

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Garfield

Please enter the name of the point of contact for this survey: Zane Wells

Please enter point of contact email address: zwells@garpal.net
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: PreK-8

Part II: Attestations and Public Posting

1. Garfield School District (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved: **May 27, 2021**

2. Garfield School District attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: **GARPAL Policy and Program Equity Analysis.**

Please provide a link to the equity analysis tool used: www.garpal.net

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: **May 28, 2021**

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: www.garpal.net

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

- ☐ Acceleration Academy
- ☐ Additional Instructional Time Before or After School
- ☐ Additional School Days
- ☐ Balanced Calendar
- ☒ Summer School
- ☒ Building Relationships
- ☒ Common Assessments
- ☒ Early Learning (K-4 literacy)
- ☒ Equitable Grading Practices
- ☐ Extended Day Partnerships (CBOs)
- ☒ Extracurricular Activities

- ☐ High-quality Tutoring
- ☒ Inclusionary Practices
- ☒ Mastery Learning/Project-Based learning
- ☒ Multi-tiered System of Supports
- ☒ Narrowing Standards
- ☒ Professional Learning
- ☒ SEL and Mental Health Supports
- ☒ Strategic Staffing (teacher advocates, advisory, looping)
- ☒ Student Voice and Perception
- ☒ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- ☐ Other

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students' specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Academic Diagnostic Assessments	
<input checked="" type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CPAA (NWEA)
<input checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input checked="" type="checkbox"/>	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input checked="" type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input checked="" type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input checked="" type="checkbox"/>	MAP Math

<input checked="" type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Read 180 (assessment tools)
<input checked="" type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input checked="" type="checkbox"/>	Running Records
<input checked="" type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input checked="" type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input checked="" type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input checked="" type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input checked="" type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input type="checkbox"/>	Other

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Well-Being Diagnostic Assessments	
<input type="checkbox"/>	ACE
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	CEE
<input checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	SWIS
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment

<input checked="" type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input checked="" type="checkbox"/>	WA-KIDS
<input checked="" type="checkbox"/>	Well-being resources

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Academic Diagnostic Assessments	Grade(s)
<input checked="" type="checkbox"/> Accelerated Reader (AR)	1-8
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CPAA (NWEA)	
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-8
<input checked="" type="checkbox"/> DIBELS	K-5
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input checked="" type="checkbox"/> GOLD (WaKids)	K
<input type="checkbox"/> GRADE	
<input type="checkbox"/> iReady	
<input type="checkbox"/> IRLA	
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input checked="" type="checkbox"/> IXL	K-8
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/> Lexia	
<input checked="" type="checkbox"/> MAP Math	K-8
<input checked="" type="checkbox"/> MAP Reading	K-8
<input type="checkbox"/> Mastery Connect	
<input type="checkbox"/> McLeod Assessment of Reading Comprehension	
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/> PALS	
<input type="checkbox"/> Read 180 (assessment tools)	
<input checked="" type="checkbox"/> Read Well	K-5
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	
<input checked="" type="checkbox"/> Running Records	1-8
<input checked="" type="checkbox"/> Sight Words	K-2
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-8
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-8

<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)	
<input checked="" type="checkbox"/>	SpringBoard Assessments	6-8
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)	
<input type="checkbox"/>	STAR Early Literacy	
<input type="checkbox"/>	STAR Math	
<input type="checkbox"/>	STAR Reading	
<input type="checkbox"/>	Success for All (SFA)	
<input type="checkbox"/>	SuccessNet	
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-8
<input checked="" type="checkbox"/>	Teacher Recommendation	K-8
<input type="checkbox"/>	Universal Screener list of tools	
<input type="checkbox"/>	Universal Screener Guide	
<input checked="" type="checkbox"/>	WA-KIDS	K
<input type="checkbox"/>	WIDA MODEL for Kindergarten	
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)	
<input type="checkbox"/>	Other	

