

## Procedure 0130P – Equity & Accountability

### Critical Criteria: Shared Commitment to Each and Every Student

Per Policy 0130, the following criteria will be considered in the creation and review of all District policies, procedures, District-wide and program-specific plans, initiatives, targeted strategies, budgets, and curriculum materials.

*Consider each and every student.*

- Which student groups (e.g., racial/ethnic, students with disabilities, English language learners) are most affected by this? What are the potential impacts on these groups?
- Does this ignore or worsen existing disparities or produce other intended or unintended consequences that may impact any particular student groups? How?
- How does/could this promote opportunity or access for those who have been historically excluded? How can this benefit all students equitably?

*Serve all students and stakeholders.*

- How does this put serving students first?
- Who are all the stakeholders impacted (intentionally or unintentionally)? What are the relevant needs of stakeholders? How are they impacted? How do/will we know?
- How does this impact student stress or anxiety?
- What family engagement and community involvement are needed for this to be successful?

*Align with values, historic realities, and current contexts.*

- How is this aligned with the District's mission, vision, and values, and current strategic and annual plans? Are there any ways it is not aligned, and if so, is there a clear path to reconcile any misalignments?
- How does this account for the history and current realities relevant to race, racism, disabilities, poverty, English language learners, gender, sexual orientation, religion, and learning opportunities and outcomes?
- How does this result in preventing, reducing, or removing barriers (e.g., emotional, financial, programmatic, or managerial concerns, or unnecessary mandates) to more equitable outcomes?

*Build in accountability.*

- Have provisions been made to provide necessary supports (e.g., training, resources, time, etc.) for implementation?

- What measurable outcomes will be monitored for evaluation of success and impact (intended and unintended)? What is the timeline and process for monitoring, evaluating, and updating as needed?

*Reflect on review findings and changes made.*

- Based on what was learned from completing this review, what revisions or changes have been made?
- How were implementation and monitoring plans adjusted to ensure key relevant issues will not be missed?

### **Critical Criteria Review Tracking, Tools, and Processes**

The Superintendent will maintain a tool that tracks the completion of Critical Criteria reviews for all recommended policies, procedures, programs, initiatives, targeted strategies, budgets, curricula, and other relevant work. This tool must track the item reviewed, the type of item (e.g., policy, procedure, etc.), the person(s) completing the review, the date the review was completed, and a summary of results in each category of the review.

The Superintendent will also provide resource(s) to help complete Critical Criteria reviews. Such resources may include a table or form, an electronic survey input, guidelines, and other helpful items. These resources may be included as exhibits supporting this procedure.

## Equity and Accountability Commitments

The following tables identify the annual measures and long-term outcomes the Board and District, respectively, will use to track progress towards the pursuit of equity and accountability in our district. This progress will be monitored and reported per the below section of this procedure (0130P). The annual measures will be updated in this procedure at least once per year as described below in the reporting section below.

### Board Equity & Accountability Commitments, Long-Term Outcomes, and Annual Measures of Success

Commitment	Possible Strategies	Long-term Outcomes	Measures of Success for 2019-2020 School Year
A. Provide system-wide direction, support, oversight, and shared accountability to advance equity and eliminate inequities in our Bellevue School District community.	<p>Ensure equity and accountability are reflected in Board policies.</p> <p>Provide direction and oversight to the superintendent to ensure that District direction (via strategic and annual plan goals, and other program, department, and school goals), operating values and culture, and progress towards goals all reflect our shared commitment to equity and accountability.</p>	All policies account for equity and inclusion; and strategic and annual goal progress reflects <i>reduction, and eventual elimination, of the achievement gap.</i>	<p>Core governance policies (0100, 0110, 0120, 0130, 0200, 0300, 0400) represent and promote each and every student based on critical criteria reviews and subsequent improvements as needed; and a representative selection of stakeholders (possibly EAG) confirm they feel included in and supported by these policies.</p> <p>Meet annual plan measures related to strategic goals 1 &amp; 2.</p>
B. Affirm, inspire and serve each and every student in our diverse population, especially students who have been marginalized through race or other means, and students who face significant barriers.	<p>Ensure affirmation, inspiration, and service of each and every student are reflected in Board Policies.</p> <p>Provide direction and oversight to the Superintendent to ensure that District direction (via strategic and annual plan goals, and other program, department, and school goals) operating values and culture, and progress towards goals all reflect our shared commitment to affirm, inspire, and serve.</p>	All policies account for affirmation, inspiration, and service of each and every student; and strategic and annual goal progress reflects <i>increased sense of belonging for all students, with no significant differences among different groups of students.</i>	Meet annual plan measures related to strategic goal 1.
C. Create opportunities and remove barriers to identify and nurture strengths in each and every student and to ensure our community can in	Update Board policies that govern program participation to remove barriers, to avoid perpetuation of systems that may reduce access by some groups of students, and to mitigate	The <i>number of students from marginalized groups who are participating in district choice programs will increase</i> over time. These programs	Meet relevant annual plan measures related to Tier 2 goals, specifically those

