Bellevue School District

Equity Accountability and Advocacy Collaborative

Recommendations to the Superintendent

Bellevue School District

June 21, 2023



EAAC Purpose

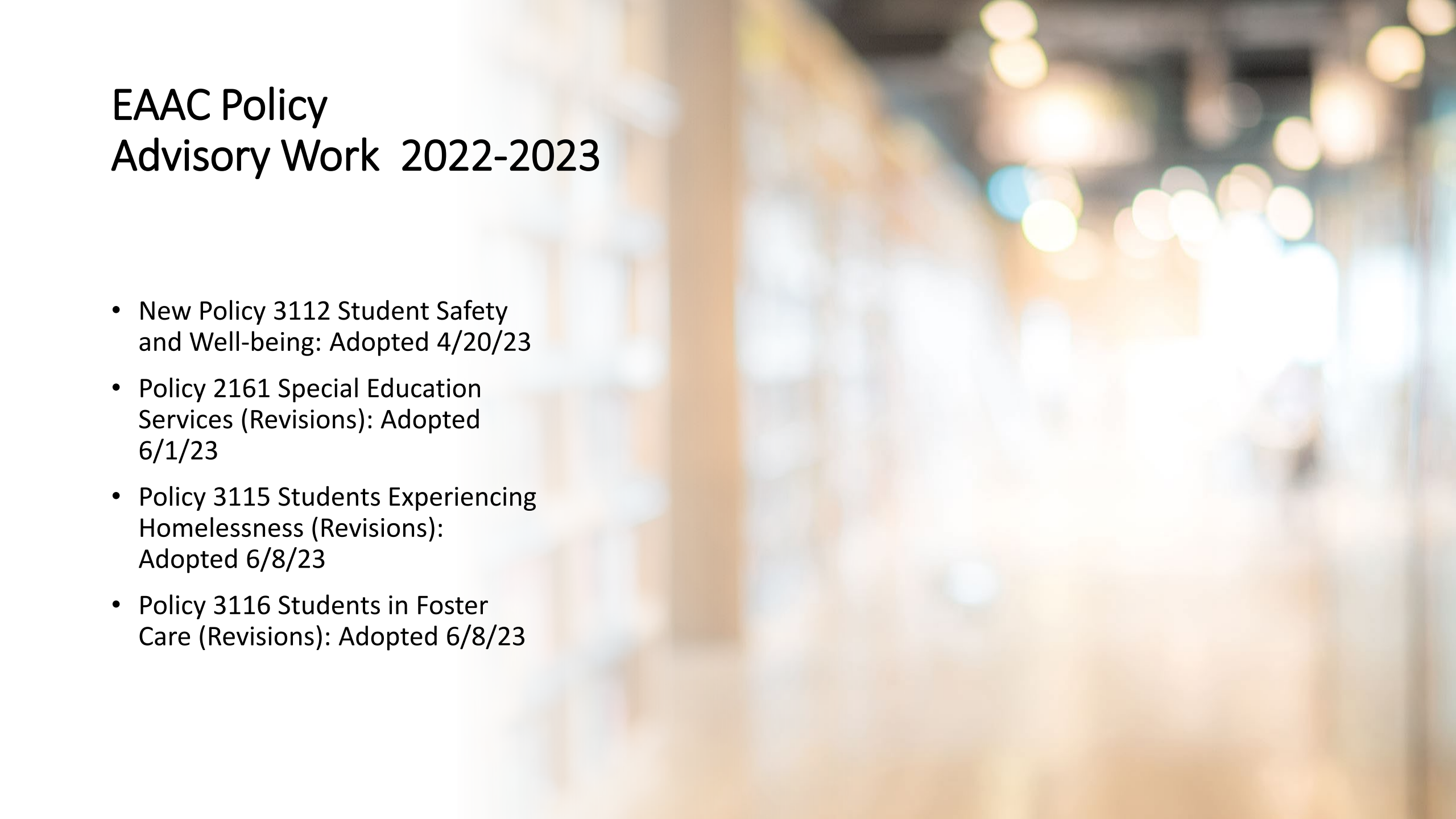
The daily lives of students and their experiences of inequity have persisted since BSD began to formalize its equity work almost a decade ago.

