements and "grow your own" program** Training on restorative practices, trauma, cultural proficiency, and implicit bias (pg.19)	**Partnerships with local colleges and universities, city, and businesses** Gather input from the community and families (pg.25)	**Equitable funding and resource allocations** Open communication Build and coordinate districtwide support systems Learn from successful models (pg.29)
Cultural Prof. Team	Eliminate tracked math classes and increase accessibility Utilize a team approach with regular communication between teachers and support staff (pg.8)	**Restorative practices** (pg.11) Include SFAs in disciplinary decisions SAMs in each school for consistent behavioral care	**Review curriculum for inclusiveness** **Community-building in classrooms and schools** Visible equitable practices for students to see and buy-in Relationship building activities Require an ethnic studies course (pg.15)	**More professional development training for staff on cultural responsive practices** Recruit and retain staff of color Culturally responsive and equity-informed teaching practices (pg.20)	**Assist parents with advocacy** Hire more SFAs Varied times for working parents More low-income housing (pg.26)	**Increase support and capacity for district-wide equity goals** Greater support and role for Cultural Proficiency Team Incorporate equity questions into hiring process and PLCs Accountability structure for equity goals (pg.30)

MCGF		Equitable disciplinary policies for bullying (pg.12)	**Culturally inclusive curriculum** Include teachers, staff, and MCGF reps in curriculum decisions (pg.16)	**Cultural proficiency training for all stakeholders** Increase educators' awareness of MCGF issues Provide time and support for teachers to incorporate MCGF Include nurses, family advocates, and counselors in PLCs (pg.21)		**Accountability structure for MCGF goals** Greater support and coordination for MCGF Committee work Equitable funding and resource allocations (pg.31)
Equity Comm.	Discussions amongst principals about building differences in achievement disparities Offer more trade courses Equity and access to preschool with transportation (pg.9)	Non-exclusionary discipline (pg.12)	**Emotional, mental, and social supports for all students** Greater inclusion (pg.16)	**Implicit bias training** Exit interviews Hire culturally proficient leaders (pg.22)	Community engagement (pg.26)	**Accountability structure for equity goals** **Culturally responsive and equity-informed administrative practices** Phased implementation (pg.32)
Dev. Group	Establishing differentiated programs Inclusive classes with IEP and ELL students Greater support and funding for ELL departments (pg.10)	**Restorative practices** (pg.13)	**Create a safe and inclusive school climate** **Listen to and involve student voices** Culturally inclusive curriculum Create diversity, equity, and inclusion courses for students Positive teacher-student relationships Social emotional learning (pg.17)	**Cultural proficiency training – ongoing, quality, and differentiated** Culturally responsive and equity-informed teaching practices Greater support for teachers of color Equity-informed leadership (pg.22)	**Greater and more equitable parent engagement and influence** Improve communication Increase community engagement Increase support staff (pg.26)	**Increase support and capacity for district-wide equity goals** **Create SMART goals toward larger goals** Create standards for equitable practices Equitable funding and resource allocations- regularly assess schools Accountability structure for equity goals (pg.33)

Student Academic Performance and Access to Learning Opportunities

School Board

Equity Considerations

School Board members discussed concerns with the achievement gap, inequitable access to pre-school, and career and technology courses. For example, one member noted, *"Achievement disparities among sub-groups,"* echoed by another member who shared, *"Reading proficiency and testing. Testing is not equitable for all students to succeed."* One member noted, *"Preschool access. For me, preschool is such an important opportunity. If we can have it more available to all families I think that would address achievement disparities, reading disparities, those things."* One other concern was the lack of career and technology courses, as one member described, *"Lack of courses in CTE, Ag, metals, woods, construction, auto, etc."*

Ideas for Addressing

Suggestions to address these concerns included ensuring equitable testing, greater pre-school funding, and more career and technology courses. One member suggested, *"Work to make sure testing is the best we can get, lobby against state mandated testing if we don't think it is equitable."* Another member recommended, *"Listen to our preschool committee continue to find ways to work with the state for funding."* A Board member also suggested offering more career and technology courses, saying, *"Offer classes in CTE area at all school."*

Cabinet

Equity Considerations

Some of the main equity concerns for Cabinet members were disparities in academic achievement and inequitable access to educational opportunities. One member said, *"Marginalized students achievement trends are low which points to the need to re-examine what all our students school experiences and opportunities entail."* Another member shared, *"Equitable access to academic and extra-curricular programs for students and families."* A member also described the inequities that begin before students even begin school, sharing, *"Inequity in preparation for students first arriving at school (early childhood supports; preschool exposure)."* Cabinet members also raised concern with graduation and post-secondary outcomes. For example, one member noted, *"Post-secondary success."* Another member noted concern with AP courses and another with barriers with language and disability.

> *""Equitable access to academic and extra-curricular programs for students and families."*

Ideas for Addressing

To address these equity concerns, Cabinet members recommended Equal Opportunity Schools (EOS) at high schools, 1:1 initiative, and to, *"Make sure personal/social circumstances do not prohibit a student from academic achievement."*

Administrative Council

Equity Considerations

The main concerns for the Admin Council were academic achievement disparities and inequitable access to advanced courses and programs. One member noted, *"The academic gap for some racial groups and low socio-economic students,"* echoed by another member who wrote, *"Achievement gap in reading and math."* Members also described inequitable access to advanced courses and programs, for example, one member described, *"Equity challenges include inequitable opportunities for students of color to be recognized for activities and programs."* Another member noted, *"We don't offer programs for ALL students- we focus on the upper/higher performing students."*

> *"Equity challenges include inequitable opportunities for students of color to be recognized for activities and programs."*

Ideas for Addressing

To address these concerns, Admin Council members suggested focusing on achievement and ensuring more equitable access to advanced courses and programs. One member recommended, *"Include opportunities for student access into advance educational programs,"* while another member suggested, *"More concurrent course offerings within the building so lower performing kids are more comfortable with teachers and not as intimidated by the Regional Center."* Members also suggested greater differentiation for graduation, as one member said, *"Different graduation paths to allow for individual differences."* Another member said, *"Change enrollment criteria to allow students who need the hands on trade programs."* Another recommendation was for expanding ELL services. One member suggested, *"Expand ELL services and try to explore push in and instruction in first languages."*

Cultural Proficiency Team

Equity Considerations

Concerns for the CPT were the disparities in academic achievement, inequitable access to advanced courses and programs, and a lack of academic support for ELL students. Members noted, *"Dramatic achievement divide between white and black/brown students,* and *"Lack of diversity in honors/AP course."* Another member described, *"Accelerating learning programs and the lack of student of color. Even testing for ELL students to get into ELP is not equitable."* Members also raised concern with a lack of academic support for ELL students, with one member sharing, *"ELL in need of academic support at HS level."* Lastly, CPT members mentioned, *"Drop out and graduation disparities."*

> *"ELL in need of academic support at HS level."*

Ideas for Addressing

One suggestion to address these equity concerns was to eliminate tracked math classes and increase class accessibility. For example, one member suggested, *"Eliminations of tracked classes at the junior high level (revise coursework to make math classrooms more accessible),"* while another member suggested, *"Math (or any subject area) needs specific steps to increase accessibility."* Another suggestion was to utilize a team approach with regular communication, as one member suggested, *"Protocol for creating a team approach to help students find academic success. Regular and proactive communication between classroom teachers and support teaches, support personnel, etc."*

Multi-Cultural and Gender Fair (MCGF) Committee

Equity Considerations

MCGF Committee members were concerned about the racial achievement gap, inequitable access to learning supports, and inequitable access to advanced course. For example, one member shared, *"Hispanic and Black students have a significant gap in performance compared to Asian and White students."* Members were also noted, *"Equal access to education and learning supports."* Additionally, one member described, *"Lack of representation of students of color in the areas of ELP."*

Ideas for Addressing

MCGF Committee members identified concerns that may also be seen as solutions, for example, providing equal access to education and learning supports.