<p>turn be strengthened by each and every student.</p>	<p>issues that reduce access to particular groups of students.</p>	<p>include choice schools, band &amp; other arts programs, sports, AP &amp; IB course, and other relevant programs.</p> <p><i>The number of students from marginalized groups who are identified for targeted district programs will become more reflective of those groups' proportion</i> in the overall school population. Such changes will NOT reduce the number of students from other groups who are able to access the services they need.</p>	<p>related to:</p> <ul style="list-style-type: none"> <li>• Increased field trip participation</li> <li>• Increased participation of SPED students in least restrictive environment</li> <li>• Increased participation of elementary students in domain-specific advanced learning services</li> <li>• Increased family participation in and district application of end-of-season athletics surveys</li> </ul> <p>Meet annual plan measures related to strategic Goal 5, specifically regarding increased family participation in parent surveys.</p>
<p>D. Provide ongoing Board development and learning opportunities about inequities and biases that impact students, staff, and families in our community, and about effective strategies for addressing them.</p>	<p>Provide equity and inclusion training and workshop opportunities for Board at least once per year.</p> <p>Integrate equity and inclusion considerations into other Board development work.</p> <p>Ensure board engagement with community includes regular opportunities to interact with and learn about the experiences of students and families in groups who have been marginalized or who experience barriers.</p>	<p>Board directors feel informed and equipped to address issues of equity and inclusion in their work.</p> <p><i>Community members, especially those from groups that have been marginalized or that experience barriers, feel included and reflected in the Board's policies and other relevant work.</i></p> <p>Board policies are reflective of and positively impactful for all students, including those who have been marginalized or who experience barriers.</p>	<p>Board Directors will report having a greater understanding of how policies impact students, and will feel equipped to apply and update the Critical Criteria.</p> <p>Outcomes related to other Board Equity and Accountability Commitments will show progress.</p>
<p>E. Address inequities and biases that create feelings of fear, lack of belonging, and academic and psychological barriers for students, all of which can contribute to reduced academic participation and performance.</p>	<p>Review policies using the Critical Criteria.</p> <p>Actively gather input from students, families, and staff who have been marginalized and who experience barriers, and take it into account in policy development and other relevant Board work.</p>	<p>All policies contribute to mitigating and eliminating inequities and biases AND do NOT exacerbate or perpetuate inequities and biases; and strategic and annual goal progress reflects <i>increased sense of belonging, participation, and academic success for all students, with no significant differences among different</i></p>	<p>Meet annual plan Tier 1 goals in areas related to equitable service, opportunities, experiences and outcomes.</p>

