



Report on Equity

Board Presentation submitted by:
Shomari Jones, Director of Equity



The Bellevue School District Mission:

- ❖ To provide all students with an exemplary college preparatory education so they can succeed in college, career and life.



Agenda

- Purpose
- Background
- Next Steps
- Questions / Comments

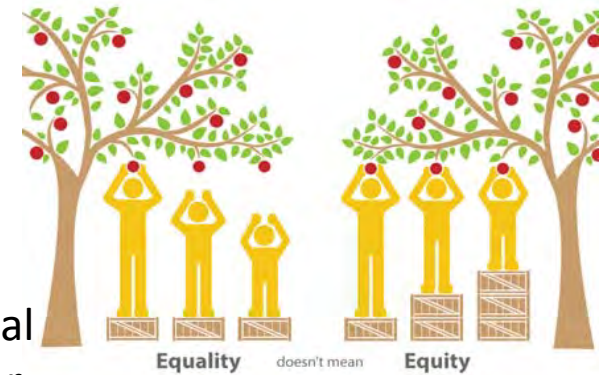


Purpose

Why Examine and Address Race?

Race matters – in society and in our schools. It is critical for educators to address racial issues in order to uncover

personal and institutional biases that prevent all students, and especially students of color, from reaching their fullest potential. COURAGEOUS CONVERSATION serves as the essential strategy for school systems and other educational organizations to address racial disparities through safe, authentic, and effective cross-racial dialogue.



- ✓ **Align policies and practices** with our mission of achievement for each and every student.
- ✓ Identify and examine critical disparities in our educational system to ensure that **opportunities and supports exist for high achievement by each and every student** regardless of special needs, race, ethnicity, or financial status.
- ✓ Provide a **rigorous** (challenging academic environment) education for each and every student.
- ✓ Expect and support **relevant, culturally competent learning environments**.



Background:

Equity Department successes since 2015

- Parent Alliance of Black Scholars (PABS)
- Breaking Out Of the Margins (BOOM)
- BHS Girls & NHS Boys Affinity Groups
- Launch of Race In America Class
- Bellevue Equity Action Team (BEAT)
- ALL Schools have E-Teams
- Black Staff Leadership Group
- Equity in hiring
- Equity Presentations at National Summit
- Action Teams For Partnership (ATP) in 12 Schools
- Latino staff and community advisory group



Cohort 1 E-Team Goals

Focus Areas for E-Teams in their Respective Buildings

<i>School</i>	<i>Academic Strategies</i>	<i>Professional Development</i>	<i>Parent/Family Engagement</i>	<i>School Policies</i>	<i>Student Engagement</i>
Highland		1	1		1
Tyee MS		1			1
Interlake HS				1	1
International		1			1
Spiritridge			1		1
Woodridge			1		1
Odle MS	1			1	
Sammamish HS		1			
Chinook MS		1			1
Bellevue HS	1	1		1	
Medina			1		1
Newport Heights	1	1		1	
Phantom Lake	1		1		
Totals	4	7	5	4	8



E-Team Updates

- 13 school principals who made up Cohort 1
- 6 basic questions asked in addition to providing guidance and listening to E-team updates
- Schools varied in their work from Jan – Jun
- Odle Middle School excelled and each of their E-Team members were given a certificate of excellence based on their tenacity and forward thinking

The Bellevue School District Equity Department

Presents the

Equity In Action Excellence Award

to the

Odle Middle School Equity Team

For recognition of outstanding progress and work towards the districts Systemic Racial Equity Transformation. Exemplary actions taken to lead the vision, model practices and protocol, engage the school community to raise racial awareness.

Shomari Jones
Director, Equity Department

Krischanna Roberson
Supervisor of Equity

2015 – 2016 School Year



Focus Areas for the Equity Department

- Launch & Assessment of **Culturally Relevant Teaching (CRT)** within the **Race in the US course** (Black and Brown History) in our comprehensive high schools and the revision of 8th grade social studies
- **Adult-focused** work on racial equity
- **STUDENT-focused** work on racial equity
- **Racial Equity Policy Proposal**



