SUPERINTENDENT COMMUNITY ADVISORY COUNCIL

2021 – 2022 Final Report

Submitted to Superintendent Art Jarvis
April 27, 2022

Randy Eng and Tony Williams, Co-Chairs

"The whole world is a place for learning."

Superintendent Community Advisory Council interviewee



PART I: EXECUTIVE SUMMARY

In its second year, 2021 – 2022, the Superintendent Community Advisory Council (SCAC) focused on current health and safety efforts inside the school district, mental health needs of our students and teachers, and a "look-ahead" effort centered on how to build a curriculum that would help prepare our students to be creators of their future world. This round of SCAC meetings featured significant student input, and mostly in-person meetings where SCAC members and BSD staff were able to break into small groups and dive more deeply into understanding the Global Competency Framework.

Throughout the SCAC process, there were parallel deliberations about the importance of continued community funding support through the levy process and regular updates on the implementation of key recommendations surrounding student/teacher support and mental health initiatives from the 2020 – 2021 SCAC report.

As part of the planning process for this phase, providing input into the Superintendent selection process was discussed, but other priorities prevented the council from engaging this important topic.

Unlike last year, the SCAC final report will not include specific recommendations on implementing Global Competency. Instead, this report will share insights derived from our work for BSD to consider as staff works towards operationalizing this effort to be the success that students, teachers, parents, community leaders and BSD administrators intend it to be.

PART II: CONTEXT

A. Purpose of the Council

The Bellevue School District Superintendent Community Advisory Council (SCAC) was formed in September 2020 to engage a diverse set of voices in key district decisions. The Advisory Committee provides input and makes recommendations to the Superintendent on issues determined by the Superintendent.

The global pandemic caused by COVID-19, coupled with the racial justice movement in the U.S. and the continued goal of families and community leaders to have the best possible public school district in the country, affords the Bellevue School District a unique opportunity to be a state and national leader and to design better solutions for all students and families. Bellevue School District sought the engagement of a broad cross-section of stakeholders to wrestle with topics that might require change within the district and throughout the community; to embrace the innovation, creativity, and passion for public education that exists in our community; and to include community members as thought partners.

This effort builds on the feedback loops and continuous improvement efforts the district has in place. The Advisory Committee is an important vehicle to promote:

- Engagement of community stakeholders in identifying district priorities and promoting the school district as a critical foundation to the success of the overall community.
- Strengthened feedback loops with families and students.
- Expanded access to parents and other community members through the networks of participants.
- Opportunities to test, accept, discard, re-think, and socialize new ideas and approaches.

B. Phase I: September 2020 – April 2021

The first phase of the Councils' work was conducted September 2020 – April 2021 and focused on budgeting. The Council presented recommendations on investment and spending priorities to the Superintendent on March 29, 2021 and shared them with the School Board on April 6, 2021. Implementation of the Councils' recommendations is underway. The most critical recommendation in the Phase I report was to focus increased funding on the mental health needs of students and teachers. Throughout this year's series of SCAC meetings, the co-chairs and several committee members returned to this focus, requesting and receiving regular updates on these topics from district leaders.

The full report can be found here and the Executive Summary here.

C. Phase 2: September 2021 – April 2022

The second phase of the Councils' spanned September 2021 – April 2022 and is reflected in this report. The Council had two areas of focus: oversight of implementation of Phase 1 recommendations and recommendations to the Superintendent on how community partners could best support and contribute to the global competency framework under consideration by district leadership and instructional staff.

PART III: PARTICIPATION AND PROCESS

A. Members

In forming the Council, district leadership is 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 are 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. Members serve a one-year term.

