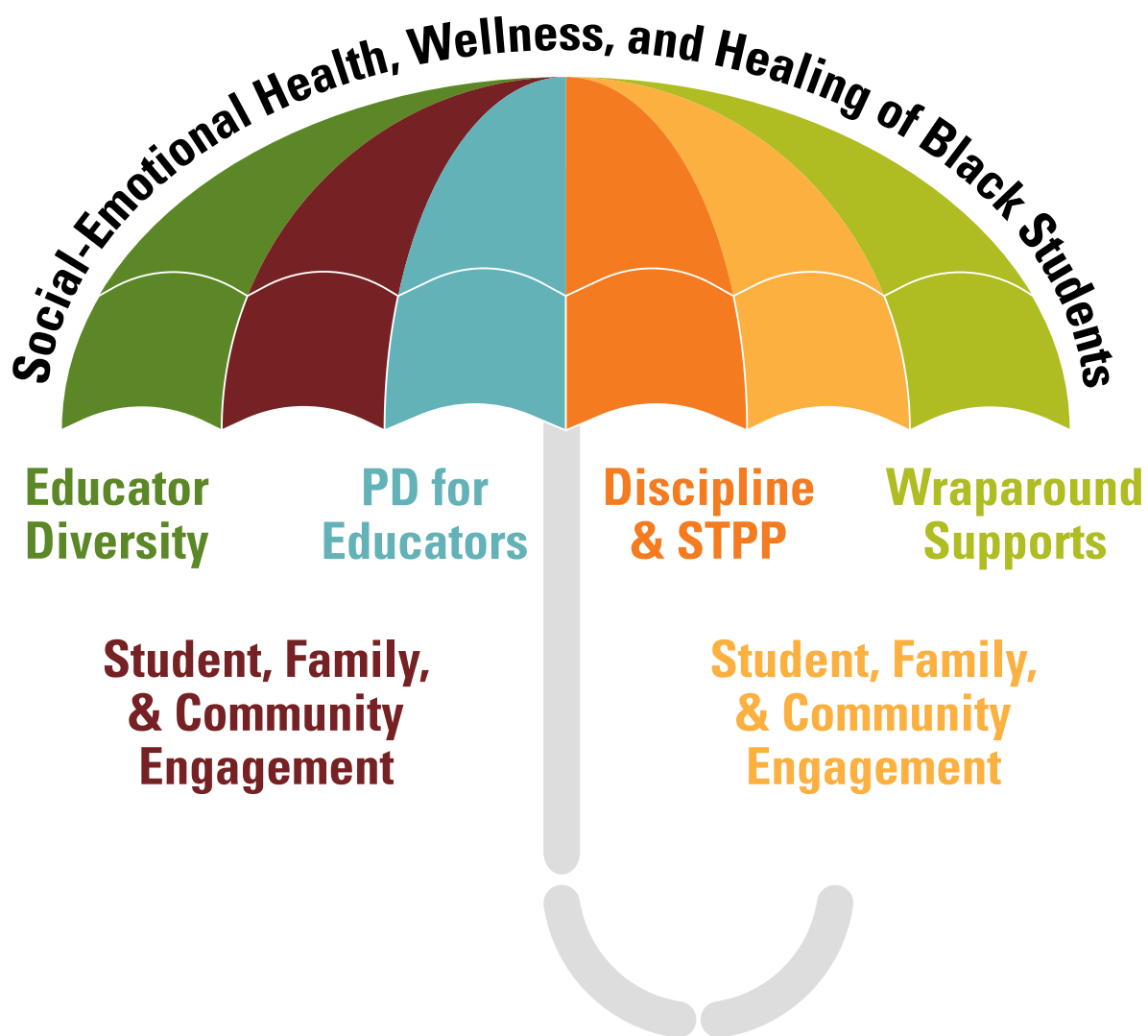


BLACK JOY CONSORTIUM FOR REIMAGINING EDUCATION 2023 PLATFORM PRIORITIES

THE BLACK JOY CONSORTIUM IS ALIGNED TO A VISION FOR A REIMAGINED EDUCATION SYSTEM THAT FULLY PREPARES BLACK STUDENTS TO THRIVE IN LIFE AND THE WORKFORCE AS A MEANS TOWARD EQUITABLE EDUCATIONAL OUTCOMES FOR ALL STUDENTS IN WASHINGTON STATE. To that end, the Consortium has recognized six key areas centered on the social-emotional health, wellness, and healing as foundational to improving the educational outcomes for Black students. These six priorities serve as the coalition's official platform for advocacy, policy interventions, and continued learning. We believe that intentional advancements in each of the six priorities will create the necessary conditions for student success and help achieve the desired outcomes for Black students and families.





EDUCATOR DIVERSITY

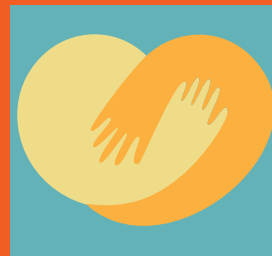
It is rare for a Black student in Washington’s K-12 system to have the opportunity to meet and learn from a teacher who looks like them,

let alone any teacher of color. Educator diversity and representation leads to better academic and social-emotional outcomes for all students, and it will require intentional and significant investment from state leaders.

Example Core Interventions:

Develop and implement resourcing structures that create sustainable and supported environments for educators of colors and their well-being so that they can stay in the classroom. Provide opportunities for their personal and professional growth.

