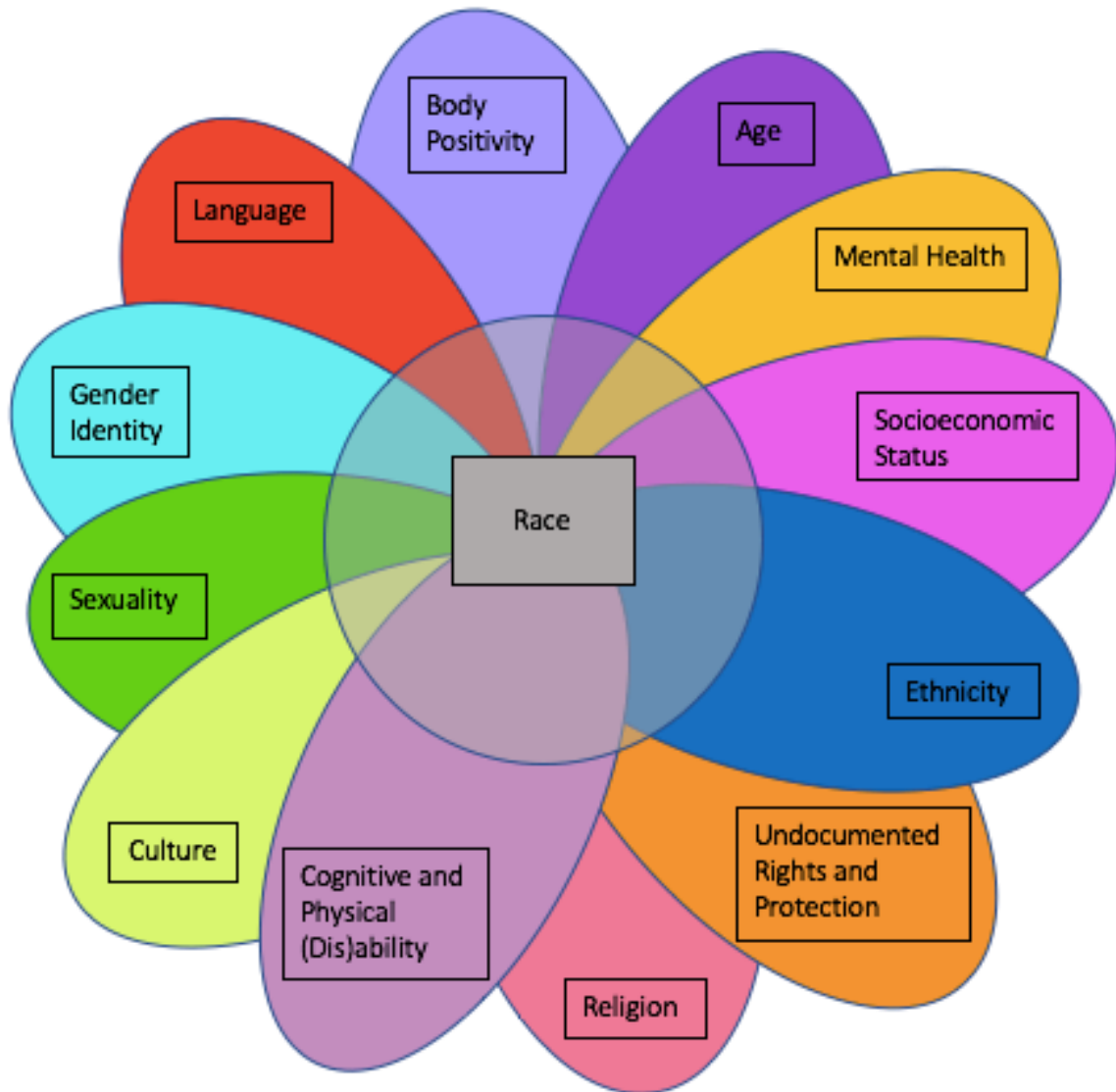


Northshore School District Equity Inventory



"Intersectional Diversity Flower" Created by Ayva Thomas

This Equity Inventory serves as a baseline to help Northshore School District administrators and staff think about how and where they can engage in culturally responsive practices in their buildings or departments. The inventory will be completed by each school equity team and administrative department to reflect on the culturally responsive practices that they already engage in, and which ones they can begin approaching or continue to develop. The words "diverse" and "diversity" consistently appear in the Inventory, so the above "Intersectional Diversity Flower" is included to prompt you to think about what types of diversity are referred to in each domain. As you can see in the Flower, race is a consistent intersecting factor with, between, and across each petal; so, in thinking about the diverse populations and communities within your school or the district, we ask you to think about 1) the ways that race intersects with the identities represented on each petal and 2) the intersectionality that occurs within and across each identity petal.

Northshore School District Equity Inventory

	DOMAIN ONE Governance, Organization, Policy & Self-Reflection		
	Approaching	Developing	Practicing
1A	Educators are unaware of current school policies and procedures that impact the delivery of services to students from diverse backgrounds.	Educators become aware of current school policies and procedures that impact the delivery of services to students from diverse backgrounds.	Educators stay informed about current school policies and procedures that impact the delivery of services to students from diverse backgrounds.
1B	Schools and departments do not explain all policies and procedures to students and families in languages that they can understand.	Schools and departments attempt to explain policies and procedures to students and families in languages that they can understand.	Schools and departments ensure that all policies and procedures are explained to students and families in languages that they can understand.
1C	New policies and procedures are not implemented with sensitivity toward the diverse learning needs of students.	New policies and procedures are implemented with some or inconsistent sensitivity toward the diverse learning needs of students.	New policies and procedures are implemented with sensitivity toward the diverse learning needs of students.
1D	Schools and departments do not adhere to the district's equity policy.	Schools and departments attempt to adhere to the district's equity policy.	Schools and departments adhere to the district's equity policy.
1E	Educators make little or no attempt to improve their own discipline policies and practices.	Educators attempt to evaluate and improve their own discipline policies and practices.	Educators evaluate and equitably improve their own discipline policies and practices.
1F	Educators are unaware of how to follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students.	Educators attempt to follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with partial or inconsistent results.	Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