Director of Equity



Supervisor of Equity



Equity Specialists



John Eklof



Tracy Myers



Christian Paige



Job of the Equity Specialist

- Support school level Equity Teams collaborating with various stakeholders throughout the district
- Build capacity in healthy racial identity
- Interrupt institutional racist systems
- Provide professional development guidance for staff
- Enhance cultural proficiency and racial consciousness within the school
- Utilize PEG Protocol, The Art of Coaching, Culturally Relevant Teaching & Learning (CRT&L) and the SWIFT framework
- Support creation of racially equitable schools



Next Steps

Equity Work for 2016-2017

- Affiliate training for six additional staff
- Action Teams for Partnership (ATP) conversion to Partnership for Academically Successful Students (PASS)
- District-wide monthly inter-session trainings
- Toolbox of equity strategies to support schools
- Student-focused training for student equity teams: Students Organized Against Racism (SOAR)
- Student-focused field trips: Latino/a Educational Achievement Project; Young, Gifted and Black
- Creation of student equity advisory group
- Launch of Asian Leaders affinity group



Student Engagement

Experiences for students who racially identify as any or a mix of Black, Latino and Native American.

Participants will hear from keynote speakers and attend sessions that will focus on cultural understanding, self-empowerment, civil discourse/behavior and leadership.



Breaking Out Of the Margins
December 13, 2016



Sistah's Having Outstanding Uniqueness Together
March 28, 2017



Questions / Comments / Feedback

For additional information regarding this presentation contact:

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Background Materials



PEG Trainings for 2016-17

Component	Dates	Description	Anticipated Consultant(s)
1: District Executive Equity Leadership Team (DELT) Development	September 14, January 11, 2016 and April 26, 2017	Training, coaching, and support focused on building, accelerating and sustaining the District's capacity and accountability for leading and implementing systemic equity transformation. DELT members will complete the Systemic Equity Transformation plan, calibrating their efforts by engaging, reflecting upon and analyzing Equity Walks.	Luis Versalles
2: Superintendent Development	September 12 January 3 and April 17	Training, coaching, and support focused on governing for racial equity provided by virtual session prior to each DELT meeting.	Luis Versalles
3: School-Based Equity Leadership Development (E-Teams), Cohorts 3 and 4	Oct 20-21 (MM), Dec 1-2 (TH), February 9-10 (LW)	Training, coaching, and support for principals and staff teams from each school, focused on leading school-wide equity transformation. Cohorts 3 and 4 will complete Seminars 4 - 6 in the fall.	As assigned: Marcus Moore, (MM) Tony Hudson (TH), Lori Watson (LW)
4: Beyond Diversity II	April 27-28, 2017	<i>Beyond Diversity II</i> is an advanced seminar designed to deepen understanding and personal progression in racial identity development; to examine and practice a protocol for converting Courageous Conversation in t courageous leadership; and to explore the concept fractal transcendence and the characteristics of a post-racial school and society.	Courtlandt Butts and Co-Facilitator TBD



Component	Dates	Description	Anticipated Consultant(s)
5: Partnership for Academically Successful Students (PASS)	TBD. Three full-day seminars with evening parent meetings, scheduled fall, winter and spring	PASS seminars prepare Team members to design and deliver racial equity organizing practices explicitly and intentionally planned to maximize parent-of-color engagement and improve the educational experience of students-of-color, who have historically been marginalized in the educational system. The PASS Team also works to inform parents whose students are well served by the current system, and eventually to engage them as advocates and allies in racial equity.	Courtlandt Butts
6: Students Organized Against Racism (SOAR)	TBD. Three full day seminars	SOAR prepares school staff to receive, nurture, guide and support multi-racial groups of students as they take on the identity of leader in their schools and communities. SOAR addresses issues of race, identity and academic achievement via meaningful and ongoing conversations among students and the adults in their schools.	Lori Watson
7: PEG Affiliates		Annual License for Bellevue School District	
8: ELL Development and Support (ELL)	November 3-4, 2016	ELL program staff will engage in a thorough systemic examination of the racial equity challenges that persistently challenge this learner group. Using principles of systems thinking and adaptive leadership, participants will learn to recognize and interrupt damaging practices that result in the marginalization of English Language Learners and their linguistic and cultural communities.	Luis Versalles

Component	Dates	Description	Anticipated Consultant(s)
9: Special Education Development and Support (SpELL)	January 27, April 7, and May 12, 2017	Training, consultation, coaching and support will continue to build capacity for Special Education and ELL program staff. These sessions will introduce the transformative SpELL process in which Special Education and ELL staff will build toward effective interdepartmental collaboration.	Deborah McKnight



The Bellevue Equity Action Team

Purpose:

The Bellevue Equity Action Team (BEAT) works to engage the school district community in the creation and implementation of an equity plan, with the purpose of closing the opportunity and achievement gaps, especially for students of diverse racial backgrounds.

