学监社区咨询委员会

2022 – 2023 最终 报告

为 Art Jarvis 博士和 Kelly Aramaki 博士准备

2023年5月11日

“最有意义和最真实的社区参与发生在我们的关系中，作为一种相互相处的方式，超越行动和任务。

黛比·莱西，东区全民创始人兼SCAC联合主席，2022-2023

第一部分：内容 提要

BSD 位于世界上最具活力的商业、慈善和非营利中心之一的中心，合作机会比比皆是。
该学区在投资社区参与方面有着令人自豪的记录，使学生和教职员工受益。
然而，总有机会改进，尤其是在 COVID-19 大流行之后。
本报告概述了加强与整个贝尔优社区，特别是那些历史上被边缘化的人的接触和联系的关键战略。 我们很高兴有机会就 BSD
如何充分利用其庞大的社区资源（公共、私人、非营利和政府）提供建议。

1. **以决策中的公平为中心**
   以公平为中心决策。
   考虑任何给定的行动如何使学生和家庭受益或受损，并特别注意那些远离教育正义的人的需求。

2. **重大决策将会社区建立路线图**
   当**涉及到影响**许多家庭或严重影响某些家庭的重大决定时，我们建议学区制定路线图，明确定义如何做出决定以及谁将通知他们。

3. **成为社区大使**
   创建一支社区大使队伍，他们可以在地区和社区团体之间架起桥梁关系，尤其是那些没有得到良好服务的团体。依靠这些大使来帮助促进有意义的双向沟通和参与。

4. **明确寻求哪些反馈**
   对于任何参与过程，都要向人们明确寻求哪种类型的反馈以及将如何处理这些反馈。
   帮助人们理解 - 我是否被告知了决定？参与决策？还是其他事项？

5. **让技术层面更容易被理解**
   使与BSD合作的标准更加透明。帮助社区成员了解正式和非正式伙伴关系之间的差异，包括何时需要谅解备忘录以及该过程如何运作。

6. **投资更多的资源**
   在预算限制范围内，将必要的工作人员用于管理和支持社区伙伴关系。

7. **致力于在 2023 - 2024 年进行更深入的研究**
   在创建贝Belleuve 参与标准的过程，延长会员会对这项工作的焦点到第二年来支持即将上任的学监 Kelly Aramaki。

第二部分：SCAC的背景和历史

Bellevue学区学监社区咨询委员会 （SCAC） 成立于 2020 年 9 月，旨在让不同的声音参与学区决策。咨询委员会就学监**确定的**问题向学监提供投入并提出建议。

SCAC 用意是广泛地吸引利益相**关者**来
帮助学区以不同的方式思考并为所有学生设计更好的解决方案。
SCAC与该地区的其他咨询委员会被认为是重要的工具：

- 促进社区利益相关者的参与
- 加强与家庭和学生的反馈循环
- 通过参与者网络扩大与家长和其他社区成员的接触
- 测试和周旋新的想法和途径

第一年：2020 – 2021
理事会工作的第一阶段于 2020 年 9 月至 2021 年 4 月进行，重点是编制预算。理事会于 2021 年 3 月 29 日向学监提交了有**关投**资和支出优先事项的建议，并于 2021 年 4 月 6 日与校务委员会分享了这些建议。 目前正在执行理事会的建议。 完整的报告可以在这里找到，执行摘要可以在这里找到。

第二年： 2021 - 2022
理事会第二阶段的工作于 2021 年 9 月至 2022 年 4 月进行，重点是监督第一阶段建议的实施情况，并探索全球能力作为总体教学框架。最终报告可以在这里找到。

第三年：2022 – 2023
今年的理事会侧重于审查成功和有效的社区参与。
学区成功的最重要因素之一是它与社区的**关系**。这里提供了关于 BSD 如何充分利用其庞大的社区资源（公共、私人、非营利和政府）的建议，以代表学生的体验。