2021 – 2022 SCAC Membership:

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

Kelly Aramaki, *BSD Administrator*
Arsh Bansal, *BSD student, International School*
Noah Bloom, *BSD student, Bellevue Big Picture School*
Mashani Coleman, *BSD student, Sammamish High School*
Danelle Edwards, *BSD principal*
Joe Fain, *Bellevue Chamber*
Jennifer Fischer, *Bellevue Lifespring*
Jesse Franklin, *Rainier Athletes*
Ricardo Frazer, *ZakiRose*
John Harrison, *BSD Administrator*
Gloria Henderson, *BSD Administrator*
Sharon Kautz, *BSD Administrator*
Debbie Lacy, *Eastside for All*
Amy Lenox, *Bellevue PTSA*
Leo Ohata, *BSD student, Sammamish High School*
Julee Seibel, *Bellevue PTSA*
Trudy Silver, *BSD student, Bellevue High School*
John Stokes, *City of Bellevue*
Gjanje Smith, *Cigna*
Priya Srinivasa, *BSD parent*
Megan Sun, *BSD student, Interlake High School*
Dr. Francine Wiest, *former BSD board member*

B. Expectations, Roles, and Responsibilities

Advisory Committee members are expected to:

- Support the purpose of the project.
- Bring a district-wide, community-based perspective; resist the urge to advocate for a single issue or group
- 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.

The Advisory Committee is:

- Encouraged to communicate and share its 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 provide periodic updates to the Superintendent.

C. Additional Stakeholder Engagement

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

This year, in-depth 1:1 interviews were conducted in January 2022 with the following partners:

Stephanie Cherrington, *Eastside Pathways*
Terry Gower, *SEIU*
Sara Lazkani, *Facebook*
Pearl Leung, *Amazon*
Tim Motts, *Boys and Girls Club of Bellevue*
Paul Sutton, *Equity Advisory Group*
Melissa Young, *Bellevue Gifted Alliance*
Parent Advisory Group, *BSD*

D. Meetings

The Council met every month from October 2021 through April 2022. All but one meeting was held in person; the January 2022 meeting was conducted via Microsoft Teams due to conditions presented by the Omicron variant. Meeting locations, agendas, and minutes were posted on the BSD website.

PART IV: BSD STRATEGIC PRIORITIES

The implementation of recovery investments identified in Phase I were of highest priority to district staff this year. Educators have been and continue to be laser focused on supporting student well-being and addressing learning recovery while continuing to navigate ongoing pandemic challenges.

This exploration of Global Competency has been motivated by two factors: a) the Council's desire for BSD to continue providing a world class education to all students, and b) by our interest in building upon the recommendations from last year, specifically those centered on mental health, social-emotional learning, and support for the whole child.

A. Long-term strategic vision

"What if BSD students graduated prepared to engage deeply and thoughtfully on issues of importance to our society? What if they graduated prepared to learn, listen and engage at the highest, most thoughtful level on issues that could cure disease, provide economic opportunity, and eliminate poverty throughout every corner of the globe, protect our planet, eradicate violence, promote civic engagement and thoughtful leadership, and end prejudice, hatred, and cruelty?"

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. The Council's exploration of Global Competence as one entry point for students to become creators of their future world is grounded in the district's strategic priorities and theory of change. (A *theory of change* is a description of,

or an argument for, why a particular approach to teaching and learning will be more effective than the status quo.)

B. Short-term strategic imperatives

This Council's Phase 1 recommendations included a significant increase in mental health investment, anticipating greater needs in this area due to the impact of isolation on students as a result of the pandemic. We are gratified to see and learn over the course of this past year that our recommendations in Phase 1 were aligned to what students and families find helpful and necessary. The district has done an exemplary job executing on the recovery effort, maintaining focus on operationalizing this large-scale mental health initiative while in the midst of another major outbreak. It is important that we continue to build on those resources, both within the district and with our community partners.

In particular, the addition of several mental health staff coupled with ongoing professional development for all staff were important steps in supporting student well-being. The district's able implementation of Phase I initiatives included:

- 18 Mental Health Assistance Team (MHAT) staff (up from 5.5 the previous year)
- MHAT services available to 7th-11th graders
- MHAT counselors in all middle schools
- Two high school MHAT counselors per school
- Signs of Suicide lesson to all 7th-10th graders in science class
- Dedicated half-time Signs of Suicide (SOS) coordinator
- All staff receive basic SOS training
- Community forum on "Helping Your Child Save a Life" as well as access to SOS parent portal

Mental health will continue to be a high priority in the upcoming school year:

- Continue to provide resources and support MHAT implementation as described above
- Expand MHAT services to elementary schools
- Expand SOS delivery to all secondary students

PART V: GROUNDING OURSELVES IN GLOBAL COMPETENCE

The Council began work in the fall by getting grounded in the theory of global competency.