In addition, the Bellevue Equity Action Team collaborates with the Director of Equity to affect direct change for students in marginalized populations. The team provides specific recommendations to the district community which address district policies, practices and procedures within all aspects of the organization, to ensure that the principles of diversity, social justice and equity are upheld.

A core belief of the founders of this group is that the people who have historically wielded power must be active leaders in shifting the balance of power. Acknowledging that a majority of Bellevue School District personnel are white, this group is purposefully designed to proportionally represent the population it seeks to engage in leading for social justice.



The BEAT Team Cont.

This Year's Focus:

- Development of the Bellevue Schools District Equity Policy Proposal

BEAT Team Members:

Level	Location	Position	Name
Early Learning	Stevenson	Site Manager	Chelsea Gray
ESC	Curriculum	Curriculum Developer	Betty Nhan
Elementary	Ardmore	Principal	Chas Miller
Elementary	Eastgate	Principal	Steve Lesco
ESC	Equity	Equity Specialist	Tracy Meyers
ESC	Equity	Director	Shomari Jones
ESC	Student Services	Supervisor	Silvia Honores
ESC	Accounting	Budget Analyst	Jenny Hall
High School	Interlake	Para	Jackie Wheeler
High School	Bellevue	Teacher	Terry Jess
High School	Sammamish	AP	Anecia Grigsby
Elementary	Enatai	Dean	Ali Sameti
MS & HS	International & BP	AP	Jessica Heaton



PEG Affiliate Program

The PEG Affiliate Program provides a certification process to develop educators to lead Courageous Conversations About Race (CCAR) at the practitioner level. This process develops educators to facilitate PEG's foundation seminar, Beyond Diversity I (BD) in their own districts and organizations to build system capacity and sustainability for racial equity transformation.

Current PEG Affiliates:

Krischanna Roberson – Supervisor of Equity

Scott Hetherington – Principal, Spiritridge Elementary

Nicole Shimizu – ELL, Curriculum Developer

Silvia Honores – Supervisor, Community and Family Engagement

Liz Mizrahi – Assistant Principal, Highland Middle School

Monica Davies – Curriculum Developer, AVID



Nursing Update

Board Presentation – October 4, 2016

Presented by: Heather Edlund – Executive Director Special Education
Sonja Reid – Lead Nurse

For additional information regarding this presentation contact:

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The Bellevue School District Mission:

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Agenda

- Data
 - Staffing FTE
 - Staffing Ratios
 - Health Care Plans
 - Nurse Visits
 - OSPI Reports
- Updates
- Challenges and Strategies
- Questions/Comments





Data: Total FTE & FTE by School

Elementary		Middle		High	
Ardmore	0.3	Chinook MS	0.7	Bellevue HS	0.7
Bennett	0.3	Highland MS	1.0	Interlake HS	1.0
Cherry Crest	0.4	Odle MS	0.5	Newport HS	0.8
Clyde Hill	0.4	Tillicum MS	0.5	Sammamish HS	0.7
Eastgate	0.4	Tyee MS	0.7	International(all)	0.2
Enatai	0.3			Big Picture (all)	0.2
Jing Mei	0.1				
Lake Hills	0.5				
Medina	0.9				
NHES	0.9				
Phantom Lake	0.9				
Puesta	0.3				
Sherwood Forest	0.9				
Somerset	0.4				
Spiritridge	0.4				
Stevenson	0.5				
Woodridge	0.3				
* Plus 2 hours/day classified support					
Total: 7.8 FTE		3.4 FTE		3.6 FTE	

Total FTE: 16 ESA Nurses (lead nurse and additional support)



