SUPERINTENDENT COMMUNITY ADVISORY COUNCIL

Phase I Final Report and Recommendations

March 29, 2021

Randy Eng and Tony Williams, Co-Chairs

VOICES OF THE COMMITTEE

"It's hard for me because I look around and I see all these people struggling. They're alone and I don't really know how to help. But I think if we had more resources from a big and powerful school district, then we could do more."

Lily Kim
Sammamish High School student
Superintendent Community Advisory Council member

"I've been honored to be a part of this process, and [this report] reflects the core of what so many of us contributed. I'm pleased to see the considerations about really tending to those who are furthest away from educational justice. I'm all about that and I think we really all are – it shows in some of the priorities that we've put forward."

Debbie Lacey
Founder and CEO, Eastside for All
Superintendent Community Advisory Council member

"With all that is going on in our community and our world, to come together and spend time deeply talking about our schools and what they need was invaluable. We had space to imagine, to problem solve, and to think about 'what ifs' when it comes to our students."

Randy Eng
Executive Director, Jubilee REACH
BSD parent
Superintendent Community Advisory Council Co-Chair

"At the beginning of our work, we wondered if a group that diverse could find consensus on the hard issues [we were asked] to study and discuss, and then arrive at an agreed upon set of recommendations. With major world events as our backdrop – a national election, the winter virus surge, end of year holidays without family gatherings, the siege of the U.S. Capitol Building, and the debate over when and how to reopen our schools – we can still say the Council process was a success and you have consensus recommendations in our report."

Tony Williams
Founder and Chairman, W2A
BSD parent
Superintendent Community Advisory Council Co-Chair

PART I: EXECUTIVE SUMMARY

Superintendent Ivan Duran convened the Bellevue School District Superintendent Community Advisory Council (S-CAC) in September 2020 to engage a **diverse set of voices in key district decisions.** The first phase of the Council's work, and the subject of this report, is budgeting.

The global pandemic caused by COVID-19, coupled with the racial justice movement in the U.S., affords school districts a unique opportunity to **think differently and design better solutions for all students**. A school district's budget is the clearest expression of its values and priorities. Under the leadership of co-chairs Randy Eng and Tony Williams, our Council dove in and prepared a set of short- and long-term investment recommendations, offered here to the Superintendent for consideration.

The Council worked **against the backdrop of an extraordinary time** domestically and globally – a national election, a winter virus surge, end of year holidays without family gatherings, the siege of the U.S. Capitol, and the debate over when and how to reopen schools. We heard the voices of **students, parents, educators, union leaders, district administrators, business executives, non-profit community leaders, and elected officials.**

Our recommendations are geared toward **combatting inequities and fostering a sense of safety, belonging, and possibility among students**. We are likely facing a long and uneven road to recovery from the pandemic. We also know what Bellevue School District is capable of – which is to say, excellence – and have high hopes and expectations for how the district can further excel in a post-pandemic world.

In the near-term, as we emerge together from the COVID-19 pandemic, we advocate here for significant new investment in **mental health and social-emotional well-being; targeted academic support, intervention, and enrichment; and expanded family outreach services**. We also support intentional outreach efforts to heal and restore relationships that have been affected by the challenging dynamics of this difficult season. In the long-term, our recommendations center on systemic equity drivers like **universal pre-school, redesigned assessments, and embedded professional development for educators and staff.**

We knew we would be remiss if we did not focus nearly as much on **implementation** as on the recommendations themselves. We are pleased to conclude this report with a proposal to ensure these recommendations come to life, have the intended effects, and are communicated to the public. Notably, the implementation phase has the potential to include not only executing on the recommendations here, but exploring additional ideas raised during the Council's process. This includes feasibility and potential design work on **restructuring middle school, launching a Bellevue Teacher Residency, and building stronger district-community partnerships.**

As we move toward implementation of Phase I and start the Council's Phase II work, know that we stand, individually and collectively, **in partnership with the district**. We appreciate this opportunity and look forward to what comes next.

PART II: CONTEXT

A. Landscape

The global pandemic caused by COVID-19, coupled with the racial justice movement in the U.S., affords school districts a unique opportunity to think differently and design better solutions for all students. Bellevue School District sought the engagement of a broad cross-section of stakeholders to bring new ideas; to embrace the innovation, creativity, and passion for public education that exists in our community, and to include community members as thought partners in considering upcoming budget decisions made more complex by the pandemic.

B. Purpose

The Bellevue School District Superintendent Community Advisory Council (S-CAC) was formed in September 2020 to engage a diverse set of voices in district decision-making. The Committee charter outlined the groups' charge to provide input and make recommendations to the Superintendent on budgeting, bond spending, and other issues as determined by the Superintendent.

The first phase of the Council's work, and the subject of these recommendations, is budgeting.

This effort built upon new feedback loops and continuous improvement efforts the district put in place as school resumed remotely in the fall of 2020. The Advisory Council is viewed by the district as an important vehicle to promote:

- Engagement of community stakeholders in identifying district priorities.
- Strengthened feedback loops with families and students.
- Expanded access to community members through the networks of participants.
- Opportunities to test and socialize new ideas and approaches.

