

EQUITY & ACCOUNTABILITY

Critical Criteria: Shared Commitment to Each and Every Student

In accordance with 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, budgets, and curriculum materials. A Critical Criteria Planning Template designed for this purpose is included as Exhibit A of this procedure.

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 ensure that a tool is developed and maintained to track the completion of Critical Criteria reviews for all recommended policies, procedures, programs, initiatives, budgets, curricula, and other relevant work. This tool will track the item reviewed, the type of item (e.g., policy, program, etc.) and the date completed.

Equity and Accountability Commitment Measures of Success

To enable the Board to measure progress towards each of the Board outcomes, the Board President, or designee (which may be another board director or a board committee), will ensure that the Board identifies and approves clear targets related to each Board commitment on an annual basis, by September. It may be helpful to identify corresponding strategies and/or work in specific Board committee plans that will advance these outcomes.

To enable the measurement of progress towards each of the District outcomes, the Superintendent will ensure that the Annual Plan (see Policy 0150) identifies clear targets related to each District equity commitment. These targets may not be unique to addressing the equity commitments.

The following tables identify the long-term outcomes intended from each of the commitments made by the Board and District, respectively.

Board Equity & Accountability Commitments and Long-Term Outcomes	
Commitment	Long-term Outcomes
A. Provide system-wide direction , support, oversight, and shared accountability to advance equity and eliminate inequities in our Bellevue School District community.	All policies account for equity and inclusion; and strategic and annual goal progress reflects <i>reduction, and eventual elimination, of the opportunity gap.</i>
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.	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>

<p>C. Create opportunities and remove barriers to identify and nurture strengths in each and every student and to ensure our community can in turn be strengthened by each and every student.</p>	<p>The <i>number of students from marginalized groups who are participating in district choice programs will increase</i> over time. These programs include choice schools, band & other arts programs, sports, AP & IB course, and other relevant programs. The <i>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>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>Board directors feel informed and equipped to address issues of equity and inclusion in their work. <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> Board policies are reflective of and positively impactful for all students, including those who have been marginalized or who experience barriers.</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>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>
<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>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>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>Relevant stakeholders 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. 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> When incidents of racism, racial tension, and related harassment, intimidation, and bullying are reported, <i>all parties involved, including those receiving such behaviors, feel they were treated</i></p>

	<i>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.	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>

District Equity & Accountability Commitments and Long-Term Outcomes	
Commitment	Long-term Outcomes
A. Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of our Bellevue School District community.	Our curriculum and instruction honor, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of the BSD community. Additionally, our curriculum reflects multiple perspectives that extend beyond our BSD community.
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.	Students achieve high levels of social emotional well-being and productively engage in relevant, individualized learning. Outcomes are not predicted by race, income, language, or ability.
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.	Students are aware of, feel welcome in, and have equitable access to district programs, and district-wide overall participation/membership is proportionate to district population by race and by low income, multi-language service, and special education service levels.
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.	Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being and relevant, individualized learning success. Outcomes are not predicted by race, income, language, or ability.
E. Ensure disciplinary actions are undertaken without bias and/or disproportionality.	Positive behavior management strategies enhance and promote

	<p>student development and corrective action is not predicted by race, income, language, or ability</p>
<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, antidiscrimination, 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>A culture free from bias, racism, and discrimination where staff and educators feel it is their professional obligation to transform practices that prohibit such a culture.</p> <p>Staff recognize issues of discrimination or harassment and feel knowledgeable, supported, and empowered to act.</p> <p>Educators are champions for equity and inclusion and are committed to their personal and professional growth in this area.</p> <p>Equity is at the forefront of how staff prepare for and execute the functions of their various roles such that all students experience a culture of dignity and feel a 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>A culture that attracts, engages, and retains exceptional educators who are reflective of and responsive to the diversity of Bellevue School District students</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>Inequities are exposed and mitigated to successfully reduce barriers to access. Stakeholders who reflect the diversity of our community are regularly involved in the development of, operational procedures, programs, and budgets.</p>
<p>I. Develop reporting, investigation, communication, and accountability processes, particularly related to actions of racism and occurrences of racial tension or other discriminatory actions. Ensure these processes:</p> <ol style="list-style-type: none"> 1. Identify expected behaviors and behaviors we cannot accept. 2. Provide clear responsibilities for staff who observe such behaviors, including any required reporting or other actions. 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. 	<p>Students, families, and staff feel more included/reflected in, and better addressed by processes and programs that establish inclusive, positive behavioral and cultural norms and result in the reduction and elimination of racist incidents, racial tension, and related harassment, intimidation, and bullying.</p>

<p>4. Account for power differences among those reporting, those to whom they report, and those who may be enacting or enabling racism or discrimination.</p> <p>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).</p>	<p>Students and families and staff feel safe to report all incidents of racism, racial tension, and related harassment, intimidation, and bullying; and when incidents are reported, all parties feel they are treated fairly, their concerns are considered, and resolution and follow-up is appropriate.</p> <p>The number of incidents is steadily declining.</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>Families, particularly those who have been traditionally marginalized feel more informed, better able to access support, and more welcomed and empowered to participate in and contribute to student success.</p> <p>Consequently, as the primary stakeholders, students feel empowered and their voices are elevated to inform and contribute to their individualized success.</p>

Monitoring and Reporting

Once per year, the Board President, or designee (which may be another board director or a board committee), will ensure that the Board, by the end of August, reviews its progress towards each annual equity target identified. This review should guide the development of the following year’s related work and equity targets.

Once per year, the Superintendent will ensure the District reviews its progress towards each identified annual equity target related to district equity outcomes. This review should be included in the annual equity and accountability report (see below), which may be incorporated in the annual plan review as specified in the reporting section below.

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 formal summative report, or as a follow-up report to the annual report, no later than August each year. This report will ensure that:

- The District holds itself accountable for advancing equity
- District leadership engages deeply in and collaboratively drives understanding of the state of equity in our district
- The community is informed of the progress made, the work done, and the work that still needs to be done to advance equity.
- The voices and experiences of groups who have been marginalized are elevated in our community conversations.

The Superintendent or designee will assemble a report that includes each of the following:

Consumable Summary

- A concise summary of key outcomes, efforts, and learnings.

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.

Equity & Accountability Commitments

- Progress reporting (per policy 0300) for District equity targets (see Monitoring and Reporting section above).
 - Each equity target should be assessed based on the measure(s) identified for the current school year.
 - Each equity target should also be assessed with respect to progress towards the long-term outcome identified.

Stakeholder Experiences and Feedback

- Identification of and key learnings from stakeholder engagement.

Student Data

- Verification of and reference to all required student data reports listed in Policy 0130.
- Identification of any student data from these reports that help drive next steps due to successes or challenges revealed.

Next Steps

- Successes, challenges, trends, and adjustments needed.

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