Equity Committee

Equity Considerations

Equity Committee members raised concern about the disparities in academic achievement, inequitable access to advanced courses and programs, and inequitable access to pre-school. For example, one member noted, *"The percentage of white students that are proficient is consistent across elementary schools but the percentage of underrepresented students that are proficient varies substantially across elementary schools."* Members also discussed inequitable access to advanced course and programs. For example, a member noted, *"Advanced courses disparities."* They also described concern with the testing process to get into advanced courses and programs, as one member shared, *"The students who took the test at my sons' elementary school, they were timed and no one got in. At the other school, they weren't timed and a huge percentage got in to it."* Members were concerned about the implications of not being in advance courses, for example, a member shared, *"My biggest worry is they won't get to the later math classes that they need to get to college."* Additionally, one member noted the lack of trade courses offered, describing, *"I know we're focused a lot on academic achievement, but I'm also understanding there's a resurgence of the trades and things that schools offer students not on the academic track. The trades are going to continue to grow and we're considering bringing them into the schools."* Lastly, a member described issues surrounding equity and access to pre-school.

Ideas for Addressing

To address these equity concerns, member suggested that building principals have discussions about their achievement data. For example, a member suggested, *"I would suggest one of the things the plan should call for is for building principals requested to examine those circumstances across elementary buildings and have discussions about their ideas to incorporate whatever those differences are telling us about how the district is educating underrepresented students."* Members also suggested to offer more trade courses, for example, one member suggested, *"We should consider it [trades] now because it's going to grow in interest and schools are important for shaping students in what their interests are."* Finally, members suggested improving access to pre-school, with one member suggesting, *"Equity and access to preschool with transportation or all day."*

Development Group

Equity Considerations

Common concerns for members in the Development Group were the disparities in academic achievement, a lack of inclusion for IEP and ELL students and classes, and inequitable access to learning opportunities and advanced courses. One member noted, *"Gaps in achievement in subgroups of ethnicity, socioeconomic status, IEP, ELL, etc.,"* similar to another member who said, *"Closing the achievement gap and looking at it from wide lens, IEP and ELL students as well as other groups."* Development Group members also described a lack of inclusion for IEP and ELL students and classes. One member wrote, *"ELL inclusive classes- lack of representation of ELL students due to language barriers."* Another member noted, *"Disproportionality in IEP/special education services."* Another concern was inequitable access to learning opportunities, for example, one member wrote, *"Access gaps created by our current system."* The last concern mentioned by the Development Group was inequitable access to advanced courses and programs. One member described, *"Opportunity gaps for students of color: AP,"* while another wrote, *"Advances course, etc."*

Ideas for Addressing

Discussing ideas to address these concerns, the Development Group suggested having differentiated classes and more classes to meet the needs and interests of all students. For example, one member suggested, *"Establishing differentiated programs,"* while another member suggested *"Create more courses within the school to support students within the trade path."* Alongside this, one member suggested, *"Being able to individuate that more so we can bring in more learning styles, like visuals, to try to make up those differences in outcomes for kids."* Members also recommended greater inclusion for ELL and IEP students. One member suggested, *"IEP/ELL inclusive classes. Because maybe there's kids that don't really get the chance to be with other students and want to be in classes with other students and they can't because of IEP and ELL. There should be specific classes where students can be together."* Lastly, members suggested greater support and funding for ELL departments with one member suggesting, *"$$$$ for ELL departments.*

> *"Being able to individuate that more so we can bring in more learning styles, like visuals, to try to make up those differences in outcomes for kids."*

Student Behavior or Discipline

School Board

Equity Considerations

The main concern for Board Members was disparities in disciplinary outcomes. For example, one member noted, *"Disproportionate discipline."*

"Disproportionate discipline."

Ideas for Addressing

One potential solution to this issue suggested by Board members was restorative practices. As one member suggested, *"Restorative justice practice more robustly used to all schools."*

Cabinet

Equity Considerations

One member noted issues associated with discipline, saying, *"Discipline/implicit bias."* Another member questioned if there was inequity in discipline, writing, *"There's an assumption there is a concern. I'm not aware of concerns as I don't work directly with students. My expectation is that all students are disciplined fairly regardless of color."*

Ideas for Addressing

Cabinet members did not suggest any ideas to address discipline-related equity concerns.

Administrative Council

Equity Considerations

Members raised concern about the disproportionality in disciplinary outcomes. For example, one member described, *"Disproportionate ODRs and suspensions for students of color."*

Ideas for Addressing

To address this equity concern, members suggested restorative practices. As one member recommended, *"Move to restorative justice and away from suspensions and uniform consequence for all."*

Cultural Proficiency Team

Equity Considerations

Two major equity concerns for the CPT was disciplinary disproportionality and inconsistent behavior or discipline management. For example, one member described, *"Disproportionate discipline,"* while another member raised concern with, *"Discipline referrals."* One member shared, *"Behavior management in buildings,"* and another member described, *"Consistent behavior/discipline."*

Ideas for Addressing

CPT members recommended utilizing restorative practices, includes SFAs in disciplinary decisions, and placing SAMs in each school. For example, one member suggested, *"Different perspectives with regards to discipline (more supportive and restorative, less destructive and punitive)."* Another member recommended, *"More cultural responsive practices (restorative practices)."* Another suggestion was to include SFAs in disciplinary decisions, as one member suggested, *"Include student-family advocates in most, if not all disciplinary decisions."* CPT members additionally recommended placing SAMs in each school for consistent behavior care. For example, one member suggested, *"We need more SAMs in schools on a full time basis. SAMs need to be trained and job description needs to be the same in each school so that students with behavior get consistent care and plans."*

"Include student-family advocates in most, if not all disciplinary decisions."

Multi-Cultural and Gender Fair (MCGF) Committee

Equity Considerations

Members noted disproportionality in disciplinary consequences outcomes. For example, one member described, *"Disciplinary disproportionality - especially for students of color."* In another example, a member said, *"Low socioeconomic kids and discipline issues needs addressing. Often, especially bullying social media, parents of wealthier means are able to lessen consequences or blame this on children who their child interacted with."*

Ideas for Addressing

One MCGF Committee member suggested creating more equitable discipline policies, saying, *"More equitable policies for bullying that is happening on social media, so all kids get fairer treatment."*

"More equitable policies for bullying that is happening on social media, so all kids get fairer treatment."