C. Membership

Members of the Superintendent Community Advisory Council, 2020-2021

Randy Eng, *Jubilee REACH*, Co-Chair
Tony Williams, *W2A*, Co-Chair

Danelle Edwards, *BSD principal*
Joe Fain, *Bellevue Chamber*
Jennifer Fischer, *Bellevue Lifespring*
Ricardo Frazer, *ZakiRose*
John Harrison, *BSD administrator*
Kim Hay, *BSD educator*
Afifah Kashif, *BSD student*
Lily Kim, *BSD student*
Debbie Lacy, *Eastside for All*
Aristeo Lazo, *BSD student*
Byron Lillie, *BSD principal*
Barbra Lovern, *SEIU*
Bill McSherry, *The Boeing Co*.
Stephen Miller, *BSD educator*
Leah Molnar, *Bellevue Special Needs PTA*
Dani Neil, *BSD staff*
Julee Seibel, *Bellevue PTSA*
Gjanje Smith MD, *PABS, Bellevue Schools Fdn*
John Stokes, *City of Bellevue*
Priya Srinivasa. *BSD parent*
Mark Wilbert, *BSD educator*

School Board Liaisons:
President Dr. Francine Wiest
Vice President Carolyn Watson

In forming the Council, district leadership was mindful of the Board's *Critical Criteria* around stakeholder engagement:

> *"How will you engage each stakeholder group in planning, designing, implementing, and supporting the program / policy / initiative? ...Remember to plan with stakeholder groups who will be impacted."*

Council members were selected from across the Bellevue community to represent a broad cross-section of district stakeholders, including students, parents, educators, administrators, local business and non-profit leaders, and other district partners. We are proud of the breadth and depth of perspective this group represents. Despite the stress of the times and the limitations of a virtual meeting platform, we established a rapport and built a convivial bond.

Members are currently serving a one-year term spanning the 2020-2021 academic year. Term renewals will be discussed in summer 2021 as the Council's work shifts into Phase II.

D. Guiding Principles

The Council has been driven by a desire to confront and eliminate inequities in the experience and outcomes of students in BSD. Accordingly, we began by grounding ourselves in the district's values, strategic priorities, and *Critical Criteria* for equity as defined by the Board (see Appendix III).

As our recommendations reached the final stages, we spent time as a full Council and in breakout groups deliberating on the prompt:

> *"Consider the history and current realities of those students farthest from educational justice, including students of color, multilingual learners, students with disabilities, students in advanced learning, students receiving free/reduced lunch, students identifying as LGBTQ+. How do these recommendations promote opportunities and access for those who have been historically excluded? How does this benefit all students equitably? Be conscious of both intentional and unintentional impacts."*

E. Process

Between October 2020 and March 2021, the Council met one-to-two times per month. Meetings were conducted virtually on the Microsoft Teams platform. Meetings were publicly noticed, and materials were published following each meeting.

The Council's deliberations were informed by added layers of stakeholder input, specifically:

- Two rounds of in-depth one-one-one interviews with an additional group of key community stakeholders (see Appendices IV and V):

In-depth One-on-One Interviews:	
Stephanie Cherrington, *Eastside Pathways*	Mayor Lynne Robinson, *City of Bellevue*
Jesse Franklin, *Rainier Athletes*	Allison Snow, *Bellevue Education Assoc.*
Terry Gower, *SEIU*	Paul Sutton, *Equity Advisory Group*
Amy Lenox, *Bellevue PTSA*	Melissa Young, *Bellevue Gifted Alliance*
Tim Motts, *Boys and Girls Club of Bellevue*	

- Public opinion research conducted among Bellevue residents via multi-modal survey (landline, mobile phone, online interviews; n=402) (see Appendix VI).

PART III: DESIRED OUTCOME OF PHASE I

First and foremost, the Council's goal has been to generate recommendations that have a measurable and positive impact on students. We have worked to deliberately and consciously center on equity. Our intent is for multiple perspectives to be heard and reflected in this report, and for strengthened community relationships to emerge as a byproduct of this process.

Council members were united in their belief that Bellevue School District is a world-class district, *and* it can always be better. That principle motivated our work and provided the bedrock of our collaboration as a broadly diverse group of 23 volunteers – meeting only via virtual platform!

Please see Section VIII for greater specificity on expected results for students as a result of these recommendations.

PART IV: FISCAL STATE OF THE DISTRICT

With the support of the community through passage of bonds and levies, volunteerism, donations and strong enrollment, Bellevue School District has remained financially stable for the past decade with moderate enrollment growth and predictable revenues and expenditures. The global pandemic disrupted this financial position by impacting enrollment, reducing revenues, and increasing expenses.

Revenue

Most of the district's revenue from state and local taxes is based on enrollment counts. Since 2013, enrollment has grown at an average of approximately 1% annually. As we entered the 2020/2021 school year, enrollment dropped by almost 800 students, or approximately 4%, resulting in a revenue decline of nearly $8 million year over year. This drop was due to a variety of factors including families delaying kindergartener enrollment, leaving the area including returning to their home country, or choosing alternative education options such as private school or home schooling. Bellevue School District is not alone in this enrollment decline. Districts across the state and country experienced similar declines, with the national average reduction being 3.5%.

In addition to this revenue decline, the district has also experienced drops in revenue from local sources such as sports fees, extended care before and after school, and nutrition services.

Expenses

The district has also experienced an increase in expenses in the current year and anticipates more expense increases as students and staff return to school buildings. These expenses are driven by:

- Adhering to new health screening, cleaning, and disinfecting protocols.
- Additional staff needed to implement health and safety protocols.
- Providing personal protective equipment.
- Providing safe transportation to students.
- Technology needed for remote learning including personal devices and internet access.

