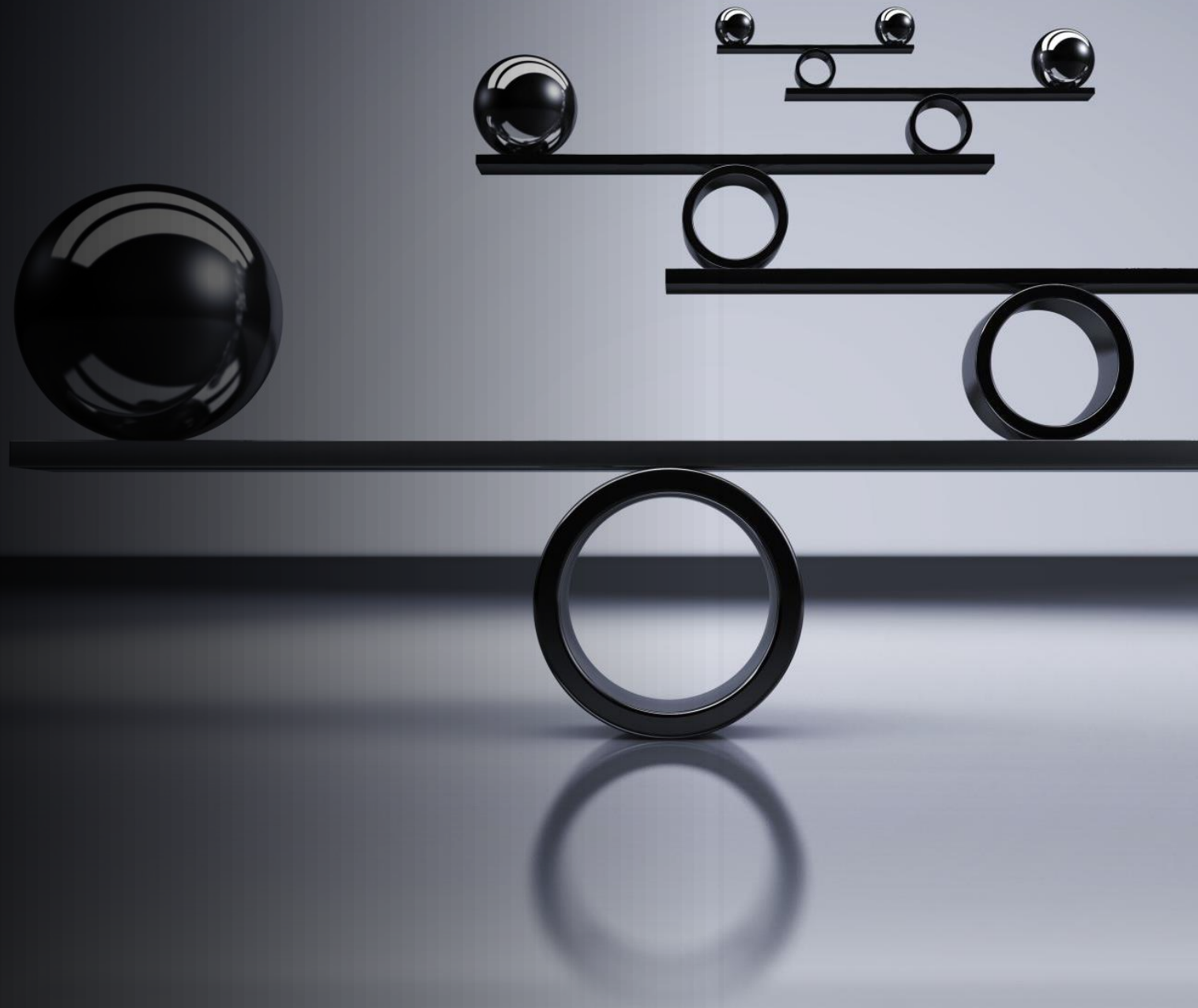
Equity, Advisory and Advocacy Collaborative

November 30, 2022





Agenda

5:00 - 5:15	**Welcome - Pat Hughes** • Introductions • Agenda overview • Set intentions/Working Agreements
5:15 - 5:30	**2022-23 Charter Review** - Shomari Jones
5:30 - 5:45	**2021-22 Recommendations Update** - John Harrison
5:45 - 6:45	**Organize into Work Teams** • Review List of previous/potential topics • Slate of policies for advisement • What are you interested in?
6:45 - 7:00	**Wrap Up** • 12/7, we will bring results of shared document to form groups • Check Out

Planning Team: Paul, Jill, Sireen, Susie, Shomari, John and Pat

- Reviewed June survey results
- Met several times to plan a focus for 2022-23 that honored the feedback, is consistent with our commitment and in alignment with our beliefs, and roles outlined in the charter
- Resulted in the 2022-23 Focus in the Charter

Charter Review

- Purpose
- Commitment
- Beliefs
- Areas of Focus
- EAAC Roles
- District Roles

Purpose: What is the Equity Advisory and Advocacy Collaborative?

