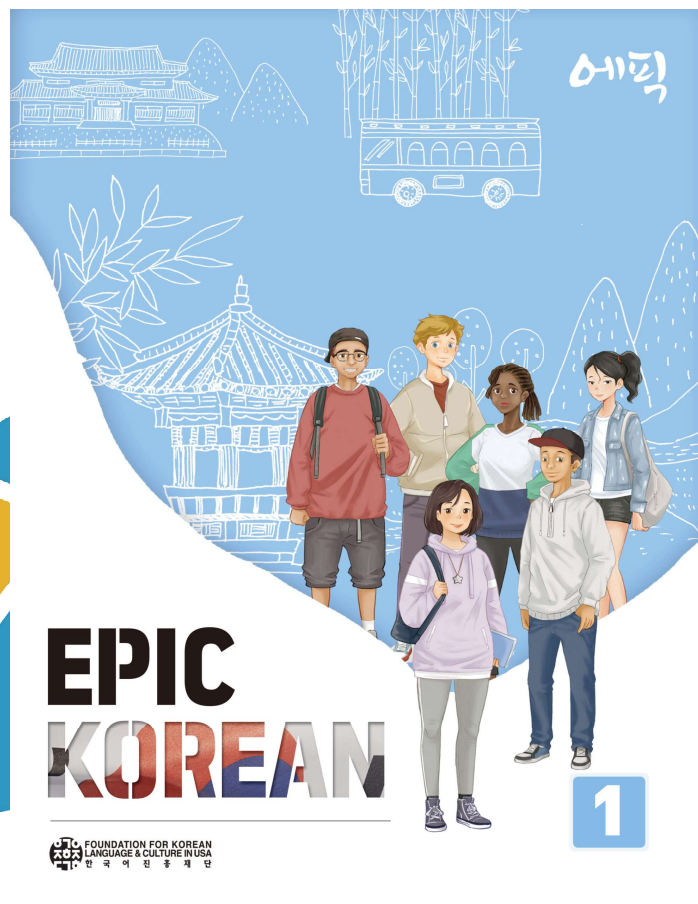




Korean Curriculum Adoption Committee

Meeting 1

1/30/2025, 4-5pm

FOR OUR FUTURE WORLD
Bellevue School District Strategic Plan



Welcome & Introductions

- Hanna Hong - Bilingual Program Developer
- Paris Granville – World Language Curriculum Developer
- Woosun Shim - Teacher and SPED
- Jieun lee - Teacher and MLL
- Tom Duenwald – Administrator
- Edgar Chung – Parent
- Jongin Wong -- Parent
- Woojin Shin -- Student
- Nanai -- Student
- Vivian Irwin – Student



Agenda

- Welcome
- Context and purpose
- Timeline
- Learn about the equity driven decision making process
- Identify the criteria for the Korean curriculum
- Look at EPIC with criteria
- Discuss
- Next steps