Data: Total District Ratio & Ratio by School

Elementary		Middle		High	
Ardmore	1:1300	Chinook MS	1:1757	Bellevue HS	1:2230
Bennett	1:1440	Highland MS	1:564	Interlake HS	1:1495
Cherry Crest	1:1457	Odle MS	1:1752	Newport HS	1:2477
Clyde Hill	1:1585	Tillicum MS	1:1336	Sammamish HS	1:1361
Eastgate	1:1157	Tyee MS	1:1402	International(all)	1:2875
Enatai	1:1770			Big Picture (all)	1:1695
Jing Mei	1:2550				
Lake Hills	1:1132				
Medina	1:628				
NHES	1:722				
Phantom Lake	1:668				
Puesta	1:1900				
Sherwood Forest	1:460				
Somerset	1:1835				
Spiritridge	1:1635				
Stevenson	1:978				
Woodridge	1:2080				
Average:	1:1370		1:1362		1:2022

District Average: 1:1585



Data: Total Health Care Plans & Health Care Plans by School

Elementary		Middle		High	
Ardmore	12	Chinook MS	63	Bellevue HS	97
Bennett	11	Highland MS	65	Interlake HS	145
Cherry Crest	31	Odle MS	48	Newport HS	68
Clyde Hill	30	Tillicum MS	46	Sammamish HS	38
Eastgate	44	Tyee MS	67	International(all)	32
Enatai	38			Big Picture (all)	25
Jing Mei	20				
Lake Hills	24				
Medina	43				
NHES	58				
Phantom Lake	16 K-5 25 preschool				
Puesta	38				
Sherwood Forest	56				
Somerset	54				
Spiritridge	44				
Stevenson	17				
Woodridge	43				
Total: 604		288		405	

District Total: 1297



Nurse Visits by School, 2016-16

Elementary		Middle		High	
ARDMORE	1576	CHINOOK	5007	BIG PICTURE	1104
BENNETT	2124	HIGHLAND	2556	BELLEVUE	1256
CHERRY CREST	1822	ODLE	1517	INTERLAKE	4234
CLYDE HILL	2433	TILLICUM	858	INTERNATIONAL	985
EASTGATE	1696	TYEE	2582	NEWPORT	1844
ENATAI	2341			SAMMAMISH	4165
JING MEI	1207				
LAKE HILLS	4999				
MEDINA	4916				
NEWPORT HEIGHTS	4478				
PHANTOM LAKE	2536				
PUESTA DEL SOL	2739				
SHERWOOD FOREST	3531				
SOMERSET	4274				
SPIRITRIDGE	3094				
STEVENSON	2346				
WOODRIDGE	2322				
Total:	48,434		12,520		13,588

District Total: 74,542, 75,011 including Transition



OSPI Assessment of District Health Services: Chronic Health Conditions

Condition	#
ADHD (known by nurse)	512
Anaphylaxis (Life threatening)	849
Asthma	1101
Cardiovascular	280
Developmental: Autism, Aspergers (known by nurses)	368
Diabetes (insulin dependent)	33
Hematological	18
Mental Health (known by nurses)	161
Neurologic	112
Oncologic	8
Seizures	101
Traumatic Brain Injury	20
Vision/Hearing deficits (not corrective lenses)	148
Misc.	1112
Total	4823



OSPI Assessment of District Health Services: Other Information

Number of IHP/504 completed by BSD school nurses (1082 life threatening)	1297
Medication orders in district (does not include epinephrine)	896
Epinephrine orders in district	847
Number of epinephrine administrations	1
Rectal Diastat orders (Seizure rescue medication)	36
Number of Diastat administrations	2
Nasal Midazolam orders (seizure rescue medication)	4
Number of Midazolam administrations	0
Number of Glucagon orders (emergency Diabetic medication)	11
Number of Glucagon doses given	0
Treatment orders in district (daily tube feedings, catheter, suctioning)	24
Vision and Hearing Screenings	21,456
Vision referrals and follow up	607
Hearing referrals and follow up	49



Updates

- **Reduced number of administrations of Epi Pens in the 2015-16 school year**
 - 2013-14: 16 administrations
 - 2014-15: 9 administrations
 - **2015-16: 1 administration**
- **Updated Medication Administration Procedure 3416 which will include guidelines for registered nurse delegation of rescue medication to non-licensed school staff.** Nasal Midazolam (Legend drug/controlled substance) is a rescue medication for students during prolonged seizure activity. Staff must be willing to complete and capable in steps of the procedure under nurse delegation guidelines (RCW.28A.210.260)
- **Near Vision Screening (Senate Bill 6245).** Near vision screening will be implemented in school year 2017.18. OSPI is currently working on recommendations for school districts regarding equipment, procedures for the screening, referral procedures for students who fail the screening, and qualification for screening personnel. Numbers of current required screenings for far vision and hearing total over 21,000.