Equity Committee

Equity Considerations

The main concern for Equity Committee members was disciplinary disparities. For example, one member noted, *"Disciplinary disproportionality."* Another member raised concern with bullying and harassment, sharing, *"Harassment, bullying, and school responsiveness."*

Ideas for Addressing

To address these concerns, one equity member suggested that to support all students and not use exclusionary discipline. They shared, *"We don't need any exclusionary discipline. We need to embrace our students and their families."*

Development Group

Equity Considerations

Development Group members emphasized the disparities in discipline outcomes for students of color. One member noted, *"Disproportionality in student suspensions, ODRs (and discipline in general),"* while another member described, *"Disproportionality and implicit bias in discipline and expectations."*

Ideas for Addressing

A couple members suggested restorative practices, for example, one member suggested, *"Safe and connected kids -> restorative practices, trauma-informed care."* Another member writes, *"Restorative practices."*

Equitable, Inclusive, and Supportive School Environments

School Board

Equity Considerations

School Board members raised concern with the lack of emotional, mental, and social supports for all students, discussed the need for more education in ethnic studies, and noted inequitable access to extra-curricular activities. One member noted the need for social integration of students, describing, *"Social integration of students. We continue to see students self-segregate, especially in the secondary schools. They segregate by income and race."* Another member shared concern with mental health supports, noting, *"Mental health availability to all students who need it."* Another concern for Board members was the need for more education in ethnic studies, for example, one member shared, *"Our ethnic studies course-people don't know what they don't know- people don't know the language and might not volunteer for a class like that."* Another member shared, *"We need to do a better job with having ethnic studies be part of our conversation in the classroom."* Members were also concerned about, *"Participation in fine arts."*

> *"We need to do a better job with having ethnic studies be part of our conversation in the classroom."*

Ideas for Addressing

Members suggested providing stronger emotional, mental, and social supports for all students and requiring or incorporating ethnic studies into education. For example, one member recommended, *"Mental health prioritize this as a high need recognize that it is important and act and fund."* Another member suggested, *"Strengthen MTSS for academics and social, emotional, behavioral, and mental health."* Board members also recommended, *"Requiring it ethnic studies course] or imbedding it in."* Another member suggested, *"Ethnic studies (starting in early elementary) and trauma-informed classrooms with more intentional integration."*

Cabinet

Equity Considerations

Cabinet members were concerned about inequitable student experiences in the district. One member shared, *"Not all families and students feel welcome, safe, and supported in our schools/district."* Another member described, *"Creating more opportunities for restroom options."* Members also listed engagement, poverty, and social, emotional, and behavioral health as concerns.

Ideas for Addressing

One idea to address these concerns was to communicate to students and staff with respect. One member said, *"One approach is to ensure our communication with students and with staff explicitly include students as an audience to whom one which speak with respect."*

Administrative Council

Equity Considerations

Admin Council members described a lack of culturally inclusive curriculum and inequitable student and staff experiences of belonging, respect, and inclusion. One member noted, *"Materials that are representative of diverse populations and cultures,"* which was similarly noted by another member saying, *"Culturally inclusive literacy materials embedded in all classrooms."* Members also described, *"Students, staff, and families need to feel recognized; they need to feel as though they have a voice, and that they are valued members of our group."* Another member said, *"The student experience in our schools is not equitable for our students of color."*

Ideas for Addressing

Members suggested using culturally inclusive curriculum, for example, one member recommended, *"Purchase of materials that are representative of our population."* Another member suggested, *"Culturally relevant curricular materials."* The other suggestion was to create positive teacher-student relationships. For example, one member suggested, *"Teacher-student relationship building to create a more positive culture,"* while another member also suggested, *"We still need a shift in how we interact and develop relationships with minority students and families."*

> *"We still need a shift in how we interact and develop relationships with minority students and families."*

Cultural Proficiency Team

Equity Considerations

Three key concerns for CPT members was the lack of emotional, mental, and social supports for all students, inequitable student and staff experiences of belonging, respect, and inclusion, and culturally relevant curriculum. One member shared, *"Emotional and mental support for all students. Our school day is so structured there is no extra time to deal with emotion so that they can learn."* Another member described, *"We are failing our kids at a very early age because we are trying to shove academics above social emotional needs - kids can't learn unless they feel safe."* Another member described, *"Students of color and LGBTQIA+ students do not feel valued or welcome in our district,"* while another member noted, *"Fair and equitable treatment for families, students, and staff."* CPT members additionally raised concern with bias and time constraints for implementing culturally relevant curriculum. For example, one member described, *"It is difficult to teach relevant curriculum, keep an eye on equity bias when so little time is given to do so,"* while another member described, *"Curriculum constraints- bias within and educator's feelings."* Finally, CPT members mentioned inequitable adult-student relationships. One member described, *"Students of color are not as well connected with teachers and admin."*

Ideas for Addressing

To address these equity concerns, CPT members suggested reviewing the curriculum for culturally inclusive and representative content, making equitable practices visible for students to see and buy into, greater relationship-building, and requiring an ethnic studies course. For example, one member suggested, *"Curriculum review with an eye toward equity,"* while another member suggested, *"Review team for all textbooks at all levels."* Another idea was to build communities in classrooms and schools, for example, one member suggested, *"More time devoted to community-building in classrooms in genuine, practical ways."* Another member suggested, *"Host more school events and create student communities which celebrate students of color."* CPT members also suggested making equitable practices visible for students to see and buy into. For example, one member recommended, *"Students need to see equitable practices in place in their schools,"* and another member noted, *"Kids need to see, buy in and believe that practices (discipline, instruction, access, support) will be fair and appropriate in the building they are assigned to."* CPT members also suggested greater relationship-building between teachers and students, as one member suggested, *"Train and encourage teachers in relationship building activities."* Finally, members suggested requiring an ethnic studies course. One member suggested, *"Require and Ethnic/Cultural Studies course for every student graduating from ICCSD."*

> *"Host more school events and create student communities which celebrate students of color."*

Multi-Cultural and Gender Fair (MCGF) Committee

Equity Considerations

One of the concerns was a lack of culturally inclusive curriculum. Members described how current content and materials don't represent diverse populations. For example, one member said, *"Culturally inclusive content and materials - making this a part of the everyday learning experience for students, not just a certain month or event."* Another member shared, *"Social studies textbooks don't reflect diverse perspective on historical events."* MCGF members also discussed the degree to which MCGF considerations are incorporated into the content and materials used by teachers varies by building as well as by individual educators. Members described how in order to incorporate MCGF content into the curriculum, individual teachers had to seek out and incorporate resources to supplement District-provided curriculum materials. Members also noted that in many cases teachers saw MCGF as an "add-on" to whatever they were currently doing, and did not see how MCGF goals could be integrated into current practices and content. Lastly, members discussed inequitable access to extracurricular activities.