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	<p>Monitor District data to identify issues that may need to be better addressed via policies or in District strategic and annual goals or in other key Board work.</p> <p>Hold Superintendent accountable for providing, and monitoring the successful outcomes from, professional development on equity and inclusion to all staff in ways that allow them to successfully apply that learning to their every-day work with students.</p>	<p><i>groups of students.</i></p>	
<p>F. Work with the District to develop, maintain, and apply a consistent collection of Critical Criteria, approved by the Board and specified in an accompanying procedure, to the creation and review of all District policies and any Board approvals of District plans, budgets, and curriculum materials.</p>	<p>Adopt the Critical Criteria.</p> <p>Support District development of tools to implement and monitor Critical Criteria.</p> <p>Apply Critical Criteria to policies and other relevant Board Work.</p> <p>Hold Superintendent accountable for applying Critical Criteria with fidelity to all relevant work.</p>	<p>Board and District policies, procedures, plans, programs, initiatives, targeted strategies, budgets, curricula, and other relevant work inclusively reflect our commitment to affirm, inspire, and serve each and every student; and <i>outcomes, especially for students, are steadily improving with no differences among different groups.</i></p>	<p>Relevant stakeholders report feeling more included in and addressed by policies that have undergone Critical Criteria review and District programs, plans, and goals that have undergone Critical Criteria review.</p>
<p>G. Ensure our policies directly address racism and occurrences of racial tension in ways that both provide positive guidelines and expectations, and that direct development of robust reporting and investigation processes.</p>	<p>Apply critical criteria review to improve policies.</p> <p>Use district data to identify policies in need of review.</p> <p>Solicit stakeholder input when updating critical policies that directly impact student and other stakeholder experiences.</p> <p>Hold District accountable for maintaining, successfully implementing, and adequately monitoring and reporting results from, procedures that provide fair consideration of issues raised, that keep all parties safe, and that follow up with all parties not only through resolution, but beyond, to ensure students are</p>	<p>Relevant stakeholder feel more included/reflected in, and better addressed by, policies that establish inclusive, positive behavioral and cultural norms and policies that govern handling, reduction and elimination of issues of racism, racial tension, and related harassment, intimidation, and bullying.</p> <p>Students and others feel safe to report all incidents of racism, racial tension, and related harassment, intimidation, and bullying; and <i>number of incidents is steadily declining.</i></p> <p>When incidents of racism, racial tension, and related harassment, intimidation, and</p>	<p>Relevant stakeholders report feeling more included/reflected in, and better addressed by, updated policies 3141 &amp; ____.</p> <p>Reduction from last year in number of escalations raised to the Board and District regarding disciplinary matters about racism, racial tension, and related harassment, intimidating, and bullying.</p>

	learning and thriving, even after incidents.	bullying are reported, <i>all parties involved, including those receiving such behaviors, feel they were treated fairly, their concerns were considered, and they were followed up with appropriately through resolution and after.</i>	
H. Review and update policies regularly to ensure they proactively advance an equitable and exceptional education for all students. The Board shall conduct an initial prioritized review of its policies within five years of the implementation of this policy and should conduct subsequent prioritized reviews every five to seven years thereafter. The Board shall work with staff to create and maintain a procedure to guide this process.	Approximately once every five years, each committee should compile a list of all policies that they believe should be addressed over the next 3-5 years and should address that list in its annual prioritization of policies to update.	All policies contribute to mitigating and eliminating inequities and biases AND do NOT exacerbate or perpetuate inequities and biases; and strategic and annual goal progress reflects <i>increased sense of belonging, participation, and academic success for all students, with no significant differences among different groups of students.</i>	<p>Procedure 0200P reflects clear direction about equity and accountability driven policy and procedure review cycles.</p> <p>A representative group of stakeholders from groups who have been marginalized or who experience barriers will confirm they feel more included in and represented by updated Board policies that were recommended by EAG to the Board for consideration.</p> <p>Reduction in gaps among different groups on students in annual plan Tier 1 goal results.</p>

### District Equity & Accountability Commitments, Long-Term Outcomes, and Annual Measures of Success

The table below provides the measures of success for the 2019-2020 school year and the current status for each of the District’s Commitments to Equity and Accountability. Measures will be updated each year and reflected in the District’s Annual and Strategic Plans.

