Equity Framework –working draft

As required by OSPI for our Academic and Student Well Being Recovery Plan, Bellingham Public Schools is developing an equity analysis tool. This is a draft that we will continue to refine.

In support of The Bellingham Promise, we, Bellingham Public Schools staff, will incorporate an equity lens on policy updates, procedure reviews and all major decisions. We agree to integrate human-centered design opportunities, indigenous ways of knowing, and investing time and energy to the ensuring district advances access for systemically marginalized communities.

This non-linear process may create discomfort until repetition provides confidence in using the equity tool. The process utilizes 5 filters, group think, creative visualization, and strategic thinking to finalize decisions.

The equity filters provide a process for evaluating policies, programs, practices, and decisions for Bellingham Public Schools:

EQUITY FILTERS	DESCRIPTION
FILTER 1: WHAT ARE WE DOING?	Develop a brief narrative to state the issue and use the rest of the filters to address the issue at hand.
FILTER 2: VOICE AND REPRESENTATION	Develop a diverse and representative team of collaborators with the skillsets, strengths, experiences, and/or passion for the subject.
FILTER 3: INVENTORY	Inventory impacts on Black and Brown scholars with the existing policy or structure. This inventory can only happen with an intentionally developed team (Filter 2).
FILTER 4: IMPACT	Describe how this action/decision will reinforce the existing disparities in educational outcomes for systemically marginalized scholars.
FILTER 5: WHAT'S NEXT?	Does any part of this decision uphold systemic marginalization of specific groups?

- **Filter 1: Identify Issue:** Present a clear and specific description of the program, practice, or decision. Ensure all interested parties contribute to the overall understanding of the needs and outcomes. Create a common, shared description.

- **Filter 2: Ensure representation:** Do we have a representative group working on this project? What is our plan to ensure representative voice?

- **Filter 3: Collect and analyze data focused on Black and Brown scholars:** What specific information is needed to address the school and/or district, program, and community conditions which create inequities? Collect the data points, align with any questions posed regarding this policy, program, or decision. Create a narrative using the questions and data points.

- **Filter 4: Understand impact on systemically marginalized populations:** What are the potential benefits and harms of the program, practice, or decisions? How will we address the harms and enhance the benefits? Collect qualitative and quantitative from the stakeholder groups. Add to the narrative regarding the potential change.

- **Filter 5: After working through filters 1-4, analyze readiness for the work:** How will we evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families, and staff? Do we need to return to a previous filter?   Why and what are the lessons learned? What resources would improve our outcomes? How have we invited authentic feedback from those most impacted by our process and outcomes?