Now in its 5th year, the Equity Advisory and Advocacy Collaborative (EAAC), formerly known as the Equity Advisory Group (EAG) was formed to provide advice to the BSD Superintendent and district leadership on issues of equity, and to support the implementation of BSD Board Policy 0130 – Equity and Accountability.

This work remains vital as equity issues have been exacerbated due to COVID and distant learning, especially for students with special needs, students with Multiple Language Learning needs, low- income students, and students of color

Commitment: For 2022-2023, the EAAC will:

1. Partner with the BSD and the broader BSD community to ensure the achievement of more equitable outcomes for BSD students,
2. Advise and advocate for policies, practices, programs, and plans that honor the inherent humanity and racial, social, and cultural identities of every student in the broader BSD community
3. Advise and advocate on the implementation of equity commitments, current issues, and narratives
4. Empower members to advocate, educate, and engage in equity dialogues in the community

EAAC Beliefs

1. We believe the Bellevue School District (BSD) has a responsibility to serve all students, families, and communities of color in inclusive environments; students who identify as LGBTQ+; students with disabilities and mental and emotional health needs; multilingual learners; and students of varying socio-economic status.
2. We believe establishing and sustaining equitable policies, procedures, programs, and restorative practices in classrooms and schools is a necessary precondition to achieving equal access to robust and rigorous learning experiences.
3. We believe learning is an inherently social and cultural endeavor and that learning is most powerful when educators engage with students' cultures to shape learning experiences.
4. We believe that every student deserves access to engaging, relevant, and rigorous learning experiences that both sustains the cultures that have shaped their lived experiences and gives them the tools to leverage their experiences to work for change in their communities.
5. We believe BSD students identify with intersecting identities including racial, ethnic, familial, gender, sexual, religious, socio-economic, linguistic, and others, and these identities inform and determine the cultures they identify with.
6. We believe every student in BSD deserves to feel valued, seen, heard, and feel a sense of belonging in every BSD space as individuals who have intersecting identities.
7. We believe every student is a unique individual who deserves learning experiences that support and elevate their specific talents, skills, and interests.
8. We believe that raising awareness, elevating voices, and asking questions can lead to positive change.

2022-23 Areas of Focus

Equity Advocacy

- Identify topics/issues for district focus using the District's *Equity Commitments* as a framework
- Meeting with BSD staff, students, and families to understand current experiences related to equitable academic and social emotional outcomes in order to advocate for equity and social Justice

Policy Advisement

- Support the district in the implementation of its commitments to equity and Policy 0130 – Equity and Accountability.
- Work with the District's Policy Liaison and district staff in an advisory role on specific policies prioritized for review in the 2022-23 Policy Schedule

EAAC Roles:

1. A small Planning Team consisting of 2-3 members, the two district advisors and the external facilitator will create agendas and materials for EAAC meetings
2. Members will meet regularly in-person with a remote option, at a minimum of once per month during the school year
3. Committee members will engage in research, learning, dialogue, listening, and advising District leadership consistent with this Charter.
4. EAAC members bring their own experiences to the process. They may also bring perspectives or concerns that other stakeholders convey to them, and these inputs can serve as perspective and data points to inform the work.
5. An external facilitator will coordinate EAAC meetings, and track documentation and action items.
6. Submit a culminating report with recommendations at the end of the school year

District Roles:

Create	Create the supportive space for the EAAC to do its work
Support	Support the EAAC with relevant data, analysis, and information
Consider	Intentionally consider any feedback and recommendations from EAAC and provide updates regarding implementation of recommendations



EAAC 2021-22 Recommendations Update

20 Recommendations under 6 of the 10 District Equity Commitments

Commitment A – High Quality Instruction Policy

Consult with this subgroup before any substantive revisions are made to the policy are submitted to the School Board for consideration.

The district would be wise to get our input before final revisions are made.

Get BSD educator/teacher input and feedback on the policy and associated materials to secure buy in from the very people who will be tasked with implementing the policy.

Update



Teaching and Learning staff are working on revisions to the draft developed by the EAG/EAAC subgroup



Once complete, will meet with subgroup for feedback



Will share again with BEA leadership and beyond



First Reading is scheduled for January 26 (subject to change)

Commitment B/J – Language Access

Establish, implement, and maintain a L*anguage Access Plan* in service of the District's population of students and families who are speakers of diverse languages

Establish who leads *Language Access* in the BSD

Create a District *Language Access* Coordinator position as soon as possible.

Communicate to BSD staff and families about the current *Language Access* options the district offers for translators and interpreters

Establish procedures for Policy 4218

Update

- The *Language Access Plan* has been established and implemented and codified in Procedure 4218
- Responsibility for language access has been domiciled under the Multilingual Learner division of the Teaching and Learning Department
- A Language Access Liaison has been appointed and a full-time Language Access Coordinator will be appointed for 2023-24 consistent with state law
- Communication about language access services has been completed and is ongoing
- A procedure to Policy 4218 went live in October

Commitment B - SAT



Continue to offer School Day SAT every year to ensure equal access to all students.