A. Definitions

- Global competence is the disposition and knowledge to understand and act on issues of global significance. Those issues are identified in the Sustainable Development Goals adopted by countries to end poverty, protect the planet, and ensure prosperity for all. [*California Global Education Project,* Global Competence Framework]

- Global competence is the toolkit that a productive, involved citizenry uses to meet the problems and opportunities of the world. [Getting Smart, "Educating for Global Competence: 6 Reasons, 7 Competencies, 8 Strategies, 9 Innovations"]

- Global competence articulates the knowledge and skills students need in the 21st century. Globally competent students have the knowledge and skills to investigate the world, recognize perspectives, communicate ideas, and take action. [Asia Society, "What is Global Competence?"]

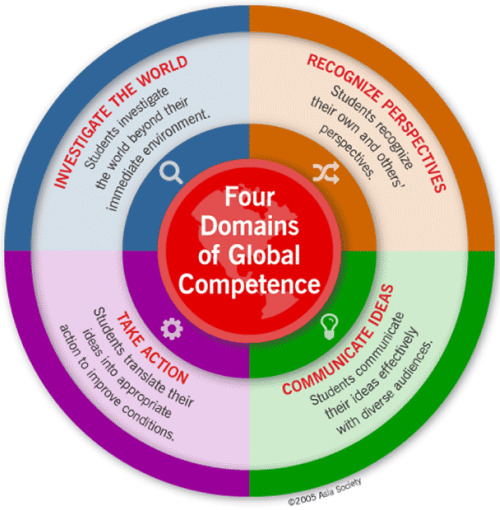
B. The Four Domains

Global competence theory establishes four domains, or capacities, to foster awareness and curiosity about how the world works. Globally competent students are able to:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

   - Pose questions to better understand issues and perspectives
   - Identify and suspend assumptions and judgements
   - Recognize the value of each person in a global community
   - Explore the world with curiosity

2. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.



   - Keep an open mind
   - Listen intently
   - Empathize with others
   - Identify personal perspectives and influences
   - Examine the perspectives and influences of others
   - Consider multiple perspectives and opinions
   - Analyze cultural influences, connections, and contexts

3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.

   - Share ideas and context with diverse audiences
   - Actively listen to others
   - Engage in civil discourse
   - Consider the audience and communicate appropriately

4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

   - Use evidence and values to guide plans
   - Assess options and consider the potential impact of planned actions
   - Apply creative thinking and solve problems
   - Capitalize on available resources and partnerships
   - Persist through challenges
   - Act and reflect individually and collaboratively
   - Act with respect for individual dignity, differences, and human rights
   - Contribute to a better world

PART VI: HIGHLIGHTS FOR THE SUPERINTENDENT

We endorse the basic tenets of global competence and stand ready to partner with BSD leadership, staff, students, and families to make it a reality for all students. We begin by aligning with the view that Global Competence has the potential to be a practical and powerful tool that students can utilize throughout their post-secondary education and work lives to be better engaged in their local communities and the world to help advance racial equity, inclusiveness for all citizens, and anti-racism. It also has the potential to be an effective mechanism to move from "just in case" learning to "just in time" learning for students preparing for the complexity and excitement of a truly global world.

There are a number of ideas that we think the district should keep in mind as it works toward this new approach. For BSD students to acquire the skills, capabilities, and experiences within the Global Competence framework, the Council believes the district should explore and consider the following ideas as it develops this new approach:

1. **Leverage the positive components already in the BSD "toolbox":**

   - Engage local leaders to help form tighter alliances with a small group of thoughtful leaders from a few sister cities to consider whether there are new opportunities for interested students to learn more about other cultures and have opportunities to solve global problems together with students from other countries.
   - Consider providing opportunities to include local or global problem-solving within existing community service requirements.
   - Expand existing field trips to communities throughout Washington state. The cultural and political differences between communities in Eastern Washington and Bellevue can often be as different as those between Bellevue and communities in other parts of the world.
   - Lean into the vast cultural and multilingual resources that exist in our district by virtue of the diversity of our student body.
   - Open up high school electives to all high school students – consider how to leverage technology so students can take advantage of courses already being offered, just elsewhere.