Mission & Vision

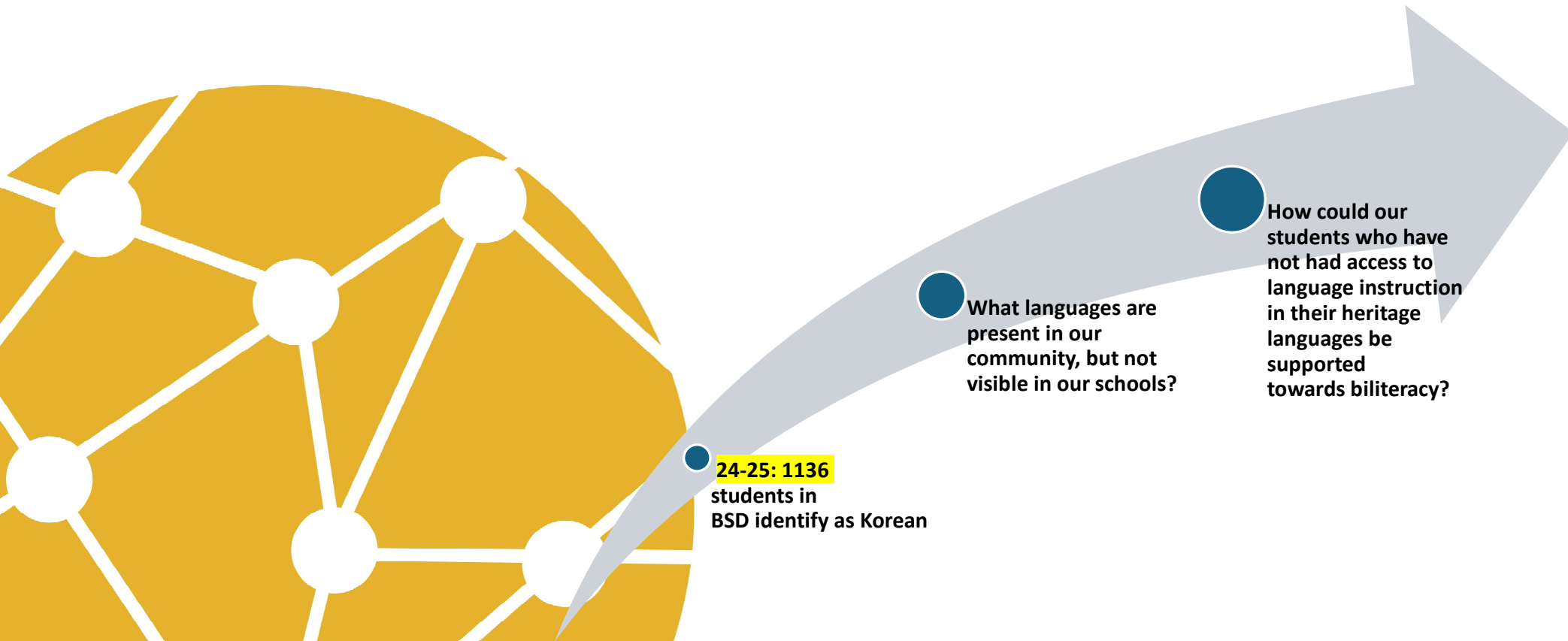
벨뷰 학군의 비전은 학생들이 스스로의 미래를 만들어가는 창조자로서 배우고 성장할 수 있도록 각각의 학생 그리고 모든 학생들에게 영감과 필요한 도움을 주는 것입니다.

The vision of the Bellevue School District is to affirm and inspire each and every student to learn and thrive as creators of their future world.

다중언어학습자 프로그램의 사명은 각각의 학생 그리고 모든 학생들의 문화, 인종, 그리고 언어적 정체성을 인정하고 존중하면서 학생들이 스스로의 미래를 만들어가는 창조자로서 배우고 성장할 수 있도록 영감과 필요한 도움을 주는 것입니다.

To affirm and inspire each and every student to learn and thrive as creators of their future world while celebrating their cultural, racial, and linguistic identities.