Challenges & Strategies

Challenges

- Movement to new Student Information System
- Updated requirements from the state



Strategies

- Workgroups for nursing support models
- Emphasis on nursing support during high volume visits



Data: Total FTE & FTE by School

Elementary		Middle		High	
Ardmore	0.3	Chinook MS	0.7	Bellevue HS	0.7
Bennett	0.3	Highland MS	1.0	Interlake HS	1.0
Cherry Crest	0.4	Odle MS	0.5	Newport HS	0.8
Clyde Hill	0.4	Tillicum MS	0.5	Sammamish HS	0.7
Eastgate	0.4	Tyee MS	0.7	International(all)	0.2
Enatai	0.3			Big Picture (all)	0.2
Jing Mei	0.1				
Lake Hills	0.5				
Medina	0.4				
NHES	0.9				
Phantom Lake	0.9				
Puesta	0.3				
Sherwood Forest	0.9				
Somerset	0.4				
Spiritridge	0.4				
Stevenson	0.4				
Woodridge	0.3				
* Plus 2 hours/day classified support					
Total: 7.6 FTE		3.4 FTE		3.6 FTE	

Total FTE: 14.6



Data: Total District Ratio & Ratio by School

Elementary		Middle		High	
Ardmore	1:1165	Chinook MS	1:1471	Bellevue HS	1:2118
Bennett	1:1565	Highland MS	1:643	Interlake HS	1:1513
Cherry Crest	1:1425	Odle MS	1:1580	Newport HS	1:2095
Clyde Hill	1:1630	Tillicum MS	1:1424	Sammamish HS	1:1286
Eastgate	1:1355	Tyee MS	1:1331	International(all)	1:2825
Enatai	1:1795			Big Picture (all)	1:1600
Jing Mei	1:1800				
Lake Hills	1:972				
Medina	1:1430				
NHES	1:731				
Phantom Lake	1:667				
Puesta	1:1880				
Sherwood Forest	1:481				
Somerset	1:1800				
Spiritridge	1:1560				
Stevenson	1:1148				
Woodridge	1:2167				
Average:	1:1385	1:1290		1:1906	

District Average: 1:1527



Data: Total Health Care Plans & Health Care Plans by School

Elementary		Middle		High	
Ardmore	10	Chinook MS	67	Bellevue HS	86
Bennett	15	Highland MS	61	Interlake HS	144
Cherry Crest	34	Odle MS	35	Newport HS	67
Clyde Hill	42	Tillicum MS	39	Sammamish HS	32
Eastgate	40	Tyee MS	60	International(all)	33
Enatai	42			Big Picture (all)	25
Jing Mei	14				
Lake Hills	29				
Medina	37				
NHES	67				
Phantom Lake	16 K-5 32 preschool				
Puesta	44				
Sherwood Forest	58				
Somerset	57				
Spiritridge	44				
Stevenson	18				
Woodridge	41				
Total: 640		262		387	

District Total: 1289



Data: Total # Nurse Visits, Nurse Visits by School, & Nurse Visits by Student

Elementary			Middle			High		
ARDMORE	1666	4.76	CHINOOK	5364	5.21	BIG PICTURE	974	0.66
BENNETT	1960	4.18	HIGHLAND	2168	3.37	BELLEVUE	1361	0.90
CHERRY CREST	2459	4.31	ODLE	1153	1.46	INTERLAKE	1546	0.92
CLYDE HILL	3011	4.62	TILlicUM	1140	1.60	INTERNATIONAL	977	1.09
EASTGATE	1874	4.15	TYEE	3134	3.36	NEWPORT	1455	2.58
ENATAI	2348	4.36				SAMMAMISH	2430	7.59
JING MEI	451	2.45						
LAKE HILLS	5011	10.31						
MEDINA	2550	4.46						
NEWPORT HEIGHTS	3787	5.76						
PHANTOM LAKE	2439	5.48						
PUESTA DEL SOL	2421	4.29						
SHERWOOD FOREST	887	2.05						
SOMERSET	4503	6.25						
SPIRITRIDGE	3650	5.85						
STEVENSON	1983	4.32						
WOODRIDGE	3008	4.63						
Total:	44,008	(4.99)		12,959	(3.16)		6,457	(1.35)

District Total: 65,719 (6.78, including Transition)



Questions?



