<table>
<thead>
<tr>
<th>Domain</th>
<th>Goals</th>
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| **Domain One: Governance, Organization, and Policy** | ❖ Uphold NSD’s Equity Policy.  
❖ Create and electronically distribute an Equity and Diversity Department newsletter on a bi-weekly basis.  
❖ Support schools and staff in the implementation of their 4-year plan to further develop their utilization of culturally responsive teaching and practice.  
❖ Build ongoing professional development training modules for staff and departments that center around the 4-year plan on culturally responsive teaching and practice.  
❖ Partner with NSD’s Human Resources Department to collaborate on broad outreach, build inclusive hiring practices, and construct culturally responsive retention strategies.  
❖ Continue to facilitate and support NSD’s Equity and Diversity Committee.  
❖ Continue to facilitate and support NSD’s HIB Committee.  
❖ Develop a method to archive NSD opportunity gap data.  
❖ Start implementation of the Teacher Exchange Program in NSD.  
❖ Improve the Attendance Awareness Campaign at the district level and utilize Attendance Works resources.  
❖ Initiate prevention and intervention strategies with students who are not in regular school attendance prior to getting a truancy petition.  
❖ Expand restorative and responsive practices in schools.  
❖ Expand Trauma Informed Care implementation in schools.  
❖ Pilot SEL in middle and high school classrooms.  
❖ Implement the SBIRT model at all SBIRT schools and decide on SBIRT sustainability. |
- Establish a school-based mental health model.
- Implement RTI exploration.
- Implement RTI and PBIS integration.
- Support all schools to install full MTSS implementation.
- Engage in ongoing progress monitoring systems to identify student needs and supports.
- Support all students, staff, administrators, and families to ensure:
  - Educators stay informed about current school policies and procedures that impact the delivery of services to students from culturally, racially, and linguistically diverse backgrounds.
  - Schools and departments ensure that all policies and procedures are explained to students and families in languages that they can communicate in.
  - New policies and procedures are implemented with sensitivity toward the diverse learning needs of students from culturally, racially, and linguistically diverse backgrounds.
  - Schools and departments adhere to the district’s equity policy.
  - Educators evaluate and equitably improve their own discipline policies and practices.
  - Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students.
  - Educators continuously self-reflect while they learn more about equity related issues.

<table>
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<th>Domain Two: Climate and Culture</th>
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<td>- Develop and implement a Students of Color Conference for NSD.</td>
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<td>- Implement 4-year plan for Multicultural Weeks of Engagement.</td>
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<tr>
<td>- Create and electronically distribute an Equity and Diversity Department newsletter on a bi-weekly basis.</td>
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<td>- Expand the scope of NSD’s Staff of Color Coalition.</td>
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<td>- Continue to facilitate and support NSD’s HIB Committee.</td>
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❖ Partner with NSD student groups and clubs.

❖ Support building administrators in cultivating and promoting positive, culturally responsive school and classroom environments.

❖ Expand restorative and responsive practices in schools.

❖ Expand Trauma Informed Care implementation in schools.

❖ Pilot SEL in middle and high school classrooms.

❖ Implement the SBIRT model at all SBIRT schools and decide on SBIRT sustainability.

❖ Establish a school-based mental health model.

❖ Implement RTI exploration.

❖ Implement RTI and PBIS integration.

❖ Support all schools to install full MTSS implementation.

❖ Engage in ongoing progress monitoring systems to identify student needs and supports.

❖ Support all students, staff, administrators, and families to ensure:
  ➢ Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.
  ➢ Students and families from diverse backgrounds are listened to and their opinions are valued.
  ➢ Students from diverse cultural, language, and ethnic backgrounds are given equitable opportunities to participate in extracurricular activities.
  ➢ Educators modify and differentiate instruction practices so that students from diverse ethnic, racial, cultural, language, and socioeconomic groups will have an equal opportunity to learn.
  ➢ Educators relate instructional content and strategies to the cultural, racial, and ethnic backgrounds of their students.
  ➢ Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.
- Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.
- Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.
- Educators have high expectations for all students regardless of their background or differences.
- Educators continuously self-reflect while they learn more about equity related issues.

**Domain Three: Teaching and Learning**

- Develop and implement a Students of Color Conference for NSD.
- Partner with the CIA Department and school librarians to diversify books that are available to students.
- Implement 4-year plan for Multicultural Weeks of Engagement.
- Implement Ethnic Studies in all schools.
- Implement the North Star College Mentorship program at all middle schools.
- Create robust equity resource lists for students, staff, parents, and community members.
- Build ongoing professional development training modules for staff and departments that center around the 4-year plan on culturally responsive teaching and practice.
- Continue to facilitate and support NSD’s Equity and Diversity Committee.
- Support all students, staff, administrators, and families to ensure:
  - Educators are well informed about the influence of race, culture, language, and ethnicity on school and department data reports.
  - Educators are well informed of the racial, ethnic, and cultural backgrounds of students and families.
  - Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.
Students and families have the opportunity to be experts in the classroom, school, and district.

Educators understand the ways in which race, ethnicity, culture, language, and social class interact to influence student behaviors/behavioral norms.

Educators are knowledgeable about the histories of diverse ethnic, racial, and cultural groups.

Educators are knowledgeable about creative, innovative, and equitable instructional approaches.

Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.

Educators continuously self-reflect while they learn more about equity related issues.

| Domain Four: Family and Community Engagement | ✓ Implement the North Star College Mentorship program at all middle schools. |
|                                          | ✓ Create robust equity resource lists for students, staff, parents, and community members. |
|                                          | ✓ Create a community update brochure to ensure that NSD data is transparent to the community. |
|                                          | ✓ Collaborate with various community partners, institutions, and organizations. |
|                                          | ✓ Consistently obtain student-volunteers from UW Bothell’s Community Based Learning and Research courses. |
|                                          | ✓ Develop strategies to expand communication and partnership strategies between schools and families. |
|                                          | ✓ Develop a district wide parent manual to give to parents during home visits. |
|                                          | ✓ Expand NSD’s home visit program to partner families with teachers and family liaisons. |
|                                          | ✓ Increase the number of family liaisons and help liaisons go from an intervention team to a prevention and intervention team. |
❖ Partner with UW Bothell and Cascadia Community College to expand services that support parents through the implementation of parent classes and family literacy development.

❖ Create and facilitate an NSD Parent Committee.

❖ Partner with local shelters to continue to obtain educational resources and reduce barriers for students who are under McKinney-Vento.

❖ Improve and expand the Community Truancy Board and consider restorative practices in the CTB model.

❖ Support all students, staff, administrators, and families to ensure:

➢ Schools and departments involve families and students in the development of new procedures.

➢ Schools and departments have developed an effective ongoing communication system with families and the community.

➢ Schools and departments provide families with equitable opportunities to be involved in their children’s education.

➢ Families and community members from diverse backgrounds are listened to and their opinions are valued.

➢ Schools and departments obtains membership in or affiliation with organizations and programs that promote equitable education, access, and opportunity.

➢ Families and community members have the opportunity to be leaders in schools and departments.

➢ Educators mobilize liaisons to help families navigate the school system.

➢ Educators continuously self-reflect while they learn more about equity related issues.