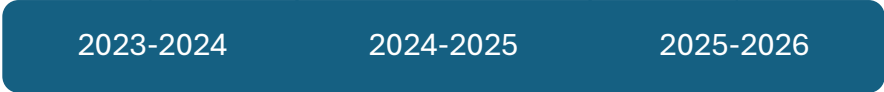
Korean Demographics at BSD



Secondary Development

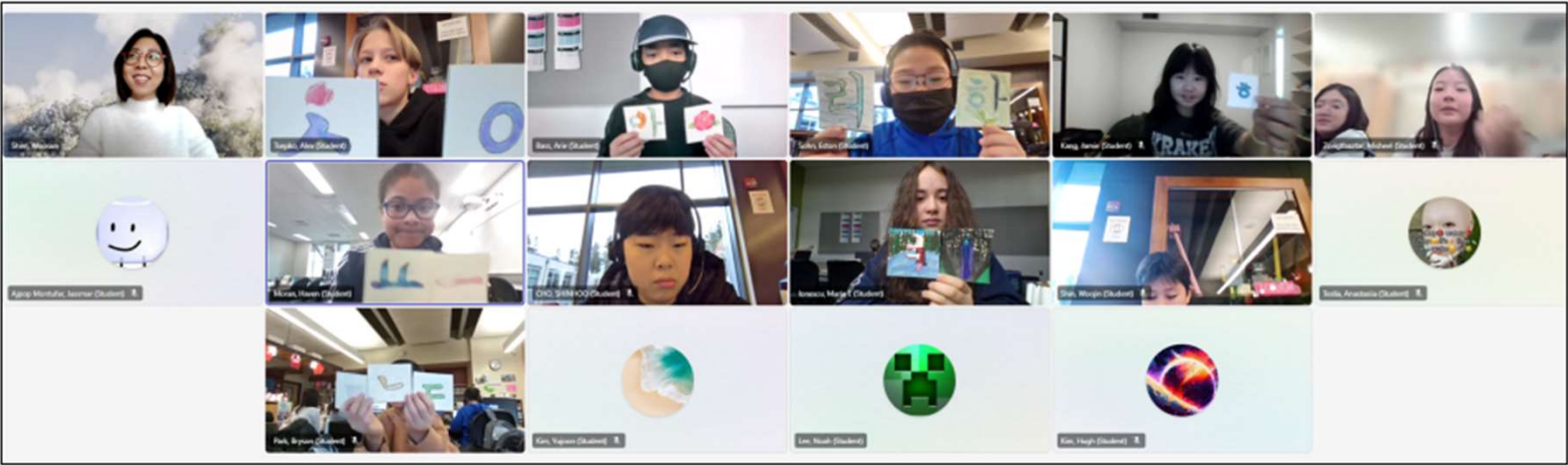
Community and Development

Launch Korean for High school



**2024-2025 Middle Schools:
Tyee, Tillicum, Odle, & Chinook
Year 1: 61 Students**

Launch Korean for Elementary and
Middle



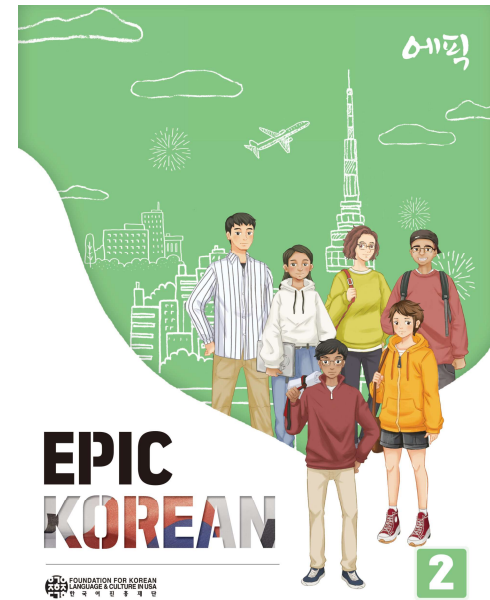
Purpose: Curriculum Development and Adoption of Instructional Materials (2020P)

Duties and Timeline

1. Adoption Committee Composition
2. Evaluation
3. Feedback
4. Recommendation
5. IMC
 - Info due to IMC: May 1, 2025
 - Present to IMC: Spring, May 8, 2025
 - Submit to School Board: June 5, 2025
6. Approval

Korean Curriculum Criteria Post It Round #1

- Content and Cultural Relevancy
- Language Proficiency Alignment
- Accessibility



Equity Driven Decision Making Process

- What is the intent of this adoption? Why are we doing it now? What is the vision?
- What do we know about historical inequities – academic, emotional, and social – experienced by students, families, and staff who have been minoritized as it relates to this curriculum and content area? How do we know? Who have we talked that has experienced this history directly and indirectly?
- Who are the racial, ethnic, and historically marginalized groups who will be impacted by this curriculum adoption? What are the potential impacts they may face?
- How will you include the lived experiences of those you don't typically consider and those you believe will be most impacted by this adoption? Use the [Spectrum of Community Engagement](#) to explain who will be engaged, for what purpose, and how their input will be used. Consider who you invite, where you meet, and how you recruit them. How will you reach people who don't typically feel agency to participate? How will you know who participated (on the committees and in the classrooms?)
- What would it look like to advance racial equity, access, and inclusion with this adoption?
- What are the barriers (things you can work around) and constraints (thing you cannot change) of the materials and their ability advance racial equity, access, and inclusion? How will you address them?



Next meeting: 2/27/25 4-5pm

- Before next meeting, please:
 - Look at the EPIC curriculum & complete the bias review handout
- Next meeting, we will:
 - Review student, parent, teacher surveys
 - Review EDDM
 - Make recommendation



감사합니다
[kamsahamnida]

THANKS *for joining us!*

Questions?

Languageprograms@bsd405.org