Ideas for Addressing

To address these equity concerns, MCGF Committee members suggested reviewing the curriculum for cultural responsiveness. One member suggested, *"Curriculum review should help provide materials that support MCGF and in turn support our teachers to meet what is being asked of them and support and enhance our students learning of self and the world."* Another member suggested including more people in curriculum decisions, saying, *"Including teachers and school staff on decision about curriculum choices."*

Equity Committee

Equity Considerations

A key concern for the Equity Committee was the lack of emotional, mental, and social supports for all students. As one member shared, *"The social emotional issues. That's an important predictor for success and our country is having a mental illness crisis."* Another concern was the lack of culturally inclusive curriculum, as one member noted, *"Culturally responsive curriculum."* The third concern for members was inequitable experiences on inclusion. For example, one member noted, *"Inclusion."*

Ideas for Addressing

One way brought up to address these concerns was to provide emotional, mental, and social supports for all students. In an example, a member suggested, *"Social/emotional health."* The other idea was to foster greater inclusion in the schools, as one member suggested, *"If the paradigm is not respectful or inclusive it doesn't matter who you hire. It will just be a revolving door. The ground has to be cultivated fist."*

Development Group

Equity Considerations

Development Group members raised concerns about the negative experiences of belonging, respect, and inclusion student and staff are having in the district. For example, one member was noted, *"I think the biggest issue is that students feel they are experiencing negative outcomes and interactions where they do not feel supported."* A member described, *"Feeling of connection and belonging,"* while another member discussed, *"Welcoming environment."* Members described how larger societal issues impact student experience in the schools, for example, one member shared, *"Institutionalized racism, especially around the treatment of people of color (not just students)."* Another major concern was the lack of emotional, mental, and social supports for students. As one member said, *"Quality mental health services for students."* Other members noted inequity in mental health services, describing, *"Social and emotional supports for ELL students,"* and another member describing, *"Equity of mental health services for all students (regardless of language, ethnicity, etc.)."* Development Group members were also concerned about the lack of culturally inclusive and representative curriculum. One member shared as an issue, *"Representative curriculum, and materials."*

Ideas for Addressing

To address these equity concerns, Development Group members suggested creating a safe and inclusive school environment for all students, staff, and parents. One member suggested, *"Create safe and accessible environment,"* while another suggested, *"Create a safe and inclusive school environment and extending this to parents- do parents feel welcome and included."* Members recommended focusing on school climate and having identity safe and inclusive classrooms. Another common suggestion was to listen to and include student voices. As one member described, *"Listen to people in protected classes about what we need to make schools better."* Another member shared, *"Include student voice"* and another suggested, *"Listen to students and involve them in every stage of the process."* Another idea was to use culturally inclusive curriculum and have courses that include

equity and inclusion. For example, one member suggested, *"Culturally inclusive and representative content and materials."* Other members suggested, *"Equity and inclusion required course,"* and *"Coursework that includes equity i.e. ethnic studies."* Members also recommended building positive relationships between teachers and students, for example, one member suggested, *"Positive teacher-student relationships (open one on one meetings and listen to the students)."* Members also suggested social and emotional learning.

Educator-Related

School Board

Equity Considerations

Key concerns for School Board members was the lack of diverse and representative teachers, staff, and administrators along with the need for cultural competence training and teaching practices. As one member described, *"Hiring, retaining, and promoting teachers and admin of color is one of the pressing concerns."* Similarly, another member shared, *"We need more staff of color, more staff in positions that are not support roles."* The other concern for Board members was, *"Cultural awareness and competence."*

> *"Hiring, retaining, and promoting teachers and admin of color is one of the pressing concerns."*

Ideas for Addressing

To address these issues, Board members recommended increasing the recruitment and retention diversity of staff. For example, one member suggested, *"Create a hiring/support plan to retain/grow our own diverse pools of teachers and admin."* To accomplish this, members suggested grow your own programs, for example, one member suggested, *"Work on grow your own. Grow within. The way you live it is to promote within, that way it's not just bringing in external talent but nurturing it within and showing people there is room for advancement."* Board members also recommend improving retention of staff of color through mentorship and stay interviews. One member suggested, *"Creating mentorship programs for teachers/admin of color that focus on the barriers they face when we place them in our schools and work to support and address some of this barriers."* Another member said, *"Use "stay interviews" or opposed to exit interviews to retain staff of color."* Lastly, Board members suggested professional development on cultural competency. As one member suggested, *"PD with focus on cultural competency,"* as another member suggested, *"More cultural competency training."*

Cabinet

Equity Considerations

The main concern for Cabinet members was diverse and representative teachers, staff, and administrators. For example, one member shared, *"Creating a more diverse workforce within the operations division trades-custodians,"* while another described, *"Staffing (diversity in all areas)."* Cabinet members also discussed a need to understand the importance of a diverse staff, as one member said, *"An understanding of how equity results in educational excellence in support staff demographics."* To this end, one member discussed, *"How does diversity help clean a building better? I need a definition that will get me convinced that that's exactly what happens. That having a diverse staff helps my building be cleaner. And right now, I lack that kind of information. So in this process we need to*

> *"An understanding of how equity results in educational excellence in support staff demographics."*

get to that level of understanding as an organization or you're not going to have the cultural buy in from this organization." In response, a Cabinet member replied, *"If children in our school see a diverse workplace, its more welcoming. If they see women in the trades nontraditional, it makes the world more equitable."* One Cabinet member noted concern with teaching practices, sharing, *"Lack of clarity regarding high-quality curriculum-aligned instructions and differentiation practices, and accountability for implementing these practices. CIA alignment."*

Ideas for Addressing

One recommendation to address these concern is training on cultural proficiency. For example, one member suggested, *"Deliberate, intensive, ongoing training,"* while another member recommended, *"More training for district admin regarding cultural proficiency."* Members also suggested more awareness and education on equity issues. One member said, *"Educate ourselves to speak to what equity means to the district and how it is being implemented, then keep that focus,"* as another member said, *"More awareness needed."* Cabinet members also suggested greater support to improve cultural proficiency for teachers and leaders. One member suggested, *"Provide teachers/leaders with resources and training necessary,"* while another member said, *"Empower and support principals as evaluators."* Members also suggested greater communication, for example, one member recommended, *"Communicate expectations for high-quality instructional practice."* Another member suggested, *"Ongoing, visible conversation."* Finally, Cabinet members suggested working with advertising and increasing recruitment of diverse candidates. For example, one member suggested, *"Pursue opportunities to bring females and minorities to employment."*

> *"Educate ourselves to speak to what equity means to the district and how it is being implemented, then keep that focus."*

Administrative Council

Equity Considerations

One of the more common concerns described by the Admin Council was the need for recruiting and retaining diverse teachers, staff, and administrators. One member noted, *"Lack of diversified group of applicants,"* while another member said, *"Lack of diversity in teaching staff."* Several members noted, *"Retention of teachers and admin of color."* Admin Council members also described a lack of culturally responsive and equity-informed teaching practices. As one member said, *"Teacher preparedness to support students from trauma backgrounds, disrupted education, etc."* Another member described concern with, *"Staff being culturally responsive and respectful to the students walking in their rooms/school."*

Ideas for Addressing

To address these equity concerns, members recommended to improve recruitment of diverse candidates through grow your own programs, targeted and deliberate advertisement in more diverse areas, and supervising diverse student teachers. One member wrote, *"Advertise positions and a need for diverse staff in the nearest metropolitan areas."* Another member wrote, *"Recruiting and retention plan (supervise student teachers; grow your own)."* Members of the Admin Council also suggested more training for teachers and staff with some specifically mentioning topics of interest, such as restorative practices, trauma and ACEs, culturally responsive teaching, and implicit bias. A

member expressed, *"District-wide high quality PD that is embedded, on SEBMH and trauma sensitive classrooms,"* while another member suggested, *"Structural PD in culturally relevant and responsive teaching."*