At the start of the year, BSD's general fund had a reserve of just over $36 million. With the reduction in revenues and increasing expenses, the reserve is anticipated to drop by $15 million to $21 million at the end of the fiscal year. The minimum amount of reserve required by School Board policy is 5% of expenditures which is equivalent to $17.5 million. Reserve funds, like money in a savings account, can only be spent once. Looking forward, the district will need to increase revenues or decrease expenses to balance the budget.

District Financial Outlook

The federal government has provided three rounds of Elementary and Secondary School Emergency Relief (ESSER) funds. These funds are being provided to school districts based on the percentage of students eligible for free and reduced meals. As a result, the distribution varies significantly between districts in the state of

Washington. For the largest 20 districts in the state, per pupil funding varies from $325 to over $5,500. Bellevue School District expects to receive a total of $1,140 per student, or $22.2 million in one-time funds. The first $1.6 million was distributed in the summer of 2020 and was used to supplement the cost of personal protective equipment for staff. The remainder will be distributed over the next year; districts have been directed to use the remainder to reopen schools and take comprehensive action to mitigate learning loss.

As the state legislature began its session, there was an expectation that the state would provide additional funds to school districts to cover the increased cost of transportation and to reduce the impact of enrollment declines. In this original scenario, BSD anticipated receiving an additional $17.5 million for a total of nearly $40 million in one-time funds to support student needs as they return to school following the pandemic.

However, after the federal funds were distributed, the expected state funds have been removed from the preliminary budgets produced by both the state house and senate. As of this writing, the senate budget (not yet passed) includes funds to supplement the federal ESSER funds for districts receiving less than $1,500 per student. Under this plan, Bellevue School District will only receive an additional $7 million from the state reducing the total anticipated one-time funds from $40 million to $30 million.

Financial conditions remain dynamic as the state budget goes through multiple iterations before being finalized. BSD will continue to advocate for additional funds to support students. BSD anticipates a budget shortfall if these funds are not increased.

Under any scenario, additional revenue from the state and federal government is a one-time influx of funds and will not be suitable for supporting on-going expenses, making it imperative that the district think through investment priorities that can be sustained over the long-term.

PART V: BSD STRATEGIC PRIORITIES

BSD's vision for every student has been consistent: to affirm and inspire each and every student to learn and thrive as creators of their future world.

During the course of the Council's work, BSD leadership articulated the student outcomes they are working toward. Framed as a question, leadership asked,

> *"What if BSD students graduated prepared to cure disease, eliminate poverty, protect our planet, eradicate violence, and end prejudice, hatred, and cruelty?*

In service to this vision, district leadership defined "creators of our future world" as young leaders able to:

- Investigate the world beyond their immediate environment
- Recognize perspectives other than their own
- Communicate ideas effectively with diverse audiences
- Take action to improve conditions

From there, the Council was able to ground itself in the district's strategic priorities. These guided us in preparing budget recommendations that flowed from strategy:

Strategic Priorities

The What:	The How:
Ensure systemic equity	Student well-being
Promote a culture of dignity	Early literacy and biliteracy
Develop global competency	Math proficiency
Provide innovative and equitable assessments	College and career readiness

PART VI: THE FUTURE IN TWO PHASES: REVIVE AND REIMAGINE

It was important to the Council that we support leadership's drive to take advantage of the current moment to restructure and to critically analyze how to support students beyond traditional means. The COVID-19 era, as challenging as it has been, provides us all with opportunities to better engage students in their learning and in their emotional well-being.

The Council quickly aligned around a framework for making investment decisions that address both short-term and long-term student needs:

- **Revive Phase, 2021 – 2022:** Our near-term recommendations focus on supporting the most pressing needs of students, families, and staff as our community emerges from the COVID-19 pandemic.

- **Reimagine Phase, 2022 – 2025**: Our long-term recommendations propel the strategic priorities of the district and support the "North Star" of preparing BSD graduates to be creators of their future world.

Council members analyzed and evaluated alternate investment portfolios to support each phase. These recommendations follow from those deliberations.

PART VII: INVESTMENT RECOMMENDATIONS: REVIVE PHASE, 2021-2022

The COVID-19 pandemic is a once-in-a-century event that disrupted virtually every aspect of our shared lives. It is important to be honest as a community that the road to recovery may be long and uneven. We know there will be phases to our recovery, but we don't know precisely how long each phase will last. We know what certain needs are, but others have yet to reveal themselves. The degree of trauma, along with the uncertainty around the pace and nature of recovery, have been very much on our minds throughout this process.

BSD's research and analysis shows the highest levels of student need as we emerge from the pandemic are in mental health, social emotional wellbeing, academic recovery, and family engagement. Student surveys, grades, and communication with families all provide evidence showing students in crisis needing extra supports. Families are also in crisis, with many struggling to meet basic daily needs such as food and housing.

Therefore, the Council's recommendations for near-term investments are focused on providing the greatest support to those with the greatest needs – students living in poverty, students of color, students with disabilities, and students learning English. Our hope is that these recommendations accelerate recovery and position students for long-term success.