Commitment	Current Strategies for 2019-2020 School Year	Long-term Outcomes – <b>WILL BE PROVIDED PRIOR TO START OF 2020-2021 SCHOOL YEAR</b>	Measure of Success for 2019-2020 School Year
A. Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the	The Teaching & Learning team has developed a multi-pronged strategy to adopt curricular tools and		<b>Meet Annual Tier 2 Goal for Curriculum:</b> Students in US History courses in 5 <sup>th</sup> , 8 <sup>th</sup> ,

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<p>unique experiences and social, racial, cultural, linguistic, and familial backgrounds of our Bellevue School District community.</p>	<p>resources that reflect our students’ lived experiences, while also supporting educators to understand and implement culturally responsive strategies.</p> <p>Relevant policies: 2020 (Curriculum)</p>		<p>and 11<sup>th</sup> grade will report that instructional materials leverage, reflect, and affirm the unique experiences (e.g. social, racial, cultural, linguistic) and familial backgrounds of our Bellevue School District students and broader society.</p>
<p>B. Ensure that all students have equitable access to and provision of resources based on their unique needs, including but not limited to, English language learning, advanced learning, free and reduced-price lunches, special education, and homelessness supports.</p>	<p>Departments have begun using the Critical Criteria to ensure that resources and programs are allocated in a way that ensures equitable access. We have also revised our budgetary processes to direct more resources to students with the highest needs.</p> <p>Relevant policies: 3120 (Enrollment) 2161(Special Education) 2190 (Advanced Learning) 3520 (Fees, Fines and Charges) 2110 (English Language Learners) 3115 (Students Experiencing Homelessness)</p>		<p><b>Meet Annual Tier 2 Goal Advanced Learning</b> – At least 40% increase in the number of students in grades K-4 from underserved subgroups (i.e. Black and Hispanic), who are participating in advanced learning domain-specific services.</p> <p><b>Meet Annual Tier 2 Goal Special Education</b> – At least 5% more of Black and Hispanic students will have access to the least restrictive environment. (Current baseline for Black students is 60% and 58% for Hispanic students.)</p> <p><b>Meet Annual Plan Measures for Strategic Goal 2, Measure (f)</b> – At least 80% of our students receiving ELL services will be on track to exit those services within six years.</p>
<p>C. Ensure that all students have equitable access to all District programs including but not limited to all District choice schools, college and career readiness and counseling, sports and activities, and Advanced Placement and International Baccalaureate coursework.</p>	<p>Departments have begun using the Critical Criteria to ensure that resources and programs are allocated in a way that ensures equitable access. We are also reviewing our choice programs and high school coursework to identify additional goals and program changes that need to be made in the long term.</p>		<p><b>Meet Annual Tier 2 Goal for Athletics &amp; Activities</b> – Increase the number of students participating in optional (out of state and overnight) field trip opportunities at the district’s high needs’ schools at the middle and high school levels by 50 students, 20 at the middle school and 30 at the high school.</p> <p><b>Meet Annual Tier 2 Goal for</b></p>

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	<p>Relevant policies: 3120 (Enrollment) 2190 (Advanced Learning) 2140 (Counselling) 2151/2150 (Athletics and Activities)</p>		<p><b>Counseling –</b> Every 11th grade student has an understanding of the college application and financial aid processes for post-secondary education programs. (measurement tool TBD and baseline established by June 2020).</p> <p>Every 10th grade student will have a class schedule that supports their post-secondary plan.</p> <p>100% of current 9th graders who are not on track to graduate will develop a plan to get back on-track with 1:1 counseling support.</p>
<p>D. Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.</p>	<p>We continue to implement a Multi-Tiered System of Supports (MTSS) in all our schools. Once fully implemented, MTSS will enable educators to identify and target student needs in their classrooms.</p> <p>Relevant policies: 2163 (MTSS)</p>		<p><b>Meet relevant Annual Plan Measures for Strategic Goal 2 –</b> Students feel affirmed and inspired to achieve high levels of academic success and outcomes are not predicted by race or income.</p>
<p>E. Ensure disciplinary actions are undertaken without bias and/or disproportionality.</p>	<p>We are currently gathering feedback from students who have been impacted by disciplinary actions. We will use this feedback to determine appropriate revisions to the procedure, develop measures of success, and connections to Commitment I.</p> <p>Relevant policies: 3241 (Classroom Management, Corrective Action and Interventions)</p>		<p><b>WILL BE PROVIDED BY 3/15/2020</b></p>