第三部分：参与和进程

理事会成员通过公开申请来决定，成员任期一年。 理事会在 2022 年 10 月至 2023 年 4月期间大约每月举行一次面对面会议。 会议及会议记录已透过委员会网页公布。

2022 – 2023 联合主席
Patrick Bannon · Bellevue市中心协会
Debbie Lacy · Eastside For All

Suhani Agarwal, Interlake parent
Robin Anand, Interlake High School student
Arsh Bansal, International School Student
Juliet Buder, Bellevue Schools Foundation
Roz Burton-Torres, BHS parent
Jolenta Coleman Bush, Microsoft
Adam Dibba, Africans on the East Side
Sudeshna Dixit, EastHub
Cathy Elder, BSD principal
Jesse Franklin, Rainier Athletes
Abigail Horsfall, BSD educator
Li-Tan Hsu, BSD PTSA Council
Glenn Jackson, Bellevue College
Shomari Jones, BSD administrator
Byron Lillie, BSD Principal
Monik Martinez, 4Tomorrow
Tim Motts, Boys & Girls Club of Bellevue
Heija Nunn, Windermere
Jacque Olliges, Amazon
Arin Oh, Bellevue High School student
Xuejian Pan, Medina Elementary parent
Heather Sanchez, BSD administrator
Jennifer Seery, BSD educator
Hafsah Usman, Big Picture student

首先，我们回顾了不同社区的参与模式，包括 Joyce Epstein 的 六种参与框架（学校-家庭-社区伙伴关系模式：见附录B）和IAP2公众参与范围（见附录C）。我们还试图确在社区参与方面具有典范的学区，希望找到值得效仿的模式（见附录D）。

在我们的工作过程中，我们赋予 BSD 的利益相关者一个定义，并为学区的社区参与制定了愿景声明：

> *BSD 利益相关者*：**受 BSD 所采取行动过程影响的个人、团体或组织。**利益相关者可能是内部的，例如学生、家庭以及在学校系统内工作并经历在那里发生的事情的人，或者是外在的，比如那些在每天在学校工作的人，他们对学生的成果有浓厚的兴趣，但他们与产生这些结果的决定没有直接关系。

> *BSD 对社区参与的愿景*：**我们展望一个每个人都得到关心并有归属感的社区。**
> 我们的目标是与个人和组织建立透明、信任的关系。
> 我们邀请社区成员一起加入，分享知识并加强我们的联系，以便所有学生都能得到公平的服务。

第四部分：预期成果

一开始，我们就确定了我们的 目标：

- 促进转变我们对社区需求和优势的集体理解
- 在围绕社区参与的对话中引入新的方法和声音
- 鼓励一种共同创造的观点，可以作为BSD的一种存在方式进行整合

第五部分：奠定我们愿景和价值观的基础

我们的建议基于价值观的交集，并以归属感为中心 ：



*这个词云源自我们的前三次会议（2022年10月、11月、12月），在会议上，我们以小组形式和全体理事会的形式命名了"社区参与对我们意味着什么"，并**确定了我**们各自在社区参与持有的价值观。*

第六部分： 建议

我们的宗旨是既有抱负又务实。我们试图提出一个植根于价值观的总体愿景，然后是可的具体策略。

我们强烈建议学区将第二年（2023年至2024年）专注于此主题。可以包括收纳更多不同的发言权，帮助这项工作向前发展的成型。SCAC成员在帮助推进这一重要对话方面提供支持。

1. **<u>类别#1：与社区关系工作的持续</u>**

   关系是有意义的社区参与的核心。 我们建议采取以下步骤来加强与 BSD 内部和周围的个人和组织的关系：

   A. 创建一个由30-50名社区大使组成的名册，他们可以在地区和社区团体之间建立桥梁，尤其是那些没有得到良好服务的社区。 依靠这些大使来帮助促进有意义的双向沟通和参与。

   B. 在任何参与过程开始时，在内部并与利益相关者明确要求哪种**类型的反馈或意见**，即我们在公众参与范围内的位置（请参阅附录C）。 考虑一种影响越大方法，我们走得靠右的幅度就越大。

C. 尽一切努力让人们他们所在的位置都能够参与到——考虑语言接受度、时间限制、幼儿照顾、通信媒介和值得信赖的大使。 探索除了电子邮件、网站和社交媒体以外的各种通信方式，包括但不限于下面逐项列出的方法。 注意事项 a) 信息和内容告知使用什么管道和 b) 对于任何媒介，必须对媒介和使用该媒介的质量能够信任。 我们鼓励技术团队参与讨论如何最好地实现双向参与！