2. **More deeply engage the local business, nonprofit, philanthropic and governmental communities:**

   - Set a goal of creating a committed cohort of 15 to 20 leaders from large employers, small business, community-based nonprofits, civic organization leaders and philanthropy to help develop a strong outreach and engagement plan for the district with key leaders from the community.
   - Develop a District strategy and system for bringing practitioners from the local business and non-profit community into the classroom in a way that works well for both educators and practitioners.
   - Build a more structured and comprehensive internship program that is balanced towards giving students a chance to do some "real life" work.
   - Partner directly with global tech firms with significant presence in Bellevue and use their industry-leading technology to help students "see" the world through AR/VR.

3. **Think boldly and creatively by exploring additional opportunities to:**

   - Connect internationally with other students around the world via travel or technology made accessible for all.
   - Explore ways to expand the opportunity for student voice and agency in their classroom experiences.
   - Work with university partners in the area to create opportunities for students to experience college/campus life.

At this time, the SCAC is not prepared to offer specific recommendations to the Superintendent on how to implement this new approach. While we gained a much greater understanding and appreciation of the concept and endorse moving forward as described, we don't have the expertise or qualifications to go deeper. In addition, these ideas need further development to make them implementable and practical for the school district.

PART VII: EXPECTED BENEFITS TO STUDENTS

The Council believes that a focus on a Global Competency framework can be an exciting, forward-looking opportunity for parents, students, educators and community leaders. We see this framework as having the potential to be one of many future opportunities that help families think positively about public educational opportunities here in Bellevue, and that this framework could be part of a series of initiatives designed to help the District and families have new topics to consider while the nation and world move from a Covid-focused life to a different focus where Covid is an element of life.

We see potential positive outcomes coming in these areas:

1. Personal
    - Motivate and inspire yourself
    - Be excited about your future and your education
    - Understand yourself & others
    - Reflect and develop empathy
    - Remain curious
    - Practice agency; transform your thoughts and opinions into action
    - Come to school wanting to engage and be part of your school community
    - Develop listening, speaking, reading, writing, and viewing skills
    - Form thoughts and opinions, share with others, and reflect on feedback
    - Take risks
2. Community
    - Relate to and participate in a community
    - Build understanding and connection
    - Value the insights and experiences of others
3. World
    - See commonalities and patterns among and across communities
    - See yourself in the bigger picture and feel connected
    - Be informed

PART VIII: SUCCESS IN IMPLEMENTATION

For BSD to successfully implement this framework district-wide, we believe that District leadership will need to consider how to bring in new and different kinds of roles and organizational functions to lead this effort. Engaging outside people in meaningful ways on meaningful topics is challenging work, requiring organizational staff work as well as "know-how" and lived experience. This can mean looking outside the field of education for certain positions.

We also advise that BSD leaders think about how to:

- Prioritize and sequence this work
- Communicate how prioritization decisions are being made
- Confront what won't get done to make room for the new work

We stand ready to act as thought partners in creating a structure and a system that provides consistency and endures beyond personnel changes.

PART IX: NEXT STEPS

Should Superintendent Jarvis endorse this direction, 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 of Year 3 of the Council's work (2022- 2023)

PART X: ACKNOWLEDGEMENTS

The Council wishes to acknowledge and appreciate:

- Melissa deVita and Eva Collins for their tireless devotion to all BSD students and for their creative and innovative thinking about how to engage community members in common purpose.
- Kelly Aramaki, Gloria Henderson, and Sharon Kautz for their able facilitation of our breakout groups.
- Kathy Nguyen and Melanie McGee for their professionalism and project management support.