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<p>F. Work with the employee groups and staff to ensure that, at least once every three years, and within the first year for all newly hired staff, every staff member participates in professional development that addresses implicit bias, anti-discrimination, cultural responsiveness, and inclusion. For those staff who work directly with the instruction of students and for those who support such staff, the professional development will include training on culturally responsive instruction and inclusive practices. The Superintendent will ensure professional development in these instructional practices is ongoing and will provide job-embedded opportunities for collaborative learning and application of these practices with respect to other instructional priorities.</p>	<p>In the 2019-2020 school year, we provided system-wide focused bias training on October 11<sup>th</sup> for all educators and school-focused central office staff.</p> <p>An RFP for equity training provision for additional employment groups is being finalized.</p>		<p><b>WILL BE PROVIDED BY 3/15/2020</b> (will likely include a minimum percentage of staff (at least &gt;50%) who participated in equity and inclusion training + meeting Annual Plan measure associated with Strategic Plan Goal 1, measure 1 (increased sense of belonging)).</p>
<p>G. Implement hiring processes that proactively support the District’s commitment to hiring, recruitment, and retention of highly qualified staff of color and that promote and honor other aspects of a diverse workforce.</p>	<p>In recent years, we have focused our recruitment and retention efforts on increasing staff of color at all levels in our district.</p>		<p><b>Meet Annual Plan Measures for Strategic Goal #4</b> – The culture in the Bellevue School District is welcoming to all employees, attracting and retaining high quality, engaged staff.</p>
<p>H. Apply a consistent collection of Critical Criteria, approved by the Board and specified in an accompanying procedure, to the creation and review of all District procedures, the selection of curriculum materials, and the construction of District-wide and program-specific plans and budgets.</p>	<p>We have begun applying the Critical Criteria to new and revised district procedures. We are continuing to refine the process for determining the impact of these reviews.</p>		<p>Relevant stakeholders report feeling more included in and addressed by procedures that have undergone Critical Criteria review and District programs, plans, and goals that have undergone Critical Criteria review.</p>
<p>I. Develop reporting, investigation, communication and accountability processes, particularly related to actions of racism and</p>	<p>We are currently gathering feedback from students who have been impacted by disciplinary</p>		<p><b>WILL BE PROVIDED BY 3/15/2020</b></p>

<p>occurrences of racial tension or other discriminatory actions. Ensure these processes</p> <ol style="list-style-type: none"> <li>1. Identify expected behaviors and behaviors we cannot accept.</li> <li>2. Provide clear responsibilities for staff who observe such behaviors, including any required reporting or other actions.</li> <li>3. Include guidelines for how staff and volunteers should address racial and other discriminatory tensions that arise in classrooms, hallways, playgrounds, buses, and any other school environments.</li> <li>4. Account for power differences among those reporting, those to whom they report, and those who may be enacting or enabling racism or discrimination.</li> <li>5. Include clear expectations for follow-up with all relevant parties (including those the actions impact, those reporting, and those alleged to be enacting unwelcome behaviors).</li> </ol>	<p>actions. We will use this feedback to determine appropriate revisions to the procedure, develop measures of success, and connections to Commitment E.</p> <p>Relevant Policies: 3241 (Classroom Management, Corrective Action and Interventions) 3205 (Sexual Harassment) 3207 (HIB) 3210 (Non-Discrimination) 4220 (Complaints About Programs and Staff)</p>		
<p>J. Foster strong partnerships with diverse groups of parents and stakeholders and increase direct family engagement, especially with families whose students may be marginalized or face barriers.</p>	<p>Since launching our Strategic Plan, we have focused more resources on connecting with families and supporting schools to connect with families. Family Engagement Specialists have been conducting specific outreach with immigrant families, Latino families, Native American families, and African American families to ensure that their voices are also heard in our district.</p>		<p><b>Meet Annual Plan Measures for Strategic Goal 5 –</b> Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.</p>

	Relevant Policies: 4130 (Family Engagement)		
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## Annual Equity and Accountability Report

The annual equity and accountability report (as specified in Policy 0130) will be presented either as part of the annual report, or as a follow-up report to the annual report, no later than August. The Superintendent or designee will assemble a report that includes each of the following:

- **Critical Criteria**
  - A list of all policies, procedures, programs, initiatives, targeted strategies, budgets, and curricula that have been reviewed with respect to the Critical Criteria in the current school year.
  - A summary of changes/improvements that resulted from the Critical Criteria reviews.
- **Equity & Accountability Commitments:** Progress reports (per policy 0200) for Board and District equity and accountability commitments (see above in procedure 0130P).
  - Each commitment should be assessed based on the annual measure(s) identified for the current school year.
  - Each commitment should also be assessed with respect to progress towards the long-term outcome identified.
  - When data used to evaluate a given measure are also reported in the annual plan review report (or another key report), the key aspects of that data that are relevant to understanding equity, and to the rating supplied, should be summarized in this report; the other report(s) may be referenced for the more comprehensive set of data.
  - The Board President, or designee, will provide the assessments of the Board commitments/measures and should ensure the annual Board calendar includes adequate opportunities to gather input from other Board Directors in time for inclusion in this report.
  - The Superintendent, or designee, will provide the assessments of the District commitments/measures and will ensure the Superintendent has reviewed and approved of the assessments prior to submitting the report to the Board.
- **Stakeholder Experiences and Feedback:** This section should summarize the voices from across our community with respect to how students and families are accessing and experiencing learning and programs in the District.
  - This summary of inputs should be compiled by the Superintendent from various available sources of input (e.g., parent, student, and staff surveys; discussions with individuals and groups in the community; input about particular program experiences; feedback from advisory groups; etc.), augmented by additional outreach as needed to ensure representation of the breadth of voices across the District.

- This report should include sufficient inputs to represent the voices of students and families from across our community, especially those groups of students who have been marginalized and who experience barriers.
- While there is no specific requirement to collect overall stakeholder input each year, there are many relevant inputs the district collects both regularly, and in relation to particular initiatives, that should be considered to evaluate where progress is being made in the experiences of students and families, and where students may continue to be marginalized or experience barriers.
- **Student Data:** Per Policy 0130, this annual equity and accountability report should summarize the following items, disaggregating data as appropriate to provide particular attention to those groups of students who have been marginalized and who experience barriers.
  - Graduation rates
  - Discipline referrals
  - Referrals for special education services
  - Student sense of belonging
  - College entrance exam [e.g., ACT/SAT] performance
  - State test passing rate
  - D and F rates in secondary core content areas
  - Post-secondary plans
  - Any other relevant, research- and data-supported measures (qualitative or quantitative), that the District has identified as relevant to understanding equity in our District
- **Reflections and Recommendations:** The Superintendent, in collaboration with the Board President or designee, should reflect on the data from each of the above sections and identify the following:
  - Particular successes in improved outcomes and/or experiences of stakeholders.
  - Particular challenges in advancing improved outcomes and/or experiences of stakeholders.
  - Any noticeable trends in strengths and improvements across policies, procedures, programs, initiatives, targeted strategies, budgets, curricula, and other aspects of the District.
  - Any noticeable trends in challenges across policies, procedures, programs, initiatives, targeted strategies, budgets, curricula, and other aspects of the District.
  - Any recommended adjustments the District will make, to programs, initiatives, and resources implemented to remove related barriers, provide needed supports, and increase access and opportunities for students.
  - Any recommended policies and/or procedures that should be reviewed and updated to remove related barriers, provide needed supports, and increase access and opportunities for students.
- **Updated 0130P.** In association with the equity and accountability progress report, the Superintendent, in collaboration with the Board President or designee, will submit an updated version of Procedure 0130P for first reading that includes:

- Updated annual equity and accountability measures for with Board and District commitments enumerated in Policy 0130
- Updates to critical criteria, if any are identified in reviewing documented critical criteria reviews, outcomes and experiences for students, and any other relevant data
- Any additional updates based on evaluation of the annual equity and accountability progress report, District progress towards annual goals, and any other relevant data
- Note that the updated 0130P may be presented subsequent to the equity and accountability review report, but must be presented by August.
- The Board President, or designee, will ensure the annual Board calendar includes adequate opportunities to gather input from other Board Directors, and/or for a Board committee to drive all or part of the Board components of this work, in time for inclusion in this report.

**Date: 01.07.2020**