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Well-Being Diagnostic Assessments	Grade(s)
<input type="checkbox"/> ACE	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> CEE	
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-8
<input type="checkbox"/> Other - Write In (Required)	
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> SWIS	
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-8
<input checked="" type="checkbox"/> Teacher Recommendation	K-8
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	K
<input checked="" type="checkbox"/> Well-being resources	K-8

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input checked="" type="checkbox"/> Accelerated Reader (AR)	1-8		X
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			

<input type="checkbox"/>	CPAA (NWEA)			
<input checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-8		X
<input checked="" type="checkbox"/>	DIBELS	K-5		X
<input type="checkbox"/>	Discovery Education Predictive Assessment			
<input type="checkbox"/>	DRA (Developmental Reading Assessment)			
<input type="checkbox"/>	DRP (Degrees of Reading Power)			
<input type="checkbox"/>	EasyCBM			
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/>	Fountas & Pinnell			
<input type="checkbox"/>	Gates Macginitie			
<input type="checkbox"/>	GMADE			
<input checked="" type="checkbox"/>	GOLD (WaKids)	K	X	
<input type="checkbox"/>	GRADE			
<input type="checkbox"/>	iReady			
<input type="checkbox"/>	IRLA			
<input type="checkbox"/>	iStation			
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)			
<input checked="" type="checkbox"/>	IXL	K-8		X
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/>	Lexia			
<input checked="" type="checkbox"/>	MAP Math	K-8		X
<input checked="" type="checkbox"/>	MAP Reading	K-8		X
<input type="checkbox"/>	Mastery Connect			
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension			
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/>	PALS			
<input type="checkbox"/>	Read 180 (assessment tools)			
<input checked="" type="checkbox"/>	Read Well	K-5		X
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/>	Running Records	K-8		X
<input checked="" type="checkbox"/>	Sight Words	K-2		X
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments			
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments	3-8	X	
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments			
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments	3-8	X	
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/>	SpringBoard Assessments	6-8		X
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)			
<input checked="" type="checkbox"/>	STAR Early Literacy	K-2		X
<input type="checkbox"/>	STAR Math			
<input checked="" type="checkbox"/>	STAR Reading	2-8		X
<input type="checkbox"/>	Success for All (SFA)			
<input type="checkbox"/>	SuccessNet			
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-8		X
<input checked="" type="checkbox"/>	Teacher Recommendation	K-8		X
<input type="checkbox"/>	Universal Screener list of tools			
<input type="checkbox"/>	Universal Screener Guide			
<input checked="" type="checkbox"/>	WA-KIDS	K	X	
<input type="checkbox"/>	WIDA MODEL for Kindergarten			

<input type="checkbox"/> WIDA MODEL (Grades 1-12)			
<input type="checkbox"/> Other			

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> ACE			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> CEE			
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-8		X
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> SWIS			
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-8		X
<input checked="" type="checkbox"/> Teacher Recommendation	K-8		X
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	K	X	
<input type="checkbox"/> Well-being resources			

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan?
(*Student, Family, and Community Organizations*)

- ☒ Interviews
- ☒ Conferences (in-person and/or virtual)
- ☐ Advisory Groups
- ☒ Surveys

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

- ☐ American Indian/Alaskan Native
- ☐ Asian
- ☐ Black/African American
- ☐ Hispanic/Latino of any race(s)
- ☐ Native Hawaiian/Other Pacific Islander
- ☒ Two or More Races
- ☐ White

- ☐ English language learners
- ☒ Low-income
- ☒ Students with disabilities
- ☐ Students experiencing homelessness
- ☐ Students in foster care

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

Strategies	
<input type="checkbox"/>	Acceleration Academy
<input type="checkbox"/>	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
<input checked="" type="checkbox"/>	Summer School
<input checked="" type="checkbox"/>	Building Relationships
<input type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)
<input checked="" type="checkbox"/>	Equitable Grading Practices
<input type="checkbox"/>	Extended Day Partnerships (CBOs)
<input checked="" type="checkbox"/>	Extracurricular Activities
<input type="checkbox"/>	High-quality Tutoring
<input checked="" type="checkbox"/>	Inclusionary Practices
<input checked="" type="checkbox"/>	Mastery Learning/Project-Based learning
<input type="checkbox"/>	Multi-tiered System of Supports
<input type="checkbox"/>	Narrowing Standards
<input checked="" type="checkbox"/>	Professional Learning
<input checked="" type="checkbox"/>	SEL and Mental Health Supports
<input checked="" type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input type="checkbox"/>	Student Voice and Perception
<input checked="" type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