1G	Educators make little or no effort to self-reflect while they learn more about equity related issues.	Educators inconsistently self-reflect while they learn more about equity related issues.	Educators continuously self-reflect while they learn more about equity related issues.

Northshore School District Equity Inventory

	DOMAIN TWO Climate, Culture & Self Reflection		
	Approaching	Developing	Practicing
2A	Educators have limited ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.	Educators attempt to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.	Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.
2B	Students and families from diverse backgrounds are treated differently and/or ignored, and their opinions are not factored into the school or department's work.	Students and families from diverse backgrounds have limited voice in the school or department. Their opinions are recognized.	Students and families from diverse backgrounds are listened to and their opinions are valued.
2C	Students from diverse backgrounds do not have equitable opportunities to participate in extra-curricular activities.	Students from diverse backgrounds are invited to participate in extra-curricular activities.	Students from diverse backgrounds are given equitable opportunities to participate in extra-curricular activities.
2D	Educators make little or no attempt to modify and differentiate instruction practices so that students from diverse backgrounds have an equal opportunity to learn.	Educators attempt to or inconsistently modify and differentiate instruction practices so that students from diverse backgrounds have an equal opportunity to learn.	Educators modify and differentiate instruction practices so that students from diverse backgrounds have an equal opportunity to learn.
2E	Educators make no attempt to relate instructional content and strategies to the diverse backgrounds of their students.	Educators attempt to relate instructional content and strategies to the diverse backgrounds of their students.	Educators relate instructional content and strategies to the diverse backgrounds of their students.
2F	Educators make no attempt to utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.	Educators attempt to utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.	Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.
2G	Educators do not help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.	Educators attempt to help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.	Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.
2H	Educators do not believe or behave in a manner that affirms "all children can learn". Attempts to different instructional approaches is not evident.	Educators support the premise that "all children can learn" and attempt to different instructional approaches for most students.	Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.
2I	Educators do not hold high expectations for students.	Educators have high expectations for most students.	Educators have and communicate high expectations for all students regardless of their background or differences.
2J	Educators make little or no effort to self-reflect while they learn more about equity related issues.	Educators inconsistently self-reflect while they learn more about equity related issues.	Educators continuously self-reflect while they learn more about equity related issues.

