



Equity Advisory Committee 3.0

Wednesday April 7, 2020

4:30 – 7:00 pm on ZOOM

<https://us02web.zoom.us/j/83478595124?pwd=TKlSa3N1WDdSWkJWTWt1TzJ1Y0M4Zz09>

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Agenda:

4:30 – 4:50	<p>Welcome Check In Announcements from the district</p> <ol style="list-style-type: none"> 1. Equity Outcomes. In accordance with Procedure 0130P, the District set long-term outcomes for the District Commitments, which are intended to drive our equity work.
4:50 – 6:15	<p>Sub-Group Updates 10 min for:</p> <ol style="list-style-type: none"> 1. Student and Family Advisory Groups – Shomari 2. Outreach: PSA and translated Outreach - send/discuss with PTSA, Principals, Student Advisory Group, Family Advisory Group, Boom, Shout... 3. Access & Resources – Special Education Policy <p>75 min for:</p> <ol style="list-style-type: none"> 4. CRSP: Use our draft policy (and associated procedures) as a case study to test out the Critical Criteria (75 min?) 5. Revisit Commitments E&I? Next year?
6:15 – 6:	<p>Break / Begin sub-groups</p>
6: – 6:45	<p>Sub-Groups Update/Break out</p> <ul style="list-style-type: none"> • CRSP: Paul, Betty, Jill, Wilnic, Brooke • Access and Resources: Maina, Haruka, Lena, Anecia • Outreach: Melody, Johanna, Shomari, Mohamed
6:45 – 7:00	<p>Items for Next Month:</p> <ul style="list-style-type: none"> • Invite students to return in May to...give updates and get feedback; consult on agenda for next year • Sub-groups prepare for end of year – documentation and recommendations

Critical Criteria Review

Name (of program/initiative/policy):

What is the original intent or purpose of this program/initiative/policy?

POTENTIAL IMPACTS AND RISKS

How does this program / initiative / policy **benefit** and **harm** each group below?

- Consider student well-being and equitable learning opportunities and experiences.
- Consider the history and current realities of those students farthest from educational justice. Consider students of color, multilingual learners, students with disabilities, students in advanced learning, students receiving free/reduced lunch, students identifying as LGBTQ+, etc..
- Consider how this supports, elevates, and centers the needs of students farthest from educational justice and avoids unintended consequences.
- Consider how this promotes opportunities and access for those who have been historically excluded. How does this benefit all students equitably?
- Consider both intentional and unintentional impacts.

STAKEHOLDER INVOLVEMENT

How will you **engage** each stakeholder group in planning, designing, implementing, and supporting the program / policy / initiative? What engagement, understanding, involvement, communication, and training / professional development are needed for this program to be successful and fully accessible? Remember to plan with stakeholder groups who will be impacted.

RISK MITIGATION

How will you **mitigate** potential impacts/risks? Mitigation strategies are the things you do to minimize the risk from happening and if it does, to lessen the impact. Be sure to mitigate not only the things that interfere with the purpose, but also address unintended consequences that may occur.

PROGRESS MONITORING

How will you know you've addressed the potential impacts/risks and minimized or avoided potential negative impacts?

- Identify measurable outcomes that will be monitored.
- Include timeline for progress monitoring.
- Consider how to integrate with annual goals progress monitoring.

	Benefit	Harm			
<i>Students</i>					
<i>Families</i>					
<i>Educators and Staff</i>					
<i>Other Stakeholders</i>					
<i>System</i>					

REFLECTION

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