



## **Equity Advisory Committee 3.0**

**October 21, 2020**

**4:30 – 7:00 pm on ZOOM**

**Attending:** Betty, Paul, Haruka, Maina, Melody, Jill, John, Pat, Shomari, Anecia, Lena

### **Discussion #1. Shomari update on Student Advisory Group**

- Met with Patty Siegwarth, putting together a plan. To include four students from each of the six high schools (voting members), intake process with video and questions about why they want to be involved. Will be multi-cultural and diverse.
- Will use cell phone and apps/text with the student group. Build a platform to increase access with students, and a way to push info out and get info back from a greater student body.
- Will share findings with EAG/Board – have something up and running for second semester.
- How interface with EAG – use the student experience to inform our work, survey, focus group

### **Discussion #2. Review Recommendations on District Commitments A, D, F - “Culturally Responsive and Sustaining Pedagogy” (CRSP)**

Reinvest and re-up the investment already taken place on professional learning

The why: Build the capacity for teachers, administrators, support staff – couple professional dev investment with normalization of discussions around CRP and CSP. Instruction is the biggest leverage point to achieve culturally relevant experiences for students

What could be achieved/continued this school year?

1. Revise timeline because the recommendations were pre-COVID, have the conversations but not a “mandate”, revisit next steps
2. Work with union on political will – get the right people in the room (not too early to vet, research, campaign ideas for next contract)
3. Create shared understanding of the pedagogy, and specific desired outcomes/let teachers develop their own approaches rather than select a vendor, not something added. Use current system (Danielson) and integrate with questions around culturally responsive teaching and pedagogy.
4. Policy 2020 –at Board. EAG 1.0 recommended the board look at in 2018, board will take on this policy this year: Student Instruction and Family Engagement (SIFE) Committee, will also look at the attendant procedures - timing is right to take a lead role in the revision process
5. Danielson – lots of ways to crosswalk for individual teachers
6. REI teams to come up with/support the framework, start the conversations before it’s in the contract – start the conversation with administrators

### **Discussion #3. Review Recommendations on District Commitments B & C - "Access and Resources" (A&R)**

#### **Had so many related policies, the group focused on 2140 – Guidance and Counseling**

Recommended more counselors per school, alternatively hire assistants to free counselors up from admin tasks and recommended improved communications to share results of surveys

Potential actions for EAG this year:

1. Evaluate whether BIMAS-2 be expanded to all middle and high, not just 7<sup>th</sup> and 10<sup>th</sup> – can do online = could be done this year especially to all grades
2. Have a new director of counselors, timing is right for EAG to talk with her – on how can we continue on recommendations this year
3. PTA at Newport is supporting funds for a counselor (also paid for external mental health counseling) – is an equity issue depending on the school
4. Work with Kerince Bowen team to maximize and support agency-wide resources
5. Could BSF provide funds to provide social worker/psychologist services based on Panorama-data-based need
6. Review success of wrap-around services, and seek to replicate? BSD partners with International Health Partners (IHP) at Highland Middle School to serve students and families, working really well, through King County Best Starts for Kids Grant, looking to expand that
7. Could look at 3520 Policy Fees, Fines and Charges
8. And 3210 Enrollment Policy
9. Special Ed – could revisit
10. 2110 English Language Learners
11. 6114 – Donations and Grants – policy was revised/updated in 2019, board had an Advisory Group on this one – it's in good shape, addressed some but not all equity issues
12. SIFE work plan: 2190 (Advanced Learning) and 2161 (Special Ed services)

### **Discussion #3: Review Recommendations on District Commitments E & I ("Restorative Justice / The Protectors")**

Had recommended restorative justice practices and training – bullying

Full time at every secondary school esp. Middle School

How is this changed with the school-at-home? Bullying in buildings isn't happening, but online settings – still happening, shifting to cyber bullying, or kids in pods and something happens and it gets back to the admin. Sometimes we get roped in but it's not about school – it's happening at home but the parents don't want to deal with it. Students have access to entire BSD directory, can open up to unwelcome interactions between elem with older students = new incident. Gaggle service monitors chats, emails for trigger words – and alerted to admin and counselors – (there's a LOT)

Potential Actions for this year:

1. Provide Restorative Practice training

2. How to utilize the staff we currently have – appoint someone(s) in schools to support the restorative practice program – bring this up with the REI teams – how do we envision this for the building? Can't keep piling things on teachers, if we ask more, need to take something away. Each school has a new REIT, and an advisory team to support those in each building, and items they're responsible for - could focus on the training – what are the teachers' responsibilities, etc.
3. Need an ombudsman in the investigative process – how to do that...
4. Focus on raising awareness and understanding of what's in place, and reveal areas where we lack – for additional revisions – (E) student discipline (I) culturally relevant investigations

**Observation:** The system was not built for equity, systems and structures contain invisible processes throughout the district that slow down qualitative or quantitative good change. How do we raise the issue of the systems themselves? Can EAG push to interrogate the DNA of how BSD works to make processes more streamlined, and more in line with equity goals?

Policy alone doesn't create the equitable environment we want. What does: intentional building of beloved community, school by school. Policies shouldn't drive the EAG. The District and Board Commitments drive the EAG toward the outcome we desire.

Resource: Avoiding Racial Equity detours: <http://www.ascd.org/publications/educational-leadership/apr19/vol76/num07/Avoiding-Racial-Equity-Detours.aspx>

**Actions from today:**

- Send notes to group - Pat
- Access and Resources Group to meet with Kerince – Maina and John

**For next time:**

1. Team Building with Jill
2. Start a community outreach conversation
3. Break out session on the above three groups to further hone goals for this year, folks to self-select to a group! No one is assigned, go to where you are interested.

Submitted by:

Pat Hughes, Facilitator  
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