The EAAC will bring a focus on social justice and equity to advocate on behalf of all students in the BSD, with an emphasis on students of color, particularly our Black and Latino students; students with disabilities; and multilingual learners. Advocacy work may include:

1. Identify topics/issues for district focus using the District's *Equity Commitments* as a framework
2. Meet with BSD staff, students, and families to understand current experiences related to equity, social justice, and equitable academic and social emotional outcomes
3. 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
4. Advise and advocate on the implementation of equity commitments, current issues, and narratives
5. Advocate, educate, and engage in equity dialogues in the community

EAAC Policy Advisory Work 2022-2023

- New Policy 3112 Student Safety and Well-being: Adopted 4/20/23
- Policy 2161 Special Education Services (Revisions): Adopted 6/1/23
- Policy 3115 Students Experiencing Homelessness (Revisions): Adopted 6/8/23
- Policy 3116 Students in Foster Care (Revisions): Adopted 6/8/23



2023-24 Policy Advisory Opportunities

- **Summer 2023**
  - ✓ New Policy 2019 – High Quality Instruction
- **Fall 2023 – Two Opportunities**
  - ✓ Policy 0130 – Equity Policy 4000 – Communications
  - Policy 4130 – Family Engagement
- **Winter Spring 2024 – Three Opportunities**
  - ✓ Policy 2190 – Advanced Learning
  - Policy 2024 – Grading
  - Policy 4310 – Relations with Law Enforcement



2022-23 Superintendent's Advisory Council (S-CAC) Recommendations

1. CENTER ON EQUITY IN DECISION MAKING: Center decision making on equity. Consider how any given action may benefit or harm students and families with special attention paid to the needs of those farthest from educational justice.

2. ESTABLISH A COMMUNITY ROADMAP FOR BIG DECISIONS: When it comes to big decisions that affect a lot of families, or that affect some families deeply, we recommend the district establish a roadmap that clearly defines how decisions will be made and who will inform them.

3. LEAN INTO COMMUNITY AMBASSADORS: Create a cadre of Community Ambassadors who can bridge relationships between the district and community groups, especially those not being served well. Lean into these ambassadors to help facilitate meaningful two-way communication and engagement.

4. BE CLEAR WHAT FEEDBACK IS SOUGHT: With any engagement process, make clear to people what type of feedback is being sought and what will be done with it. Help people understand - am I being informed of a decision? Involved in making a decision? Or something else?

5. MAKE THE TECHNICAL ASPECTS MORE UNDERSTANDABLE: Make the criteria for partnership with BSD more transparent. Help community members understand the differences between formal and informal partnerships including when an MoU is required and how that process works.

6. INVEST RESOURCES: Within the constraints of the budget, dedicate the staff necessary to managing and supporting community partnerships.

7. COMMIT TO EVEN DEEPER STUDY IN 2023 – 2024: Extend the Council's focus on this work into a second year to support incoming Superintendent Kelly Aramaki in the creation of The Bellevue Standard of engagement.





Opportunities

- Cross-collaboration between EAAC and S-CAC
- Shared deliverables
- Major decisions/initiatives
  - New 5-year Strategic Plan
  - Middle School Consolidation
  - Special Education and World Language Task Forces

EAAC Advocacy Groups 2022-2023

1) Advanced Learning (District Commitment C)

- Paul
- Lena
- Susie
- Garrett
- Christina

2) Reporting/Restorative Justice (District Commitments E&I)

- Lisa
- Monica
- Nathan
- Marissa
- Jill
- Jamie

3) Hiring and Retaining BIPOC teachers and administrators and Training all staff (District Commitment G)

- Harland
- Randy
- Marta
- Haruka
- Shomari

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.

Recommendations: Advanced Learning



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

Recommendations: Reporting/Restorative Justice

1. Socialize 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
    - 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.



Recommendations: Hiring and retaining BIPOC teachers and administrators and training all staff

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.