Cultural Proficiency Team

Equity Considerations

Major considerations for CPT members was the lack of cultural proficiency training for educators, the lack of diverse teachers and staff, the need for culturally proficient educators and leaders, and a lack of culturally responsive and equity-informed teaching practices. For example, one member noted, *"Insufficient training for staff to handle cultural related or cultural sensitive situations."* Another member described, *"Lack of proper training for ALL staff members who work in the schools. We need consistency and continued regular PDs with all staff."* Another concern for CPT members was the lack of diverse and representative teachers, staff, and administrators. One member raised concern with, *"Recruiting and retaining diverse teachers and admin,"* while another shared, *"Diverse and repetitive teachers, staff, and admin."* CPT members additionally described the need for culturally proficient educators and leaders. In one example, a member shared, *"Every building needs a person that thinks equity is a priority."* Another member described, *"When we bring up language around cultural competency or implicit bias, having a team around you that understands that. Not having to sit in a meeting with a parent who doesn't speak English and a translator and saying 'this is inequality because...' it should come as a whole- we all need to be more on the same page about this."* CPT members also discussed a lack of culturally responsive and equity-informed teaching practices. In one example, a member described, *"Teachers having low expectations for the students of color which may be leading to the academic achievement gap."* Another member shared, *"Teacher knowledge of best culturally responsive teaching practices."* They also noted the need to embed these practices within daily practice not just have it be an add-on PD session. One member was concerned with, *"Culturally responsive teaching/equity/implicit bias being viewed as an add-on/do once sort of PD as opposed to an embedded priority."*

> *"Every building needs a person that thinks equity is a priority."*

Ideas for Addressing

Ideas to address these equity concerns include more professional development training for staff on cultural responsive practices, recruiting and retaining staff of color, and increasing culturally responsive and equity-informed teaching practices. For example, one member suggested, *"Continued (and mandatory) professional development for cultural responsive practices and restorative practices."* Another member suggested, *"Better training for teachers/staff/admin on cultural differences and implicit bias."* CPT members suggested adding equity into all professional development and meetings, allowing for teacher input for professional development at the building level, and having consistent professional development across the district and over time. A second suggestion from the CPT was to recruit and retain staff of color. For example, one member suggested, *"Focus on hiring diverse staff,"* while another suggested strategies for doing so, *"Scouting for diverse staff - often monetary incentives to move here from out of state."* Another strategy was to frown your own, with one member suggesting,

"Recruiting teachers of color. Grow our own and encourage students to become teachers." Additionally, the CPT recommended increasing culturally responsive and equity-informed teaching practices. For

> *"Teachers need to have a better understanding of how to support, challenge, encourage and teach students and students of color."*

example, one member suggested, *"Teachers need to have a better understanding of how to support, challenge, encourage and teach students and students of color."* Another member suggested, *"Hold teachers accountable. Ask teachers to document these strategies they use to ensure students are achieving - don't blame the kids for their failure. Find ways to work with every student and draw on strategies that can be successful."*

Multi-Cultural and Gender Fair (MCGF) Committee
Equity Considerations

A key theme from the MCGF Committee was the lack of clear expectations related to MCGF, and the absence of a structure for holding educators responsible to engage in MCGF-related activities and/or pursue MCGF-related goals in their practice. Members described frustration in the current environment where depending on the building, it is left up individual educators to decide whether they will engage in MCGF-related activities or pursue MCGF-related goals in their practice as opposed to having an expectation and/or requirement that all educators pursue MCGF-related goals. One of the challenges that was discussed at length by Committee members was the lack of understanding or awareness of MCGF-related content and/or goals. Members described how many of their colleagues have a limited understanding or awareness of multicultural or gender fair issues, and fewer still have the skills or knowledge of how to incorporate MCGF-related content in their curriculum and instruction. Members noted that without a clear understanding of the goals related to MCGF and its importance, individual educators struggle to have the competencies required to integrate MCGF into their teaching practices and content in a genuine way as opposed to a thin "check box" incorporation. One member described, *"Equity-minded and culturally responsive teaching practices - teacher buy-in and embracing these teaching practices and being open to equity in the classroom."*

Ideas for Addressing

MCGF Committee members provided several suggestions for how to better support teachers to engage in MCGF-related activities including providing time for teachers to find materials to supplement existing curriculum and supporting teachers for doing this work by acknowledging them and providing them with opportunities to share the resources and materials they have developed. Members also suggested providing cultural proficiency training for all. For example, one member said, *"Cultural proficiency training from top to bottom,"* while another member also said, *"We need to provide professional development regarding what equitable practices look like."* Another member suggested including family resource advocates, counselors, and nurses in at least one PLC a month to, *"increase awareness of supports available/needed for social emotional, economic, healthcare, mental health needs of families."*

Equity Committee

Equity Considerations

One of the concerns for the Equity Committee was the lack of diverse and representative teachers, staff, and administrators. For example, one member described, *"Representation (racial, cultural, etc.) in teacher and admins in all schools (not just minority concentrated),"* while another noted, *"Diverse staff."* A second pressing equity concern for members was the lack of cultural proficient training, teaching practices, and educators. One member shared, *"Training for teachers/staff/administration,"* while another member described, *"Culturally proficient and responsive educators."* Another member noted, *"Culturally responsive equity-informed practices."* Another concern was the lack of information on why teachers are leaving the district. As one member shared, *"One of the things we talked about was the exit interviews and do we really know why our teachers are leaving. It's a gap to not know. We want data behind what we are going to implement."*

> *"One of the things we talked about was the exit interviews and do we really know why our teachers are leaving. It's a gap to not know. We want data behind what we are going to implement."*

Ideas for Addressing

One suggestion to address these concerns was to continue training on implicit bias. For example, one member suggested, *"Implicit bias training – continuing,"* echoed by another member who suggested, *"Training- Implicit bias/research based implementation strategies."* Members also discussed conducting exit interviews with teachers who are leaving the district to get data to improve retention strategies. Another idea was to hire and train culturally proficient leaders, for example, a member questioned, *"At what point are we expected to hire administrators who have that competency?"*

Development Group

Equity Considerations

One of the major concerns for the Development Group was the lack of diverse staff, teachers, and administrators. One member described, *"A lack of diversity in regards to staffing."* Another member was concerned about, *"Recruitment and retention of staff of color,"* similar to another member concerned about retention of teachers of color sharing, *"It's not about getting people here, but a matter of getting to stay here."* Another issue was the lack of culturally proficient educators and leaders, for example, one member shared, *"Lack of buy-in regarding achievement gap, data, and how it ties into culturally proficient teaching."* Another member described, *"Lack of skills necessary to implement culturally proficient learning environment and district-wide systems."* Members noted the current mindset of educators, for example, *"Intention not equal to performance - the gaps in thinking and behavior of staff and admin visibly."* Another member shared, *"Insufficient training for staff with relation to topics of equity/diversity/inclusion."* Members also noted the lack of culturally responsive and equity-informed teaching practices, with one member who described, *"Culturally responsive and restorative practices for staff."* Members discussed the need to shift to student-centered learning instead of teacher-centered, as one member shared, *"Proactivity-shift to "student-centered learning".*