The Council recommends the following investment strategies for the 2021-2022 school year:

Student Focus	Investment Area	Estimated Annual Cost
Social-Emotional Well Being & Mental Health Support	Mental health staffing and support, Pre-K – 5th grade. *Counselors added to each elementary school plus additional training and support provided to educators.*	$1,200,000
	Mental health staffing and support, 6th – 12th grade. *Mental Health Action Teams (MHAT) expanded to cover all grade levels.*	$2,100,000
Academic Support	Expanded tutoring at all levels, including an increase in bi-lingual tutors and tutors of color.	$1,800,000
	An increase in the number of academic interventionists at all levels.	$4,500,000
	Added enrichment for Title I schools.	$250,000

Family Resources	Extended family outreach and support to multilingual families and families of students with disabilities. *Includes a new Ombudsman position so families have a point of contact and advocate.*	$420,000
	School-based family resource supports at six (6) additional schools. *Expands current programming providing food and other resources to families and connecting them with other supports in the community.*	$300,000
TOTAL ESTIMATED ANNUAL INVESTMENT		**$10,570,000**

A portion of the investments recommended above will be one-time investments made over the next 12-18 months. The district intends for these investments to be covered by the one-time funds received from state and federal COVID-19 relief funding.

Other investments from the above list are anticipated to be on-going, as we learn more about continuing student need. Since the relief funds BSD will receive from the federal government and state will not fully meet these needs on an on-going basis, the district will be required to shift resources from other areas as it moves forward. BSD has identified the following areas where spending can be redirected to support urgent student need in the 2021 – 2022 school year:

Spending Category	**Amount**
Reduce duplication in teaching and learning supports	($2,600,000)
Reduce funding carryovers	($2,750,000)
Reduce overstaffing	($5,200,000)
Reduce Central Office Administration	($300,000)
TOTAL REDIRECTED FUNDS	**($10,850,000)**

PART VIII: INVESTMENT RECOMMENDATIONS: REIMAGINE PHASE, 2022-2025

Our long-term investment recommendations are rooted in the strategic priorities outlined in Part V. Our strong recommendation, in this context and in all else, is to ensure that resources are targeted based on need and are directed to students as opposed to buildings.

The Council recommends the following investment strategies for 2022-2025:

Strategic Pillar	**Investment Area**	**Estimated Annual Cost**	
		Low	**High**
Systemic equity	Universal PreK	$1,500,000	$2,500,000
Global competency	Restructure curriculum to enhance integration between subjects	$500,000	$1,000,000
	Increase opportunities for students to learn an additional language	$500,000	$1,200,000
Academic success	Universal Pre-K (crosses categories)	See Above	
	Equitable Assessments	$50,000	$200,000
Professional development	Enhanced equity training	$200,000	$300,000
	Embedded professional development for educators	$750,000	$1,500,000
Operations and structure	[See Section X re: restructuring middle school]		
TOTAL ESTIMATED ANNUAL INVESTMENT		**$3,500,000**	**$6,700,000**

PART IX: EXPECTED RESULTS FOR STUDENTS

The Council wants students to feel safe, to know they belong, and to know their potential.

The Council wants students to know they have access to resources as they cope with the short- and long-term impacts of the pandemic.

The Council wants students to receive targeted support – both academic and social-emotional – that meets them where they are and gets them what they need.

Deeply understanding the knowledge, skills, experiences, strengths, and needs our students bring back to the classroom is critical. This is why, in addition to specific investment recommendations oriented toward students, we have also recommended investments to support educators in their professional development. Educators have and will continue to encounter student needs outside the scope of their formal training. It is our responsibility, as a community, to ensure they are equipped to meet those needs.

PART X: SUCCESS IN IMPLEMENTATION

> *"Ideas do not implement themselves. Ideas are useless unless used. The proof of their value is their implementation. Until then they are in limbo." [Creativity is Not Enough, Theodore Levitt, Harvard Business Review, August 2002]*

We urge BSD to invest in implementation itself – to dedicate time and resources to the development of a thoughtful, thorough implementation plan with clear timelines, deliverables, and owners. Good implementation takes an enormous amount of organizational discipline over a sustained period. Best practice would suggest a dedicated planning team led by an executive-level owner with accountability for all the connected pieces.

A. Two Interconnected Components to Implementation

We recommend implementation is pursued as two parallel and interconnected components:

1. Execute on the investment shifts outlined here.

   A note that the design and launch of Universal Pre-K, which has the Council's unanimous support as a powerful equity driver, is an enormous undertaking. We urge consideration of a dedicated planning team for this endeavor alone.

2. Conduct feasibility assessments and potential design work on additional initiatives discussed, but not resolved, by the Council. Specifically:

   a. **Restructuring middle school**. The middle school model currently mimics the high school model. A restructuring of middle school, with more focus on social-emotional learning and relationship-building between students and teachers, may provide for better transitions between elementary school and high school.

   b. **Launching a Bellevue Teacher Residency**. Teacher residencies adapt the medical residency model to teacher training and preparation. This model is nationally recognized as one of the most effective strategies to accelerate student achievement; to prepare, support, and retain exceptional educators; and to diversify the teacher corps to reflect the student population.

   c. **Building on the work of the Basic Needs Taskforce**. The Bellevue School District exists within a landscape of dedicated community partners, many of whom have the capacity and desire to work more closely with the district in support of students. The Basic Needs

Taskforce was established this fall to more closely link community partners with district staff to meet urgent need. The district is encouraged to look at this as a model and establish a more robust, sustainable plan to leverage the wide range of Bellevue's community resources, including and especially the City of Bellevue, on behalf of BSD students and families.