Strategies	Student Group(s)
<input type="checkbox"/> Acceleration Academy	
<input type="checkbox"/> Additional Instructional Time Before or After School	
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	Two or more races, Low income, Student with disabilities

<input checked="" type="checkbox"/> Building Relationships	Two or more races, Low income, Students with disabilities
<input checked="" type="checkbox"/> Common Assessments	Two or more races, Low income, Students with disabilities
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	Two or more races, Low income, Students with disabilities
<input checked="" type="checkbox"/> Equitable Grading Practices	Two or more races, Low income, Students with disabilities
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input checked="" type="checkbox"/> Extracurricular Activities	Two or more races, Low income, Students with disabilities
<input type="checkbox"/> High-quality Tutoring	
<input type="checkbox"/> Inclusionary Practices	
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input type="checkbox"/> Multi-tiered System of Supports	
<input type="checkbox"/> Narrowing Standards	
<input checked="" type="checkbox"/> Professional Learning	Two or more races, Low income, Students with disabilities
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Two or more races, Low income, Students with disabilities
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	Two or more races, Low income, Students with disabilities
<input type="checkbox"/> Student Voice and Perception	
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Two or more races, Low income, Students with disabilities

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Strategies	Student Group(s)	Grade(s)
<input type="checkbox"/> Acceleration Academy		
<input type="checkbox"/> Additional Instructional Time Before or After School		
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	Two or more races, Low income, Students with disabilities	K-5
<input checked="" type="checkbox"/> Building Relationships	Two or more races, Low income, Students with disabilities	K-8
<input checked="" type="checkbox"/> Common Assessments	Two or more races, Low income, Students with disabilities	K-8
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	Two or more races, Low income, Students with disabilities	K-4

<input checked="" type="checkbox"/> Equitable Grading Practices	Two or more races, Low income, Students with disabilities	K-8
<input type="checkbox"/> Extended Day Partnerships (CBOs)		
<input checked="" type="checkbox"/> Extracurricular Activities	Two or more races, Low income, Students with disabilities	2-8
<input type="checkbox"/> High-quality Tutoring		
<input type="checkbox"/> Inclusionary Practices		
<input checked="" type="checkbox"/> Mastery Learning/Project-Based learning	Two or more races, Low income, Students with disabilities	K-8
<input type="checkbox"/> Multi-tiered System of Supports		
<input type="checkbox"/> Narrowing Standards		
<input checked="" type="checkbox"/> Professional Learning	Two or more races, Low income, Students with disabilities	K-8
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Two or more races, Low income, Students with disabilities	K-8
<input checked="" type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	Two or more races, Low income, Students with disabilities	K-5
<input type="checkbox"/> Student Voice and Perception		
<input type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)		

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

“Our district will use the equity analysis process to evaluate and monitor strategies, student progress, and curriculum evaluation when the need arises.”

Part VIII: Supports for Strategies/Interventions

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

1. **Summer School**
2. **Transitional Supports**

15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.

1. **Professional Learning**
2. **SEL and Mental Health Supports**

GARPAL Policy & Program Equity Analysis

GARFIELD/PALOUSE Public Schools define equity as:

fair, just and inclusive educational access and experience for all students.

This definition commits us to identifying and addressing barriers and unhealthy cultures so that student belonging, participation and achievement is maximized. Focusing our equity lens on access allows us to ensure our students' educational experiences are fully realized, with careful and deliberate consideration to individual dignity, needs and circumstances.

