



Equity Advisory Committee 3.0

Wednesday May 5, 2021

4:30 – 7:00 pm on ZOOM

Summary Notes

Attending: Shomari, John, Paul, Mohamed, Betty, Brooke, Jill, Maina, Wilnic, Haruka, Pat

Guests from the Student Advisory Group: Karol, William, Tilsit, Heidi

Check In: A quality of Gracious Space you want to bring to the meeting tonight.

A. Dialogue with students:

1) How to make going to the counselor easier, more comfortable.

- Counselors to want to get to know us, and ask how we're doing regarding mental health and getting along, not just about scheduling.
- Make a meeting with counselor mandatory for every student so everyone does it, there's no stigma

2) If you had it your way about how your teacher would teach to you:

- In a way that makes me feel like I belong, safe from discrimination
- The real history of the US, not only white colonial history
- Book: Belonging through a culture of dignity
- "Belonging or being fully human means more than having access. Belonging entails being respected at a basic level; that includes the right to both co-create and make demands on society." john a. powell

3) What do you recommend that EAG focuses on next year?

- Schools and admin should take a heavier hand to help kids reconnect next year
- Follow up on counselors - are they there for scheduling or mental health?
- Focus on Curriculum, Access, teacher bias awareness based on how they grew up
- EAG and SAG to work together – Students committed 4 hrs per month, after 1 hr of meeting, they have some time, we can a longer-term membership to several students (for a year)

B. Status Update from Sub-Groups

1. Access & Resources:

- Made recommendations last year, this year is follow-up work: add more counselors, how to increase mental health supports
- ELL: They have been improving services, new director, Transitional Bi-lingual policy (EAG 1.0 recommended making it more broad), Language Access policy- board adopted pre-COVID (recommended by EAG 1.0)

- Comms department audit – now undergoing a re-org, improvements for languages spoken
- Being on EAG is our opportunity to follow up with BSD’s accountability to the Equity & Accountability Policy
- Special Ed – will be some OSPI mandated changes coming, so this work is on hold until we know more about that. This policy will need involvement and co-creation from families receiving SPEC services, board is looking at full review next year = opportunity for EAG sub-group input next year. And teacher interpretation of the policy – focusing on education and training of the staff.

CRSP:

Will present Culturally Relevant, Responsive and Sustaining High Quality Instructional policy tomorrow to SIF – Students, Instruction and Family Engagement – this will likely be a new policy, if members of SIG agree, will offer suggestions and go to full board as first reading of a new policy, at 2nd reading board votes to adopt, could be in place by summer. Then will develop it with procedures.

Right now we have policies about how curriculum is adopted: this offers a consistent framework and names the factors of what is high quality instruction, goes beyond trends for what’s culturally responsive – this provides the foundation and the conditions for long lasting, high-quality instruction. This policy is inspirational and enabling; then we get to the procedure.

Will also offer a research brief, which includes a glossary of key terms, and pre/post observation, appendix

Culturally Relevant, Responsive, and Sustaining High Quality Instruction:

High quality instruction is culturally relevant, responsive, and sustaining, it is aligned to relevant, content standards, and it is informed by quantitative and qualitative data. The primary purpose of codifying what the district means by “culturally relevant, responsive, and sustaining high quality instruction” is to improve how students are taught in ways that

- honors the inherent dignity of every student by affirming their varied abilities and their racial, ethnic, familial, social, and linguistic background,
- supports educators’ use of strategies and methodologies that promote anti-racist teaching in district classrooms and schools,
- increases students’ sense of belonging within district classrooms, schools, and academic disciplines,
- increases student engagement in all classroom learning activities,
- differentiates instruction so that students are provided with multiple access points to all learning experiences in ways that meets students’ unique individual learning needs,
- enhances students’ social and emotional health and well-being,
- deepens students’ varied academic and democratic skills and capacity,
- empowers students to be positive change agents in their classrooms and communities,
- centers students as co-constructors of knowledge and expertise in the classroom, and
- confronts and disrupts the systemic barriers students face, both in classrooms and schools, to ensure students have equitable and equal access to engaging and rigorous learning experiences.

Outreach:

- Maina - Still waiting for original video file to edit. Shomari will send.
- Maina will present to PTSA’s
- Shomari put in Leadership News and presented at Instructional Team – those who meet with Eva Collins, had some Q&A clarification
- Document is on the website since March in multiple languages – District has seen an increase in emails to the Supt and Board on a variety of things related to EAG. John fields those questions, send links to the site – getting thank you’s, and favorable reactions for the information presented