B. Implementation Best Practices

We recommend the following practical steps to ensure implementation adheres to best practices:

- Name an executive owner
- Prepare and disseminate a written plan outlining tasks, owners, and milestones for the coming year. This document can serve as a template for future years.
- Identify a clear Top 1 priority and ensure the priorities of individual district staff are aligned to that priority.
- Be deliberate about naming what work will stop or pause to make room for the work staff is newly accountable for.
- Transparently map implementation out in phases so we have shared expectations for progress.
- Establish a predictable pattern of progress review meetings to maintain alignment and drive accountability, internally and with the Council at appropriate intervals. This should include a straightforward, transparent communication plan to ensure internal and external audiences are kept informed of progress and/or asked to help solve problems and surmount obstacles.
- Institute mechanisms to provide feedback on how effective these investment strategies are.

C. Implementation as a Tool for Healing

Finally, a comment on implementation as a tool for bridge-building. The past year has been massively challenging. The pandemic has stressed the system and the people in the system. The process of implementation, done well, can itself be a tool to repair broken bonds. To the extent some students, families, teachers, and administrators have felt let down, frustrated, or worse over the past year, implementation is a chance to accomplish good things, together. While this alone will not be enough, it can be an important piece of a necessary effort.

The Council is a partner to you in this phase; please lean on us for support as you need it!

PART XI: NEXT STEPS

Should Superintendent Duran endorse these recommendations, next steps are for him to:

1. Refer this report to the School Board to answer any clarifying questions.
2. Establish an implementation team and plan.
3. Determine the focus on Phase 2 of the Council's work.

PART XII: ACKNOWLEDGEMENTS AND APPENDICES

A. Acknowledgements

The Council wishes to acknowledge and appreciate:

- Deputy Superintendent Melissa deVita, for her strategic, thoughtful, and tireless work.
- Kay Lui, for her grace and adept handling of any issue that required troubleshooting.
- Mike Bartz, for managing complex technology to ensure full participation and access.
- Eva Collins, Tom Duenwald, Shomari Jones, and Heather Sanchez for their expert facilitation of breakout groups.
- Yasmina Patterson, for her thorough, responsive, and prompt attention to details large and small.

B. Appendices

I. Charter
II. Framework for Decision Making
III. Critical Criteria
IV. Summary of stakeholder 1:1s – Round One
V. Summary of stakeholder 1:1s – Round Two
VI. Summary of public opinion research

APPENDIX I: COUNCIL CHARTER

Purpose

The Bellevue School District Superintendent Community Advisory Council (S-CAC) was formed in September 2020 to engage a diverse set of voices in district budgeting and other foundational decisions. The Advisory Committee will provide input and make recommendations to the Superintendent on budgeting, bond spending, and other issues as determined by the Superintendent.

Why is this Important?

The global pandemic caused by COVID-19, coupled with the racial justice movement in the U.S., affords school districts a unique opportunity to think differently and design better solutions for all students. Bellevue School District has sought the engagement of a broad cross-section of stakeholders to bring new ideas to the fore; to embrace the innovation, creativity, and passion for public education that exists in our community, and to include community members as thought partners in making upcoming budget decision made more complex by the pandemic.

This effort will build on the new feedback loops and continuous improvement efforts the district put in place as school resumed remotely in the fall of 2020. The Advisory Committee is an important vehicle to promote:

- Engagement of community stakeholders in identifying district spending priorities.
- Strengthened feedback loops with families and students.
- Expanded access to parents and other community members
- through the networks of participants.
- Opportunities to test and socialize new ideas and approaches.

Members

Members represent a broad cross-section of district stakeholders, including students, parents, educators, administrators, local business and non-profit leaders, and other district partners.

Members of the Superintendent Community Advisory Council, 2020-2021

Randy Eng, *Jubilee REACH*, Co-Chair
Tony Williams, *W2A*, Co-Chair

Danelle Edwards, *BSD principal*
Joe Fain, *Bellevue Chamber*
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John Stokes, *City of Bellevue*
Priya Srinivasa. *BSD parent*
Mark Wilbert, *BSD educator*

School Board Liaisons:
President Dr. Francine Wiest
Vice President Carolyn Watson

Expectations for Members

The Advisory Committee members are expected to:

- Support the purpose of the project.
- Hold equity and the district's values at the center of the work: service, integrity, compassion, excellence, respect, and collaboration.
- Assume that together we know more; work to understand and value the assumptions, opinions, and ideas of others.
- Be open to unconventional approaches; new conditions demand new solutions.
- Engage in learning, dialogue, listening, and offering feedback.
- Bring your own lived experience and perspectives to the process.
- Attend all meetings; come prepared and ready to contribute.
- Share airtime: everyone participates, no one person dominates.

Roles and Responsibilities

- The Advisory Committee is:
    - Charged with providing input and recommendations to the Superintendent.
    - Encouraged to communicate and share their work and thinking with their own networks.
    - Invited to identify members who can pro-actively liaise with other district advisory groups to foster communication and collaboration.
    - Asked to commit time to reading and preparation in between meetings.
- The Advisory Committee is not charged with implementing changes in the district, including determining or executing procedural or policy changes.
- The chair or co-chairs will provide periodic updates to the Board of Directors as directed by the Superintendent.
- The Superintendent will consider the Committee's input and recommendations.