- Standing up to injustice with school environments that are inclusive, respectful and tolerant, and confronting behaviors or actions by students, staff or guests that may be in conflict with these beliefs
- Ensuring a faculty that is trained and implements anti-racist, culturally competent instructional environments and experiences
- Teaching respect and acceptance through socially just learning curricula for students
- Intentionally broadening our equity outreach by creating a culture where all stakeholders have a seat, a voice and a responsibility for change
- Intentionally addressing equity when making program, curriculum and resourcing decisions
- Guaranteeing dignified and equitable family engagement that ensures resources, communication and outreach is provided in languages, materials and manners that maximize the school-to-home relationship
- Removing barriers that overtly or covertly inhibit student belonging, participation and prosperity in their academic, athletic/activity and beyond-high-school plans

About the Protocol

This Analysis Protocol was developed to ensure explicit and intentional review when considering policies, programs or initiatives.

- . eliminate inequities and advance equity
- identify clear goals, objectives and measurable outcomes
- engage community in decision-making processes
- identify who will benefit or be burdened by a given decision by examining and mitigating potential unintended consequences
- develop mechanisms for successful implementation and evaluation of impact

Critical Reflection and Analysis

To prepare for critical reflection and analysis, consider the following key framing questions:

- What is the intent behind the policy/program being reviewed? Who is left out?
- What are taken-for-granted assumptions about who and how this policy or program will impact equity?
- Who benefits from the way things are and who does not?
- What actions will address the inequities we see in our policies, practices or programs?

Equity Review Instructions:

For each item, rate the extent to which the information being reviewed reflects the specific domain. Provide a rationale statement to support your rating. Propose a modification, addition or alternative related to the domain for improvement or enhancement.

DESCRIPTION

Policy/Program Being Reviewed		
Department/School		
Lead Facilitator/Reviewer	Date	
Additional Review Members		
Briefly describe the policy, practice or program being reviewed:		

LEGAL & COMPLIANCE LENS

Rate the extent to which the policy/program:

**To A
Great
Extent**

Somewhat

**Very
Little**

Not At All

Satisfies/meets relevant legal mandates (e.g. SPED/IDEA, 504, Title III/IX, Discrimination, Federal/State/other, etc.)

Rationale/ Explanation:

Recommendation or Consideration:

RESEARCH BASED

Rate the extent to which the policy/program:

**To A
Great
Extent**

Somewhat

**Very
Little**

**Not At
All**

Is informed by disaggregated data that intentionally addresses historically underrepresented and underserved populations

Reflects principles and practices derived from scholarly research that will likely bring about effective outcomes for populations historically underrepresented and underserved

Rationale/ Explanation:

Recommendation or Consideration:

EQUITY-MINDEDNESS

Rate the extent to which the policy/program:	To A Great Extent	Somewhat	Very Little	Not At All
Positions participation and success of groups from racial, ethnic, and indigenous communities historically underserved or marginalized in school settings				
Ensures equity in language: -biased or stereotypical assumptions are not made about groups -groups from historically underserved populations are intentionally included				
Addresses disparities in treatment between and among groups (i.e. disproportionality in participation and outcomes)				

Rationale/ Explanation:

Recommendation or Consideration:

INCLUSIVE PROCESS

Rate the extent to which the policy/program:

**To A
Great
Extent**

Somewhat

**Very
Little**

Not At All

Intentionally includes voice and choice from internal and external stakeholders to inform and develop the policy and/or program (e.g. how did the process ensure multiple modes of input “at the table”, especially from those whose voices have been historically marginalized?)

Rationale/ Explanation:

Recommendation or Consideration:

COMMUNICATIVE

Rate the extent to which the policy/program:

To A
Great
Extent

Somewhat

Very
Little

Not At All

Informs stakeholders about the rationale, purpose and scope of its application

Articulates policy/program outcomes and expectations

Rationale/ Explanation:

Recommendation or Consideration:

ACCOUNTABLE

Rate the extent to which the policy/program:	To A Great Extent	Somewhat	Very Little	Not At All
Specifies responsibilities and provides clear lines of accountability				
Includes clear, disaggregated measures of policy/program success with an intentional focus on equity-informed outcomes				
Maintains built-in safeguards and response protocols when outcomes fail to deliver desired results				

Rationale/ Explanation:

Recommendation or Consideration: