BSD Equity and Advisory Collaborative
June 21, 2022 * 5-7 pm
Summary Notes

Attending Members: Randy, Marta, Jill, Monica, Nathan, Lena, Amy, Haruka, Suzie, Garrett, Mohamed
Staff: Pat, Shomari, John, Monica N, Kristen Tinder (Director of Advanced Learning & Innovation)
Sponsor/Guest: Dr. Kelly Aramaki

1. Update on Critical Criteria
The planning team has prepared a draft "table top tent" and seeks feedback from EAAC. See PPT for link

2. Update on Policies that EAAC members advised on and were adopted or revised:

- Spec Education and Related Services
- Student Safety and Well Being
- Students Experiencing Homelessness
- Students in Foster care

Coming Up in 2023-24

- New policy on High Quality Instruction that's culturally responsive, relevant and sustaining - first reading of draft summer 2023
- 0130 (Equity and Accountability) - changes to critical criteria and changes in reporting processes - fall 2024
- 4130 (Family Engagement) – Full review - fall 2024
- 2190 (Advanced Learning) – Full review - Winter-Spring 2024
- 2024 (Grading and progress Reporting) - Revisions - Winter-Spring 2024
- 4310 (Relations with Law Enforcement) – Revisions - Winter-Spring 2024

3) Update on Superintendent Community Advisory Council

- Finished in April
- Overlaps with EAAC ae highlighted on the PPT
- Establish roadmap for community engagement in big decisions - opportunity for EAAC alignment next year
- Community Ambassadors - people with spheres of influence in the community

4) EAAC 2022-2023 Recommendations
Advanced Learning:

1. To comply with SSB 5072, we recommend the use of a combination of national and local norms to ensure equitable universal screening practices for qualification and enrollment into the AL program.
2. To align with WAC 392-170-055 that describes a selection process that "must prioritize equitable identification of low-income students," we recommend creating a screening norm that compares students receiving FRL services within local norms.

3. Systematize use of the CogAT-NV test, which is the non-verbal version of the CogAT7, to better identify students whose home or first language is not English and students who may exhibit "giftedness" but who may not have English verbal proficiency yet.
4. Provide access to AL services in neighborhood schools, including the addition of self-contained AL services in each middle school to accommodate what we expect will be an increase in qualifying students into the AL program as a result of a more robust and equitable universal screening process. We also believe this recommendation could help stabilize enrollment in middle schools in concert with current efforts to right-size middle school offerings across the district.
5. Establish better systems, procedures, and practices to better serve twice exceptional (2E) students within the AL program.
6. Make the rhetorical and philosophical shift from "program" to "services" to better describe how AL-qualifying students should be served across the district. This will help provide rhetorical strength to changes to the screening and identification process and the move to a "the services follow the child" model of support.
7. Bolster social emotional supports for students enrolled in the AL program. This is especially crucial for students enrolled in the secondary AL program. Exceptional and twice exceptional students can experience asynchronous social, emotional, and cognitive development over time. For example, a 2nd grader who can do 7th grade math but may melt down when they can't tie their shoes needs differentiated support across several dimensions of development. We recommend considering a full array of supports, including rethinking instructional practices within the program, reexamining current cohorting models, providing additional mental health supports, etc., to better support students enrolled in the program.
8. Consider establishing a predictable and robust community engagement process in middle and high school AL programs to brainstorm ways to better support and address the social, emotional needs and well-being of students currently enrolled in the AL program. Focus groups should consist of district educators, counselors, and AL students and parents.
9. Provide training for district building leaders around gifted/highly capable/AL pedagogies so they are better prepared to evaluate teachers who are teaching students in the program.
10. Collaborate with Kristin Tinder and her team to identify overlaps between instructional practices put forth in the soon-to-be-adopted district policy 2019 and the pedagogy that exists in AL classrooms to make pedagogies more consistent between AL and mainstream/gen ed classrooms.

Q: how to retain students of color?
A: Use pedagogy and with instruction done well can solve a lot of issues, when teachers blend social/emotional as part of every day, not a separate bucket; engage the family and communities to create belonging. Cluster the kids, use exit surveys, this is an issue similar to retaining BIPOC educators.

Reporting / Restorative Justice:
(This issue has a history at EAAC of being addressed and not able to act on due to budgetary limitations - trying this year to be doable, free and can start right away)

1. Socialize the concept of Restorative Justice in schools
    - What does restorative justice mean to you?
    - Identify expected behaviors and behaviors we cannot accept.
    - Start with staff at LID days (use a centralized form/QR code), then with students in the fall
    - Link this with Dr. Aramaki's Beloved Community & Solutionaries

2. Develop a centralized complaint form to disaggregate data - goal is to gather data (not to require a single individual to tell on another student, and then have to be in a mediated process with that student - high bar, very challenging!)
    - Indicate demographics of who is entering the data (student/staff/parent/admin) and school
    - Potentially anonymous
    - Accessible / QR code
    - Able to auto-translate
    - How it relates to racial and other discriminatory tensions
    - Indicate steps if you want follow up
    - Start with counselors to fill this use. Over time, becomes user-friendly and students, parents, staff to use.

Q: how does this impact/interrelate with teacher's collective agreement?
A: No CBA issues
Q: what about elementary students who don't have access to QR code?
A: counselor/staff can help

Education for parents is needed, esp. immigrants who don't know what they are entitled to. Language access.

Hiring and retaining BIPOC teachers and administrators and training all staff

We consistently hear from students that one of their top priorities is to have teachers and administrators who look like them

Recruitment
1. Support BIPOC teachers attending recruitment fairs with consistent compensation.
2. BSD leadership to explore affordable workforce living options.

Retention
3. Continue to support and learn from Community Engagement Specialist (CES) efforts in building a sense of belonging for BIPOC teachers.
4. Create a Classified Staff engagement team, similar to CES.
5. EAAC and CES continue to collaborate on strategies.
6. Provide resources (funding) for BSD Affinity Groups.
7. Collect (design) exit interviews of outgoing BIPOC staff and sharing data with EAAC.

8. BSD leadership to explore affordable workforce living options.

Q: How to demonstrate that BSD values the BIPOC teacher experience.
A: Understand how the BIPOC educator experiences joy - racial equity and joy go hand in hand with BIPOC to feel valued and seen.

“The culture is the medicine;” When the feels, smells, sounds, are familiar - makes you feel better

Dr. Aramaki response:
Excellent work. Want to bring it to the cabinet - and share. Discuss how to keep it moving, process it together and how to plan for it. Will respond to EAAC with what they heard, what they learned, what we’ll do.

5) Closing: What a great year! We will continue in school year 2023-2024. Thank everyone for your time and hard work.