For additional information regarding this presentation contact:

Heather Edlund – Executive Director Special Education
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Phone: (425)456-4156

The Bellevue School District Mission:

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Social Studies

Board Presentation by: Patty Shelton

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Our mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career, and life.



Agenda



- General information
- Racial equity
- Inclusion
- Student performance data
- Next Steps
- Questions / Comments



General Information

New & Continuing Goals

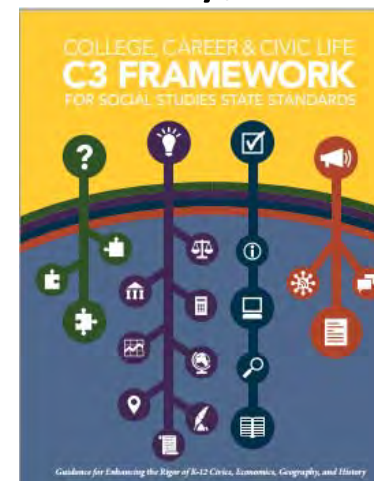
- Development and Implementation of new courses:
 - Race in the U.S. (juniors & seniors)
 - U.S. History (grade 8) – Culturally Responsive Teaching format
- Positive and Productive Life – Commitment to the Community
 - K-5 lessons written and currently being piloted
 - 6-8 lessons being piloted
- Alignment to C3 for Social Studies State Standards and CCSS
 - Inquiry arc implementation – teachers revising common curriculum
- Incorporate research and technology standards into curriculum
 - RTS's collaboration with Culturally Responsive Teaching teams
- Integration with other content areas to maximize instruction
 - Local Water Systems study refined and connected to science curriculum
 - Foundations of World History & AVID
- Increased access to AP social studies courses for all students
- Washington State History/Government Online Packet
 - Students registering via school counselors
 - Course being refined and improved



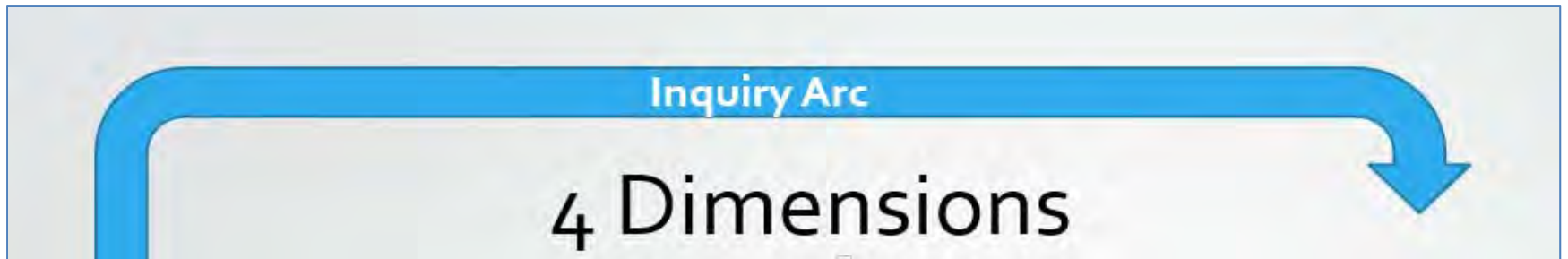
C3 Framework for Social Studies State Standards

Supports Washington State K-12 Social Studies Learning Standards, including Civics, by

- Enhancing disciplinary rigor in civics, geography, economics, history
- Building critical thinking, problem solving, and participatory skills
- Aligning to CCSS for ELA & Literacy in History/Social Studies
- **K-5 implementation focus this year**



Our mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career, and life.