Extensive Stakeholder Engagement

The work of the committee will be augmented by one-on-one interviews and focus groups with district stakeholders and constituents. Findings from these intake sessions will be shared with the committee during the course of their regularly scheduled meetings.

Term

Members will be asked to serve an initial, one-year term spanning the 2020-2021 academic year. Term renewals will be discussed in summer 2021.

Documents

Members will be asked to review articles, documents, and other relevant materials between meetings and in preparation for meetings. The Committee is charged with producing one or more written reports with its recommendations and will be supported in that effort.

APPENDIX II: Framework for Decision Making

SUPERINTENDENT'S COMMUNITY ADVISORY COUNCIL (S-CAC)
Framework for Decision-Making

DISTRICT VALUES	STRATEGIC GOALS	CRITICAL CRITERIA (Full text here)
Service We seek to understand our students, meet their needs and those of our families and community, and to serve each other. **Integrity** We earn trust through consistently and accountably following through on our commitments, and by acknowledging and addressing our shortfalls. **Compassion** We are mindful of and respond to the thoughts and feelings of others, and are kind, authentic, and self-aware in our interactions. **Excellence** We pursue and nurture the exceptional achievements of our students, teachers, and staff through hard work and growth. **Respect** We welcome diverse ideas and contributions, assume each other's best intent, and honor each other's strengths and traditions. **Collaboration** We build inclusive teams of students, families, staff, and community partners, and engage each member's contribution on behalf of our students.	**Goal 1** Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background. **Goal 2** Students feel affirmed and inspired to achieve high levels of academic success and outcomes are not predicted by race or income. **Goal 3** Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency and learn advanced skills in processing and applying information through the effective use of technology and engineering. **Goal 4** The culture in the district is welcoming to all employees, attracting and retaining high quality, engaged staff. **Goal 5** Families, particularly those who have been traditionally marginalized, are informed, able to find support, and empowered to contribute to student success.	**Student Groups** • Which student groups are most affected by this? • What are the potential impacts on these groups? • Does this ignore or worsen existing disparities? • How does/could this promote opportunity or access for those who have been historically excluded? How can this benefit all students equitably? **Stakeholders** • Who are the impacted stakeholders? What are their relevant needs? • What family engagement and community involvement are needed for this to be successful? **Strategic Alignment** • How is this aligned with the District's mission, vision, and values, and current strategic and annual plans? **Implementation** • Have provisions been made to provide necessary supports (e.g., training, resources, time, etc.) for implementation? • What measurable outcomes will be monitored for evaluation of success and impact? On what timeline?

TIERS
TIER 1
TIER 2
TIER 3
TIER 4
TIER 5

INVESTMENT GUIDANCE

Increase investment



Decrease investment

Eliminate

APPENDIX III: CRITICAL CRITERIA

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			
Students					
Families					
Educators and Staff					
Other Stakeholders					
System					

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

APPENDIX IV: SUMMARY OF STAKEHOLDER 1:1s – ROUND ONE

CONTEXT
The work and deliberations of the Superintendent's Community Advisory Council was augmented and informed by a series of in-depth interviews with key community stakeholders.

INTERVIEWEES
The first round of interviews was conducted in November 2020 and included:

1. Stephanie Cherrington, *Eastside Pathways*
2. Jesse Franklin, *Rainier Athletes*
3. Torry Gower, *SEIU*
4. Amy Lenox, *Bellevue Council PTSA*
5. Tim Motts, *Boys and Girls Club*
6. Mayor Lynne Robinson, *City of Bellevue*
7. Gjanje Smith, *Parent Alliance for Black Scholars (PABS)*
8. Allison Snow, *Bellevue Education Association (BEA)*
9. Paul Sutton, *Equity Advisory Group*
10. Melissa Young, *Bellevue Gifted Alliance*

Outreach was also extended to the following district partners; we hope to include their perspective in the second round of interviews:

- Maria Elena Geyer, *Bellevue Schools Foundation*
- Alma Gonzalez, *NISO*
- Heather Siegel-Sawma, *YMCA*

DISCUSSION PROTOCOL AND KEY THEMES
Interviewees were provided an overview of the district's budget and asked the same four questions. Key themes that emerged included:

1. **In thinking about recommendations for the district's budget priorities, what would you want the Committee to know or think about?**

   "To live in a new system, we have to stop just adding to the old system."

   Process: Be transparent; make it clear what the choices are and make it digestible ("I need to be able to explain to people what the choices are"). Share the tradeoffs that were considered, and what the decision-making process was. Also, listen to the whole community, not just the squeaky wheels.

   Short-, mid-, and long-term: Balance what needs to be done now, vs. what needs to be done when we return (to in-person) vs. what needs to happen long-term.

   Student social-emotional and mental health: Don't cut these resources when and where they are needed most.

   Bellevue as an asset: Look at all the assets BSD has around it and identify who within the community can help where. Expand community partnerships, invest deeply in these relationships, and staff the work in an integrated way to ensure resources are neither missed nor redundant.

   Specific recommendations:
   - Make a concerted effort to connect with T-Mobile, Comcast, Verizon and be clear about how they can help. "This will advance digital equity. The City of Bellevue has gone above and beyond to provide 5G and now they can give back."
   - Give BAM, PNB, and others in the arts sector real ways to support our kids.

- Partner with Overlake on anything and everything related to students and staff health.