Northshore School District Equity Inventory

	DOMAIN THREE Teaching, Learning, and Self Reflection		
	Approaching	Developing	Practicing
3A	Educators are not informed about the influence of racial and intersectional diversity on school and department data reports.	Educators are somewhat informed about the influence of racial and intersectional diversity on school and department data reports.	Educators are well informed about the influence of racial and intersectional diversity on school and department data reports.
3B	Educators do not know about the diverse backgrounds of students and families.	Educators attempt to learn about the diverse backgrounds of students and families.	Educators are well informed of the diverse backgrounds of students and families.
3C	Educators do not schedule nor engage in school- and district-wide professional development meetings on topics related to equity and diversity.	Educators attempt to schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.	Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.
3D	Students and families have no opportunity to be experts in the classroom, school, and district.	Students and families have limited opportunity to be experts in the classroom, school, and district.	Students and families have the opportunity to be experts in the classroom, school, and district.
3E	Educators little or no understanding of the ways in which racial and intersectional diversity interacts to influence student behaviors and behavioral norms.	Educators have some understanding of the ways in which racial and intersectional diversity interacts to influence student behaviors and behavioral norms.	Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.
3F	Educators are not knowledgeable about the histories of diverse groups.	Educators are somewhat knowledgeable about the histories of diverse groups.	Educators are knowledgeable about the histories of diverse groups.
3G	Educators have little or no knowledge about creative, innovative, and equitable instructional approaches.	Educators have some knowledge about creative, innovative, and equitable instructional approaches.	Educators are knowledgeable about creative, innovative, and equitable instructional approaches.
3H	Educators do not facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.	Educators attempt to facilitate some professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.	Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.
3I	Educators make little or no effort to self-reflect while they learn more about equity related issues.	Educators inconsistently self-reflect while they learn more about equity related issues.	Educators continuously self-reflect while they learn more about equity related issues.

Northshore School District Equity Inventory

	DOMAIN FOUR Family and Community Engagement & Self Reflection		
	Approaching	Developing	Practicing
4A	Schools and departments make little or no attempt to involve families and students in the development of new procedures.	Schools and departments attempt to involve families and students in the development of new procedures.	Schools and departments involve families and students in the development of new procedures.
4B	Schools and departments have not developed an effective ongoing communication system with families and the community.	Schools and departments attempt to develop an effective ongoing communication system with families and the community or communicate inconsistently.	Schools and departments have developed an effective ongoing communication system with families and the community.
4C	Schools and departments make little or no effort to provide families with equitable opportunities to be involved in their children's education.	Schools and departments attempt to provide families with equitable opportunities to be involved in their children's education.	Schools and departments provide families with equitable opportunities to be involved in their children's education.
4D	Families and community members from diverse backgrounds are treated differently and/or ignored, and their opinions are not factored into the school or department's work.	Families and community members from diverse backgrounds have limited voice and their values are recognized.	Families and community members from diverse backgrounds are listened to and their opinions are valued.
4E	Schools and departments have little or no knowledge of organizations and programs that promote equitable education, access, and opportunity.	Schools and departments learn about organizations and programs that promote equitable education, access, and opportunity.	Schools and departments obtain membership in or affiliation with organizations and programs that promote equitable education, access, and opportunity.
4F	Families and community members are not invited to be leaders in schools and departments.	Families and community members have limited opportunity to be leaders in schools and departments.	Families and community members have the opportunity to be leaders in schools and departments.
4G	Educators do not mobilize liaisons to help families navigate the school system.	Educators make attempts to mobilize liaisons to help families navigate the school system.	Educators mobilize liaisons to help families navigate the school system.
4H	Educators make little or no effort to self-reflect while they learn more about equity related issues.	Educators inconsistently self-reflect while they learn more about equity related issues.	Educators continuously self-reflect while they learn more about equity related issues.