Ideas for Addressing

One suggestion to address these equity concerns was to provide ongoing, quality, and differentiated professional development on cultural proficiency. For example, one member suggested, *"As a district, we need consistent training around cultural proficiency, individually and institutionally."* Another member suggested, *"Providing more culturally responsive training for all staff with a lens or focus on students with IEP or ELL modifications."* Members suggested doing instructional rounds and to differentiate training for staff. For example, one member shared, *"Differentiation of professional development, if you're in a certain place then implicit bias might not make sense, but if you're in a different place, perhaps you're ready for something richer."* Another suggestion to address educator-related equity concerns was to focus on culturally responsive and equity-informed teaching practices, for example, one member suggested, *"Standards for culturally responsive teaching."* Another member suggested, *"Focus on core instruction,"* while another member described, *"A child-centered identity-safe approach could meld a variety of needs."* To address retention of teachers of color, members suggested greater support and mentorship. One member suggested, *"Create more systems of support to help teachers of color and provide assistance when needed,"* while another member suggested, *"Onboarding policies for educators of color/creating mentoring opportunities."* One member recommended, *"Listening to and asking questions of staff that have stayed and staff that have left."* Finally, members suggested equity-informed leadership, as one member suggested, *"Put more equity-minded people in leadership positions."*

Parent and Community-Related

School Board

Equity Considerations

The two issues mentioned by School Board members was lack of parental communication and the lack of including parents in decision-making. One member described, *"Parental communication to all stakeholders (language: access to email/phone),"* while another said, *"The ability to include parents of various backgrounds in decision making."*

Ideas for Addressing

To address these issues, Board members suggested improving communication to all stakeholders. One member suggested, *"Find out how groups prefer to be reached. Work on better communication plan that is consistent."* Member also suggested reaching out to communities not typically engaged. One member suggested, *"Attempt to get out to communities that aren't coming to us. Make effort, concerted efforts to do that."*

Cabinet

Equity Considerations

Cabinet members discussed the lack of support and communication with all families in the district. One member shared, *"One of the issues is that not all of our families feel safe and supported in our district."* Language is also an issue, as one member described, *"There's over 90 language in the district, we struggle to make sure all our communication gets to all parents in their home language and that it's translated and that's a real issue."* Cabinet members also mentioned a lack of consensus in the community leading to stunted progress on equity issues.

> *"One of the issues is that not all of our families feel safe and supported in our district."*

As one member said, *"One thing we struggle with in this community is to have a safe space to have a two-sided conversation. We can only have one opinion with 5 people and that's the only opinion we listen to. Well you immediately marginalize all the other people who don't agree with it and don't come forward. We rarely have a deep, multi-dimensional conversation about the answer and once you have a few people saying this is the answer and don't creatively construct it, no one has ownership in it. That's been my frustration. That's why we haven't moved forward, because there isn't a common census in our community about where we are going. We don't make any progress with this mindset."*

Ideas for Addressing

Members suggested collaborating with community partners to improve Pre-K care. For example, one member suggested, *"Identify opportunities to work with community partners to ensure access to free, high-quality childcare and full day preschool for all children residing in the district. State law may preclude a district-funded effort in some of these areas."*

Administrative Council

Equity Considerations

Members of the Admin Council mentioned parent engagement disparities, as one member wrote, *"Parent engagement disparity,"* while another noted, *"Participating of all parents in PTO."*

Ideas for Addressing

Gathering feedback from the community and parents about their needs was one way to these address equity concerns. One member suggested, *"Gather input from community and staff about what they need to meet the needs of all their learners or their own students/children"*, while another member suggested, *"Listening posts with families."* Another suggestion from the Admin Council was to form partnerships with local colleges and universities, city, and businesses. A member expressed, *"Working with local colleges and universities to encourage, promote, or incentivize students of color to enter the field of education,"* and another member suggested, *"Work more closely with community businesses."*

Cultural Proficiency Team

Equity Considerations

CPT members raised concern with disparities in parent engagement, advocacy, and influence. CPT members discussed inequities in parents who ask the district for needs and inequities in responses to parent requests. For example, one member shared, *"I know numerous situations where a prominent family may complain or have concerns or threaten with their lawyer and suddenly have lots more for them for what they desire than those who came before them and maybe did not have the same knowledge of how to speak with them or the language and they don't receive it."* Other members also discussed the lack of advocacy for some students. For example, one member shared, *"In IEP meeting also, students of color and ELL students don't get the same advocacy. Advocacy from parents is not recognizes across race and language barriers. We could manage to look at equity in IEP meetings and other services the district offers too."* Other members noted concern with, *"Parent engagement and influence,"* and *"Lack of family engagement for underrepresented students in respective buildings."*

> *"In IEP meeting also, students of color and ELL students don't get the same advocacy. Advocacy from parents is not recognizes across race and language barriers."*

Ideas for Addressing

One suggestion to address these concerns was to assist parents with advocacy for their child through teaching and training. For example, one member suggested, *"Prior teaching for parents about system of IEPs and before meeting to make decisions,"* while another suggested, *"Trained CP parent advocates - for parent/student."* CPT members also suggested hiring more SFAs and dealing with parents' mental health, as one member shared, *"We need more SFAs and a district person who is a mental health administrator. So someone who would work with all building SFAs. And how much are we dealing with parent's mental health? That could help explain kid's mental health. Instead of looking*

at this kid is having these problems, let's bring the parents in and deal with their mental health issues that could be the foundation of what's going on with the kids. Not just with our students and understanding their social and mental health, but parents and families too." CPT members also suggested to have more varied times for working parents and more low-income housing.

Multi-Cultural and Gender Fair (MCGF) Committee

Equity Considerations

MCGF Committee members mainly focused on issues related to curriculum and educators.

Ideas for Addressing

MCGF Committee members mainly focused on issues related to curriculum and educators.

Equity Committee

Equity Considerations

A pressing equity issue for Equity Committee members was parent engagement, noted by a member, *"Parent engagement."* Another member described the lack of parent engagement, sharing, *"Listening to the voices of those most impacted is crucial, but often those voices are not raised because the communities don't have the tools, resources to be heard."*

> *"Listening to the voices of those most impacted is crucial, but often those voices are not raised because the communities don't have the tools, resources to be heard."*

Ideas for Addressing

To address this concern, member suggested reaching out to communities. One member suggested, *"District should actively reach out to underrepresented in ways in which those communities can engage."*

Development Group

Equity Considerations

Development Group members shared concerned about disparities in parent engagement and influence. Foer example, one member wrote, *"Disparities in influence of particular groups of parents (in comparison to others),"* while another member noted, *"No systematic approach in place to engage parents of under-represented children in the long term."* Members also discussed the lack of communication and translation to parents. One member said, *"Lack of translation from the district to parents. Parents are not aware of resources/problems."* Another member shared, *"Parent conference are not on different languages."* Another member described the need for, *"better understanding to communicate with parents of our underrepresented students."*

Ideas for Addressing

To address these equity concerns, members suggested greater and more equitable engagement with families. One member suggested, *"Systems/supports to engage parents in positive and*

meaningful conversations and giving them a place/voice to advocate and support at primary and secondary sites." Another member suggested, *"Create an equitable system for influence of parent groups."* Another idea is to improve parent communication, for example, one member suggested, *"Overly communicate with families with students at high FRL schools to bridge the communication gap."* Members also suggested parent groups or workshops for parents to learn how to talk with their children about diversity, equity, and inclusion issues. Greater community engagement was another idea from members, as one member suggested, *"Community engagement for under-represented groups,"* while another suggested, *"Community resource centers."* Finally, members recommend increasing support staff for parent and community engagement. One member suggested, *"Create a role within each building for family engagement and have personal that dedicates time to connect with parents to build relationships."* Other members suggested to hire more SFAs and interpreters.