The human cost: Find creative ways to utilize people power / redeploy talent in other ways. Kudos for the way bus drivers were redeployed to deliver meals – find other solutions like that.

Communications: Think about how the recommendations are released and how to build community support.

2. **Do you have recommendations for ways the budget can be restructured, including specific recommendations for cuts and/or areas for additional investment?**

   Most stakeholders struggled with specific recommendations, but consistently advocated to eliminate programs that aren't urgent in the short-term (curriculum development was offered as an example).

   Suggestions for expense reductions:
   - If you increased class size by +1, +more…what does that get us?
   - Take a good hard look at admin offices, support services, specialty services
   - Look at any/all areas of redundancy
   - Maximize the technology infrastructure the district has built up over the years – can you get away with 2020 equipment until 2023?
   - Facility utilization- any creative opportunities there?
   - Pare back course offerings
   - Investigate what can be done with transportation to make things more flexible and cheaper. Can we use more public transportation, even at elementary?

   Areas for potential added investment:
   - Early learning
   - Childcare
   - Graduating seniors ("getting kids ready to leave the district is important")
   - Recruit teachers who reflect our community → partner with housing agencies to make living in Bellevue an option

3. **What questions do you have about the Committee' process, role, and/or deliverables??**
   - Is this the group a think tank?
   - Does it have real influence?

4. **Do you have any other comments or suggestions?**
   - "My goal is to be helpful and supportive of school district."
   - PTSA always looks at exercises like this as an opportunity to engage more people in legislative advocacy to lobby for more funding. ("If you don't like the choices, you need to get involved.")
   - Consider facilitating a conversation with all these stakeholders together – that will generate points of connection and support we may not think of independently
   - Try to find ways to retain as much talent as possible for when we come back, even if that means people only work part-time.

NEXT STEPS

The same group, with some additions, will be interviewed again in January 2021 and asked to give feedback on specific, preliminary recommendations form the Committee.

APPENDIX V: SUMMARY OF STAKEHOLDER 1:1s – ROUND TWO

CONTEXT

The work and deliberations of the Superintendent's Community Advisory Council was augmented and informed by a series of in-depth interviews with key community stakeholders.

INTERVIEWEES

The second round of interviewees was conducted in March of 2021 and included:

1. Jesse Franklin, *Rainier Athletes*
2. Paul Sutton, *Equity Advisory Group*
3. Melissa Young, *Bellevue Gifted Alliance*
4. Mayor Lynne Robinson, *City of Bellevue*
5. Tim Motts, *Boys and Girls Club*
6. Terry Gower, *SEIU*

Outreach was also extended to the following district partners:

- Amy Lenox, *Bellevue Council PTSA*
- Stephanie Cherrington, *Eastside Pathways*
- Alma Gonzalez, *NISO*

DISCUSSION PROTOCOL AND KEY THEMES

Interviewees were provided a draft of the Council's final report to Dr. Duran. Discussion centered on the recommendations in the report as well as questions about process and the overall content.

1. **In reading this draft final report, what feedback do you have for the proposals in the phase we've called "Revive"?**

   "This year magnified the inequities in the system. Whatever we do next has to acknowledge and begin to eliminate these inequities."

   Social Emotional and Mental Health Supports: This is an expected area of investment that makes sense. Great investments. We need to make sure we have the right staffing model and that we remove the stigma, but these are necessary investments.

   Academic Supports: Bilingual tutors are great – can we expand this? What assessment systems will we use to set baselines? Can we supplement standardized academic testing with something to assist for SEL? Interventionists are good, the tutoring currently isn't high quality. We have a relationship gap that we need to eliminate to make it work. Remember that kids aren't just deficits – learning happened, but perhaps not as much as we would want. How do we ensure that kids in non-title schools also get what they need?

   Family Resources: This is an obvious, necessary investment. Glad it is in the report.

2. **Are there any missing pieces in the recommendations?**

   Social Emotional: Are we ready for the crisis we can't see coming? Once kids are back there will be waves or phases of trauma that manifest in different ways. Are we focused enough on PBIS, and how will we ensure we have enough staff in the right places? How will we also support staff with these services? Can we make them universal? Community partnerships – please leverage the region and city for help.

   Academic Supports: Where are the teachers/tutors of color going to come from? How are we recruiting and preparing them? Same for bilingual tutors – how are we going to solve this from an HR perspective?

Family Resources: We need to invest in this area to make sure our families recover and can support their students in their own academic and SEL recovery. How can we ensure that we have enough MLL outreach? Too many families have no idea how the system works and what's available to them.

3. What feedback do you have on the recommendations in the "Reimagine" section?

Equity training/Professional development: We've had a lot of equity training, but not much seems to have changed. What will be different? Trainees need to come into it openly and willingly for it to make any difference. Can we focus on anti-bias training, not just equity? We need to identify the needs, training and staff to support kids in these new circumstances.

Universal Pre – K: This is a pro-active strategy, a no-brainer, for closing gaps. How will we resource this? Are staff/leadership prepared to go forward, and what will it take?

Global Competency: Unclear what we mean by this. Putting all ELL/MLL in one or two places is problematic. It isolates students and doesn't reflect the real-world. Bilingualism is a fantastic goal; we should go for it. Cultural competency is missing for a lot of educators and students – we should address this in non-academic ways as well through equity/anti-bias work.