<p>Developing Questions & Planning Inquiries</p> <ul style="list-style-type: none">• Start with guiding or essential questions <p>Question</p>	<p>Applying Disciplinary Concepts & Tools</p> <ul style="list-style-type: none">• What does a historian, economist, geographer, etc. think and/or do? <p>Know</p>	<p>Using & Evaluating Sources & Evidence</p> <ul style="list-style-type: none">• Analyze and evaluate multiple sources on the same topic <p>Analyze</p>	<p>Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none">• Create an authentic product which shows an application of the learning <p>Action</p>
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Professional Development focus continues



District Assessments

District Assessments aligned to C3 and to Common Core for Literacy in Social Studies

Elementary 3 times per year	Secondary 1 per quarter
Social Studies disciplines History, Civics, Geography, Economics C3/CCSS Literacy Skills	Prompts and Document- based questions Claim, evidence, reasoning



Racial Equity: Culturally Responsive Teaching and Learning

- Rigor
- Relevance
- Relationship
- Realness
- Resilience

- Working with Educurious to pilot “*Whose Manifest Destiny?*”





Racial Equity: Race in the U.S. Course @ IHS, BHS College in the High School

- Student outcomes will include
 - increased cultural sensitivity
 - leadership in the community
 - a collection of academic writing
 - Investigation culminating in a project in which students will be encouraged to research and report out on racial implications in a field of their choice such as art, music, literature, film, science, etc.
- **Aligned with Bellevue College Course**
- **5 Bellevue College Credits**



Racial Equity: Native Education

- **Tribal History in Social Studies Curriculum - New Requirements in Washington's Basic Education Act**
As districts review and revise social studies and history curricula, there are **two new requirements** passed by the 2015 Washington State Legislature.
- Integrate [Since Time Immemorial: Tribal Sovereignty in Washington State](#) into current and newly-adopted social studies or history curricula.
- Collaborate with federally recognized Indian tribes within or neighboring district boundaries. [School District and Nearest Federally Recognized Indian Tribes](#). Find the federally recognized tribe nearest your school. The data table compares American Indian enrollment from May 2009 to May 2011 to the total enrollment in each district.



Racial Equity: BSD 2016-17 Native Ed Plans

Since Time Immemorial PD

- Planning dates and location of PD with Mary Wilber, Eastside Native American Education Program

Snoqualmie Tribe Collaboration

Meeting 9/29/16 with Snoqualmie Tribe Education Director, Nicole Harris, to plan/develop a curriculum focus



Design by
Roger Fernandez



AP Scores by Ethnicity

Ethnicity	AP HuG		Economics		Psychology		American Gov.		Comp. Gov.		US History		World History	
	#	Mean	#	Mean	#	Mean	#	Mean	#	Mean	#	Mean	#	Mean
American Indian	n<10		n<10		n<10		n<10		n<10		n<10		n<10	
Asian	127	3.17	153	3.75	80	3.09	214	3.59	78	3.91	257	3.70	385	3.44
Black African Am.	18	2.06	n<10	3.7	n<10	2.40	n<10		n<10		n<10		14	2.86
Hispanic	46	1.93	n<10		13	2.69	17	2.94	10	2.20	34	2.91	55	2.75
White	195	2.77	77	3.18	84	3.08	146	3.49	26	3.77	176	3.33	353	3.16
2 or more races	13	3.0	14	3.8	19	3.16	23	4.0	n<10		35	3.26	57	3.54
TOTAL Students	446	2.72	260	3.6	215	3.0	434	3.53	130	3.72	539	3.49	927	3.27

***Several students did not report ethnicity**

Our mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career, and life.



Inclusion: Co-teaching

Co-teaching with general education and special education teachers in social studies is occurring in many social studies classrooms

ELL facilitators are collaborating with general education teachers

Regular classroom visits starting this week

Planned review of teacher/student experiences at the end of 1st quarter





Special Groups– AP Scores

Group	AP HuG		Economics		Psychology		American Gov.		Comp. Gov.		US History		World History	
	#	Mean	#	Mean	#	Mean	#	Mean	#	Mean	#	Mean	#	Mean
ELL														
Special Education														
504														
Free – Reduced Lunch	74	1.88	17	3.65	25	1.88	35	2.89	17	2.59	51	2.65	83	2.86

*We are still processing pass rate data from College Board into Scantron (Sherlock). We hope to have this available by the end of October.



Next Steps

- Year-long process of introducing Culturally Responsive Teaching and Learning at the District-Directed Professional Development days.
- Continue to improve and refine the 8th grade Social Studies and Race in the US courses.
- Build a relationship with the Snoqualmie tribe and professional development *Since Time Immemorial curriculum* to incorporate into our US History courses (grades 5, 8 and 11).
- Piloting Commitment to the Community materials/lessons in middle school course.
- Developer and ITCL will present BSD's Commitment to the Community program at the National Social Studies Conference.





Questions / Comments



For additional information regarding this presentation contact:

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