"Create a role within each building for family engagement and have personal that dedicates time to connect with parents to build relationships."

District Policies and Practices

School Board

Equity Considerations

School Board members raised concern with racial or socioeconomic status concentration in schools. For example, one member described, *"Balanced schools related to FRL/race/and different abled students."*

Ideas for Addressing

To address district policies and practices, the School Board suggested building support and capacity for district-wide equity goals, for example, one member suggested, *"Start small, build competence and capacity so we can improve."* The Board discussed their role in prioritizing policies around equity, as one member said, *"Policy. It's creating a priority around equity, it's codifying it in whatever way we can."* Members also discussed the need for including all stakeholders in the work, for example, one member described, *"Everyone in the district is a stakeholder in this work. Teacher, para, food service, physical plant, admin, parents. Need to find a way of engaging all stakeholder raise awareness and competence as well as together to accomplish equity goals."* Board members also recommended creating actionable and measurable goals for equity work. One member suggested, *"Create actionable goals,"* while another member suggested, *"Measurable goals."* Finally, Board members suggested continuing work on attendance zones, as one member suggested, *"Continue work on attendance zones."*

Cabinet

Equity Considerations

The greatest concern for Cabinet members is the lack of shared understanding, definition, and support for equity. In regards to a lack of shared understanding on member said, *"Is there a unified understanding that equity with supporting data improves or builds up operational supports?"* Another member said, *"Shared understanding of what we mean by equity."* Members discussed lacking working definitions for equity also. For example, one member noted, *"We need a true working definitions of equity and how does that actually improve educational excellence. I can't answer those questions and for the next weeks as a leader of that support system, it's really hard for me to champion that cause or articulate that cause if I don't know how that works."* Members also discussed issues around a lack of equity buy-in, for example, one member described, *"Lack of buy-in regarding equity from stakeholders."* In another example, one member shared, *"Our system supports adults being able to choose whether or not to provide equitable environments for students."* Cabinet members also discussed issues surrounding equitable buildings. One

> *"We need a true working definitions of equity and how does that actually improve educational excellence. I can't answer those questions and for the next weeks as a leader of that support system, it's really hard for me to champion that cause or articulate that cause if I don't know how that works."*

member noted, *"ADA facility access - constantly changing codes/technology; playground."* Lastly, members discussed how the School Board sets the agenda for their Cabinet work. A member described, *"I see that the board sets the policy, channels the voice of the community, and it's up to this group to take it from theory and put it into practice. To operationalize into practice and to lead that work. I think that flows from where the board sets up and puts us in the direction. So, we can have ideas and work but some of it has to flow from where the board sets up for us. For us, more than anybody, our work is predicated about where the board sets that up. Then it's on this team to take that and see how we can make this work for our district how can we make everyone feel supported and walk that walk."*

Ideas for Addressing

To address these equity concerns, members suggested greater accountability for equity work. For example, one member suggested, *"Put an accountability measure regarding implementation of equitable outcomes from all stakeholders,"* while another suggested, *"Identify success indicators."* Cabinet members also suggested developing district standards regarding equity. One member suggested, *"Develop a standard for all - board through students."* Another suggested, *"Develop district standards for school restrooms and buildings."* Cabinet members also recommended defining equity in working terms, as one member shared, *"Define equity with a clear understanding of success indicators."* Members suggested prioritizing, committing, and acting on equity issues. For example, one member suggested, *"Commit to reaching a consensus on the most important things to do and then developing a specific plan and set them down in Equity Master Plan."* Another member suggested, *"Communicate and demonstrate a commitment to institutional cultural proficiency."* Members also suggested implementing system-wide supports for students, for example, one member suggested,

"Implement a systemic MTSS that is clear, transparent and based upon results and outcomes for all students." Finally, members discussed their role and need for more equitable funding and resource allocation. One member suggested, *"Allocate resources. We hold the purse strings, so equitable allocation of resources needs to be our top priority."* Another member said, *"The district needs the necessary resources to make this happen. Whether its money, time, or training, we need resources and need it to be successful."*

> *"Commit to reaching a consensus on the most important things to do and then developing a specific plan and set them down in Equity Master Plan."*

Administrative Council
Equity Considerations

The biggest concern for the Admin Council was disparities in funding allocations or resources. One member expressed during the listening session, *"Find a way to provide resources to the highest need buildings, which has been a challenge but something we need to strive to do."* Another member wrote, *"Equity in resources given to each school no matter the demographics (technology resources and ELP)."* A member also noted differences in funding capacities, stating, *"Fundraising capacity is very different for low vs high FRL schools (how do we regulate this?)."* Members also raised issue with racial or socioeconomic status concentration in schools. One member said, *"Continuing to balance the*

diversity in all buildings across the district." Members also described weak CTE programs and supports and transportation.

Ideas for Addressing

To address these equity concerns, Admin Council members suggested more equitable funding and resource allocations. For example, one member suggested, *"Give more resources to the higher needs schools,"* while another suggested, *"Providing resources based on need- if we are going to move back to building of high FRL - then we have to support the teachers and the work that needs to be done."* Admin Council members also suggested increasing resources for certain programming. One member noted, *"Fund programming targeted at students who are in target groups. Most of our funding for co-curricular and extracurricular programming goes to higher income, majority students."* Another member suggested, *"More resources should be invested in our support teams."* Members of Admin Council suggested having more open conversations and communication about diversity, equity, and inclusion, for example, one member suggested, *"Open conversations about experiences with admin of color."* Members of the Admin Council also

"Give more resources to the higher needs schools."

suggested greater collaboration across buildings with regard to diversity, equity, and inclusion work. For example, a member suggested, *"Collaborate with district schools. We don't share what we do at our schools. We don't learn from one another."* Admin Council members mentioned several programs currently happening in the ICSSD that can be built upon. Members suggest to continuing building a strong MTSS and PBIS system across the district, moving towards restorative justice, continuing implicit bias work, district-wide AVID, and expanding ELL services. Another recommendation from Admin Council members was to find successful models and emulate what they have done. For example, a member said, *"Let's find people that are exemplary models and learn from them. We cannot be the only ones struggling with achievement gaps."*

Cultural Proficiency Team

Equity Considerations

A major concern for CPT members was the lack of support and advocacy for all students and teachers. One member noted, *"There is a shortage of advocacy for students of color and a lack of top level district support."* Another member shared, *"Ability for staff to bring up concerns to admin. Be heard, be respected, and get a response."* A member also described, *"Teachers need smaller classes more time more training and more support to take care of equity issues in their classrooms and school communities."* A member also echoed the need for smaller class sizes, saying, *"I have 185 students I see every day at junior high, I can't have meaningful conversations with those students every day. So it's*