Plan to increase the number of available spots for Saturday testing to ensure more BSD students can take a Saturday test.



Yearly discussion/training for staff about college entrance exams and accommodations to ensure there is a universal and consistent understanding of the process to help students get access to their accommodations for their college entrance exams.

Update

The District has committed to offering a school day SAT twice on a continuing annual basis

The number of seats is dictated by capacity (physical space/human resources). With two Saturday SAT sessions and annual school-day SAT, we are not hearing that there is a shortage of opportunities

Families initiate requests accommodations. Schools advise families of the process how to make requests in advance of SAT/ACT and AP tests. School will receive ongoing training in order to support student needs

Commitment C – Food Equity

1

Option 1: Quick Win meals

- vegetarian meals (compliant with Halal)

2

Option 2: Remove Non-Halal

3

Option 3: Swap with Halal ingredients

Update

- Conversations are on-going
- Vegetarian offerings have been increased significantly
- Passport to Flavors of the World Program (highlighted by OSPI's Child Nutrition Department)
- Wellness Committee will be formed as a requirement of the NSLP



Commitment F – Implementation of 0130

- We recommend that 0130 be fully funded, staffed, and implemented, including the Accountability Reporting provisions.
- We recommend annual implicit bias training for all district employees, students, and volunteers.
- We recommend enhanced/extended implicit bias training for all new district employees, and for all district employees that have not yet had enhanced/extended implicit bias training.

Update

- The District is committed to the full implementation of 0130 and is compliant with the reporting provisions (See Policy 0150 – Planning). The purpose of the EAAC is to provide advice to the BSD Superintendent and district leadership on issues of equity, and to support the implementation of the policy.
- Training for all district employees, students, and volunteers.
  - Beginning in 2021-22 one professional learning day must be devoted to one or more of the following: cultural competency, diversity, equity and inclusion
  - Beginning 2023-24 and every other year one of the days must be devoted to SBoE Cultural Competency, Diversity, Equity and Inclusion standards
  - An equity certificate renewal requirement needs to be met for renewal applications submitted beginning July 1, 2023. This means that June 30, 2024, is the first date that certificates not meeting this requirement will expire
  - School Based Racial Equity and Inclusion (RE&I) Teams at every school
  - Volunteers are the responsibility of schools. The Athletics and Activities department oversees volunteers and training and is looking at ways to provide training for volunteers on boundaries in addition to equity, inclusion and bias training
  - Equity and Inclusion and Bias training is provided and required of all new employees
  - Equity, Family and Community Engagement Team is looking at ways to ensure that all employees receive training that the commitment requires (ongoing – every three years)

Commitment I – Restorative Justice



- A separate policy on Restorative Justice is needed.
- Step 1: Defining behaviors we can and cannot accept has not been accomplished or communicated.

Update

The District has already made a commitment to restorative justice/practices in Policy 3241. Consider a procedure /exhibit to Policy 3241?

Commitment I.1: Identify expected behaviors and behaviors we cannot accept. This has been codified in Procedure 3241.1 – Behavioral Violations

Work could continue on this. Example: Prioritize certain behaviors related to racism and discrimination.

Superintendent Search Update

- Best source of information: Superintendent Search landing page
- Board has chosen 5 semi-finalists who will be interviewed by the Board on December 12
- Stakeholder Panels will interview finalists on January 17, Board on January 18
- Candidate selected by end of January
- Tomorrow, December 1 is the last day to be an interview panelist
- Family/Community Interest Form application

*Confidential Process

2022-23 Areas of Focus

Equity Advocacy

- Identify topics/issues for district focus using the District's *Equity Commitments* as a framework
- Meeting with BSD staff, students, and families to understand current experiences related to equitable academic and social emotional outcomes in order to advocate for equity and social Justice

Policy Advisement

- Support the district in the implementation of its commitments to equity and Policy 0130 – Equity and Accountability.
- Work with the District's Policy Liaison and district staff in an advisory role on specific policies prioritized for review in the 2022-23 Policy Schedule

What does this look like for EAAC members?



Organize in work teams to:



Continue to work on 2021-22 topics using the District's *Equity Commitments* as a framework



Work on identified topics for 2022-23 using the District's *Equity Commitments* as a framework



Advise policies identified for review in 2022-23



Prepare to focus!

- Review list of 2021-22 Topics
- Review list of potential 2022-23 Topics
- Ae there any other topics?
- Prioritize your topics of interest
- Review policies scheduled for review to determine interest



Discussion and Clarification

- Questions?
- Expectation of group participation
- We are flexible!
- Next Steps: December 7 meeting



Check Out

Share a word or phrase about how you are feeling about EAAC 2022-2023?