Restructuring Middle/High School: This is an exciting opportunity to reshape the system and build a more equitable system. Aligning curriculum to allow for interdisciplinary courses is smart and makes sense. It would be great to add wrap-around services to middle school.

4. Are there any missing pieces in the recommendations?

Global Competency: We need to address basic needs first. Let's not rush through the SEL/Emotional trauma to get to something too soon.

Professional Development: One-off or non-embedded training will only take us so far. How do we provide the opportunity for educators to learn/implement in the moment with students? Or their peers? Can we marry the expectations in the PD to the Danielson Framework on equitable teaching practices?

5. Do you have any other comments or suggestions?

- Work closely with the City of Bellevue's Human Services Commission to identify gaps and resources to fill them.
- Can BSD be a clearinghouse for family support services?
- Would like to learn more about the Teacher Residency program as a potential pipeline solution for teachers of color.

APPENDIX VI: SUMMARY OF PUBLIC OPINION RESEARCH

TO: **Bellevue Superintendent's Community Advisory Council (S-CAC)**

FR: **Strategies 360**

RE: **Results from January 2021 Survey of Residents**

A recent poll of Bellevue School District residents[1] reveals the challenges and opportunities facing the district at a time of budgetary tumult.

While residents are largely pleased with the district's performance and its handling of the coronavirus pandemic, nearly a year of remote learning has taken its toll on parents and their ratings of schools. When it comes to the budget situation, most residents are unaware of the district's current shortfall but sympathetic to the situation once given appropriate context. They appreciate the district's focus on transparency and communication with the community throughout this process and identify top priorities they would like to protect from cuts, including smaller class sizes, mental health services, and career and technical education.

KEY FINDINGS

High satisfaction with COVID response. Parents of students in Bellevue School District schools are satisfied with how the district has handled the pandemic (66% satisfied, 30% dissatisfied) and how it has kept parents informed (72% satisfied, 26% dissatisfied). Residents of color offer particularly positive marks (68% satisfied, 13% dissatisfied).

Still, the pandemic's impact on students remains an overwhelming concern. Parents are tired of remote learning and frustrated with school closures (this survey was conducted in the first days of January, before the re-opening events in mid-January). Many complain that the quality of instruction has suffered in this environment, or that their children aren't learning or advancing. Residents don't necessarily blame the district for these complaints, but they are undoubtedly irritated by the situation. Some beg to 'open up schools' and 'return to class'. In general, concerns about COVID dominate the responses regarding the biggest issue facing schools – outnumbering the usual concerns about teaching, mental health, equity, diversity, and so on.

Overall district performance metrics remain solid, but there have been dips relative to our 2019 survey. Compared to 2019, 10% fewer residents describe themselves as satisfied with the quality of education in Bellevue School District (from 77% to 67% satisfied). Residents are also less likely to approve of the district's performance than in 2019 – especially in terms of overall performance (-16%), communicating with the community (-13%), and managing taxpayer dollars (-13%). This is largely due to three factors:

[1] Strategies 360 conducted a multi-modal survey of 402 residents in Bellevue School District between January 2-7, 2021. Residents were contacted on a combination of landline, mobile phones, and online interviews via text message to ensure greater coverage of the population sampled. The margin of error for a survey of 402 interviews is ±4.9% at the 95% confidence level.

1. Satisfaction/approval dropped among parents, fueled by frustration with COVID and remote learning more so than any particular shortcoming from the district.

2. Non-parents heard less from (or focused less on) the school district this year and a higher percentage of them were unable to rate the schools in either a positive or negative way relative to 2019.

3. The drop in ratings relative to 2019 came almost exclusively from women, who face a disproportionate impact from the pandemic.

The district faces both a challenge and an opportunity when it comes to the budget shortfall. *The challenge:* voters are largely unaware of an existing shortfall and believe the district has the funding it needs. Just 21% of residents say the district has less funding than it needs to operate. *The opportunity:* most residents are sympathetic to the need for funding upon hearing more information and 63% admit to being concerned about the budget situation.

The information that makes residents most understanding focuses squarely on the challenges driven by COVID and remote learning. The district has spent millions this year keeping students and staff safe, including PPE, cleaning costs, and accommodations for remote learning. 75% of residents say this makes them more understanding of the shortfall. Citing the dip in enrollment (and corresponding drop in funding) is also effective (71% more understanding). It is less effective to use process-y/insider arguments like how the district lacks flexibility in using various funding sources or how it has an obligation to balance its budget.

Residents respond extremely well to the district's guiding principles in addressing the budget shortfall, with particular appreciation for the commitment to transparency and equity throughout the process. Residents find the district's approach to the budget shortfall highly compelling, with each of four messages registering as an important goal to over 80% of residents. The top testing message (60% very important, 88% total important) emphasizes the district being *straightforward, transparent, and communicative* with the community – honest about the challenges and cognizant of the impact of budget cuts. *An explicit commitment to equity* also meets a positive reaction (57% very important, 85% total important), and this theme did come up a fair amount in the open-ended question as well. Residents – and especially younger residents and residents of color, for whom this is the top message – certainly want the district to maintain its commitment to educational justice and equity to ensure that all students are provided the opportunity to thrive and become creators of their future world (citing strategic plan language).

Top tier priorities for funding include CTE, mental health, and class sizes. A second tier includes guidance and career counselors, middle and high school electives, and extracurricular activities. The lowest tier of funding priorities encompasses things like summer learning programs and lottery-based choice schools.