"Ability for staff to bring up concerns to admin. Be heard, be respected, and get a response."

great if admin supports PD, but I need smaller class sizes and I need less periods, how do we structurally support teachers to build those relationships?" CPT members also raised concern with the lack of equity questions and priority in hiring processes and PLC member criteria. For example, one member shared, *"We are not making equity a priority hiring questions,"* echoed by another member saying,

"Whoever is hiring, where's the equity piece? Our interview process doesn't screen for cultural proficiency." Another member described, *"PLC questions don't include equity."*

Ideas for Addressing

The main recommendation from the CPT was to increase support and capacity for district-wide equity goals. Members emphasized the need to make equity a priority in the district, for example, one member noted, *"It needs to be a priority for everyone in the district,"* while another member said, *"Saying equity is a priority does not make equity a priority. If equity is priority than we need to see it practiced top-down."* Members also noted the need for urgency in this work. One member described, *"Needs to be more urgency as a whole,"* echoed by another member who said, *"We need to create a sense of urgency. We see the data and then we go back to business and do what we always do. We need to create a sense of urgency we need to address it."* CPT members also described the need for action and communication surrounding equity work. For example, one member said, *"If we actually care about equity then show it!"* Another member suggested, *"Have administrator publically acknowledge these issues (to the students) and explicitly state that we are interested in overcoming them."* Members also suggested providing protocols or documents for schools to follow. For example, a member suggested, *"Protocol for interventions that can be implemented to ensure positive learning experiences for all kids,"* while another member suggested, *"District provided documents (that have been analyzed by an equity team) that schools can follow."* A second idea from CPT members was greater support and role for their team in equity-work. For example, one member suggested, *"Use the CPT as a vehicle for change. Teach us about culturally proficient practices and give us time/resources*

> *"The CPT needs to have a more active and progressive role in the district."*

to pass our learning along to our building staff. CPT member in EVERY building. No schools pass." Another member shared, *"The CPT needs to have a more active and progressive role in the district."* One member also said, *"Create some release time for CPT or IPS to be an advocate for students, 504, IEP, etc."* A third idea from CPT members was to incorporate equity questions into the hiring

process and PLC member criteria. One member suggested, *"When you are hiring ALL positions - especially upper administration/coordinators/curriculum directors - they should understand equity and choose materials that are equitable and relate to our students."* Another member suggested, *"Integrate quality equity questions into PLC groups -send suggestions to building principals."* This sentiment was shared by another member who suggested, *"Cultural proficiency questions within PLCs that directly address race."* Finally, CPT members suggested an accountability structure for equity goals. One example is a member who noted, *"Admin accountability,"* and another example from a member who suggested, *"Involve admins more… address accountability of teachers and admin."*

Multi-Cultural and Gender Fair (MCGF) Committee
Equity Considerations

MCGF Committee members described a lack of support, consistency, and awareness for MCGF goals. Members identified the reason for MCGF challenges is the lack of consistency in district and building level leadership. They imagined that with greater consistency in these positions, there would be greater opportunities for coordination and support for engaging in MCGF-related work both from

District administration and building leaders. Members also identified a lack of coordination and support for engaging in the work and a lack of accountability for engaging in MCGF-related programming. One member described, *"I think there is a lack of understanding regarding the need of students and faculty of color. I also think there is a level of resistance regarding the topic of race and equity, even from district administration."* Other members raised issue with attendance boundaries, writing *"School assignment/attendance boundaries - busing creating barriers to learning rather than eliminating them."* Another concern for MCGF members was the need for greater and more equitable distribution of resources. One member described, *"Less opportunity for high FRL buildings (less PTO money means fewer field trips, assemblies, access to resources, etc.)"*

Ideas for Addressing

One main recommendation from MCGF Committee was to have accountability, as one member suggested, *"An accountability system for all staff and district administration."* Another main recommendation was providing greater support for the MCGF Committee. One member suggested, *"Devote more time and/or money to make MCGF a priority."* MCGF members also suggested a more equitable distribution of resources, for example, one member suggested, *"Have a percentage of PTO money that goes into one fund that is taken then split equally among schools."*

Equity Committee

Equity Considerations

The main concern for the Equity Committee was a lack of accountability structure for equity goals. For example, one member questioned, *"What's the accountability piece? Say were still in the same place 10 or 15 years later."* Members were also concerned about the lack of culturally responsive and equity informed administrative practices. One member shared, *"We need to play by a set of rules that supports all our students."*

Ideas for Addressing

One suggestion from Equity Committee members was to strengthen accountability for equity goals. For example, one member suggested, *"Strengthen accountability elements in the CEP,"* while another member suggested, *"More rigorous accountability for each building."* The second suggestion from members was for culturally responsive and equity informed administration practices. Members listed this suggestion specifically as well as sharing in the discussion, *"Culturally responsive and equity-informed admin practices should be the overarching everything."* Another member suggested, *"Assist implementing data informed solutions."* Third, members suggested a phased implementation of the Comprehensive Equity Plan. One member shared, *"Phased approach w/ deliberate strategic timing."*

> *"Strengthen accountability elements in the CEP."*

Development Group

Equity Considerations

The major concern for Development Group members was the lack of accountability structure for equity goals. Members noted the need for urgency, implementation, leadership, and accountability. For example, one member described, *"Talk but actions have to follow,"* while another member shared, *"Accountability structure, if someone isn't doing job - now what?"* Members also described the lack of support and capacity for district-wide equity goals. One member noted, *"More coverage needed to "call out" or address racial/cultural inequities among teachers, staff, and parents."* Other members described the existence of siloes and translation barriers. Last, members mentioned the disparities in funding allocations or resources as one member shared, *"Access to opportunities for all (affluent vs non-affluent buildings - PTOs- field trips, etc.)."*

Ideas for Addressing

Development Group members recommended increasing support and capacity for district-wide equity goals. For example, one member suggested, *"There needs to be dedicated resources/capacity to implement programs/projects/changes",* while another member suggested, *"Increase data analysis capacity to identify factors that are associated with inequitable outcomes."* Another idea was to create SMART goals to achieve district-wide equity goals, for example, one member suggested, *"Create SMART goals toward larger goals."* Another member suggested, *"Set a high, long-term goal with smaller achievable goals that can be reached in a shorter amount of time."* Members also noted the need for clear standards regarding diversity, equity, and inclusion practices. For example, one member recommended, *"We need to get a standard regarding equitable practices and outcomes and maintain in despite of pushback."* Communication is also important, as one member suggested, *"Common language throughout district to communicate overarching goals."* Another idea is for equitable funding and resource allocations. A member suggested, *"Regular assessment of resources at school, with high and low FRLs. District should be proactive and be prepared to make resources available to all students regardless of who is advocating."* Finally, members desired accountability for this work. As one member said, *"Whatever is created has to be universal and accountable. There has to be buy-in from all admin to assure that the goals are met district-wide."*

> *"We need to get a standard regarding equitable practices and outcomes and maintain in despite of pushback."*