- Support educator preparation programs that increase enrollment of teachers of color and meaningfully prepare them for Washington classrooms. Provide targeted resources to districts and schools to support efforts to intentionally recruit and hire a diverse teacher workforce.
- Make educator diversity data publicly available across the state. Utilize data from student and school climate surveys to prioritize the value of student-teacher relationships that make students feel represented and accepted, and impacts students’ learning and school experience.
- Disaggregate data around teacher pay to push for accountability to address pay inequities for educators of color, specifically Black educators.



WRAPAROUND SUPPORTS

Creating the conditions for a student to learn includes addressing their holistic needs, as no child

can learn when they are hungry, isolated, or facing mental health challenges. Schools play a key role in supporting the unique needs of every child, but a one-size fits all, classroom-only approach does not work and further marginalizes Black students in an education system that was not built for them. We must ensure each school is equipped with the right resources, community partnerships, and tools to identify needs and deploy wraparound supports. These supports must be timely, effective, and culturally appropriate strategies that create dynamic learning environments and minimize or eliminate non-academic barriers.

Example Core Interventions:

- Expand coordinated interagency services and community-based organization partnerships with schools in order to meet student needs in ways that center racial equity and enriches the school partnerships with families and communities, much like [the Community Schools model](#).
- Provide universal access to meals in schools across the state so that no child is hungry, ashamed, or unable to learn due to lack of access to food.
- Resource and support usage of a Multi-Tiered System of Supports (MTSS) in schools so that students with the highest and most urgent needs are prioritized. Provide guidance and assistance to districts in implementation and evaluation efforts of these interventions.
- Provide sufficient counselors and other mental health resources at every school so that students and staff can access the support they need.
- Provide meaningful avenues for student engagement and student voice to inform best practices for serving the unique holistic support needs of black students.



CULTURALLY-SUSTAINING CURRICULUM

Public school curriculum should not only prepare students to navigate the world around them, but also to think critically about it. No student

can achieve this by exploring the world through the eyes of upheld white scholars alone, and certainly not when we censor Global Majority authors, identities, and knowledge about our past, present, and future. We must value and support curricula that are truthful about the past, honor and represent the identities of current and incoming students, and encourage critical thinking about the future.

Example Core Interventions

- Interrupt movements to censor curriculum across all academic subjects, such as the effort to silence Black scholars and others who encourage critical thinking about the history of race in the country.
- Set clear goals, guidance, and incentives for schools to adopt curricula that affirms diverse identities as it relates to race, gender, sexual orientation, and more, and reflects students’ contexts through immersion in local heritage, culture, and experiences.
- Incentivize curriculum audits and continuous updates to ensure diverse and culturally sustaining offerings are being made available to all students statewide.



PROFESSIONAL DEVELOPMENT FOR EDUCATORS

In order to meet every child where they are at, teachers and administrators

must have access to frequent training and support throughout the year so they can improve their practice and become more responsive. In particular, Black communities have called out the need for racial bias training and training around inclusionary practices in the classroom.

Example Core Interventions

- Provide opportunities for educators to practice and be accountable to anti-racism in the classroom and workplace.
- Establish a technical assistance network at the state level that provides high-quality professional development on DEI, asset-based pedagogies, adult social-emotional learning (SEL) or adult mindsets, and equity-focused SEL for students.
- Require districts to maintain a professional learning and support plan that will enable educators, especially white educators, to better support Black students and other students of color.
- Ensure meaningful professional development structures exist at schools, like onboarding programs, mentorship programs, and professional learning communities, and provide mechanisms for transparent feedback from educators and students on the professional development offerings.
- Support teacher preparation programs that provide training in a combination of skills and knowledge needed to holistically and equitably support students’ social-emotional and academic development including culturally sustaining, racial bias, and inclusive practice training.



SCHOOL DISCIPLINE & THE SCHOOL-TO-PRISON PIPELINE

All students deserve to feel safe when entering the school building, but an overwhelming number of Black students and families do not. Black students with disabilities, in particular, face a disproportionate amount of harmful punishments at school that often mimic and contribute to the systemic incarceration of Black people in America. This harm must be interrupted as we work to build better, safer school communities for everyone.

Example Core Interventions

- Eliminate practices that are regularly shown to cause harm to students - such as isolation, various forms of restraint, and reliance on SROs (School Resource Officers) - and that contribute to the violence and criminalization of Black youth.
- Resource districts so that they can incorporate restorative justice policies and practices at school and co-develop clear, student-centered codes of conduct. Provide ongoing training and professional development to schools to implement these practices effectively.
- Disaggregate and make district-level data on student discipline easily accessible, including type and length of disciplinary measure, as well as the number of students suspended or expelled more than once. Make this data publicly available and accessible online.

Student, Family, and Community Engagement

Schools must be more intentional about building meaningful connections with Black students and families. When schools invest in building positive relationships with students, their families, and their communities, students feel supported, connected, and better suited to engage in learning. Frequent communication and feedback loops with students and families is a key component of any strong, community-rooted school.

Example Core Interventions

- Bolster existing cultural and social infrastructure on the school, district, and policy level by prioritizing the voices of community-based organizations, community leaders, and parent/family groups in key decision-making spaces (i.e. advisory councils, work sessions, budget discussions, school board meetings, and more).
- Invest in the Washington Family Engagement Center, as well as other efforts to provide statewide guidance, training, and technical assistance around student, family, and community engagement at all levels of the education system.
- Support efforts to make student, family, and community engagement a priority in teacher and school leader preparation and certification programs, as well as evaluations.
- Support districts in effectively utilizing data from student, family, and school climate surveys, as well as other feedback related to school engagement and experiences. Disaggregate and make the data publicly available online.