- 发短信
- 网络研讨会
- 播客
- Canva 幻灯片配音
- 频道 21
- Bellevue高中的广播
- 如Contentful，Team Snap，微信，What's App 的应用程序平台
- 传统的媒介，例如校外的看板、学校大厅的屏幕、公告板、传单和庭院的牌子

2. 类别#2：与提供服务的地区合作伙伴搭档

学校和学区层级的参与也有几个技术性的组成部分。我们建议采取以下步骤，社区在更多程序性方面能参与：

A. 使与BSD**合作的标准**更加透明。**帮助社区成**员了解正式和非正式伙伴关系之间的差异，包括何时需要书面协议（谅解备忘录/MOU）、该过程需要什么以及哪些组织与学区有谅解备忘录。

B. 在预算能力范围内，致力提供必要的**工作人员**来管理和支持**伙伴关系**。

C. 在**伙伴关系中培养互惠精神。考**虑恢复**年度合作伙伴日**，让学区合作伙伴和行政部门能彼次聚集，分享他们的工作和产生的
影**响**，**然后**讨论可以共同做些什么来为学生服务。

3. 类别#3：与社区互动来参与重大决策

我们感谢胜选学监 Aramaki 在2023年2月8日会议上的谈话，以及他对建立Bellevue*标准*的关注，以便与社区互动来参与重大决
策。我们建议将此作为社区、员工和领导层工作第二年学习的重点。
我们建议开始以下步骤：

A. 准备一组过去参与成果的案例来研究，作为学习的工具。列举过去的成果（公平政策、SRO/CEO、学校合并、重新**构想中学、学**监搜寻等）并对其中的一些做追溯分析，以**确定**优势和缺陷。（在能力范围的情况下，这种类型的分析应成为重复性活动进而支持持续性的改进。

B. 建立**构成**“**重大决策**”的标准。 这应该与利益攸关方努力合作。

C. 制定并编纂成为Bellevue*标准的***蓝图**。从指导原则开始，命名策略、战术和拥有者，并作为可根据需要来修改的标准模板。

*BSD 的**关**键标准元素在制定这些建议的整个过程中都有被考虑到。有**关关**键标准规划模板，请参阅附录 E。*

第七部分：成功实施

我们知道“想法很容易; 实施起来很困难。 我们想强调SCAC团队成员在多大程度上能够支持Aramaki博士成功实施这些建议。

为了将其从概念变为实际行动，我们建议采用以下实行为最佳实践方式：

- 命名执行发起人
- 准备并宣传书面项目计划，概述任务，拥有者和里程碑
- **确定明确的首要任**务，并确保每个人都同意/理解该首要任务
- 慎重命名**哪些工作将停止或**暂停，以便为新的负责工作人员提供空间
- 建立对预测的进度来审查的会议模式，以保持一致性并推动问责制
- 建立机制，就这些策略的有效性提供反馈 。

第八部分：后续步骤

如果**遴**选学监Aramaki批准并采纳这些建议，他接下来将：

1. 与内部 BSD 群众（包括校务委员会）分享此报告
2. 建立实行团队和工程的计划
3. **确定理事会**2023-2024年工作重点

第九部分： 致谢

感谢 John Harrison 和 Melissa deVita，感谢他们对 BSD 使命的努力

不懈管理，以及他们愿意以开放和谦逊的态度致力于最佳实践共同创造社区参与。

感谢 Monica Niemela 总是开朗的风度，确保我们会议的每一个后勤细节都得到照顾。

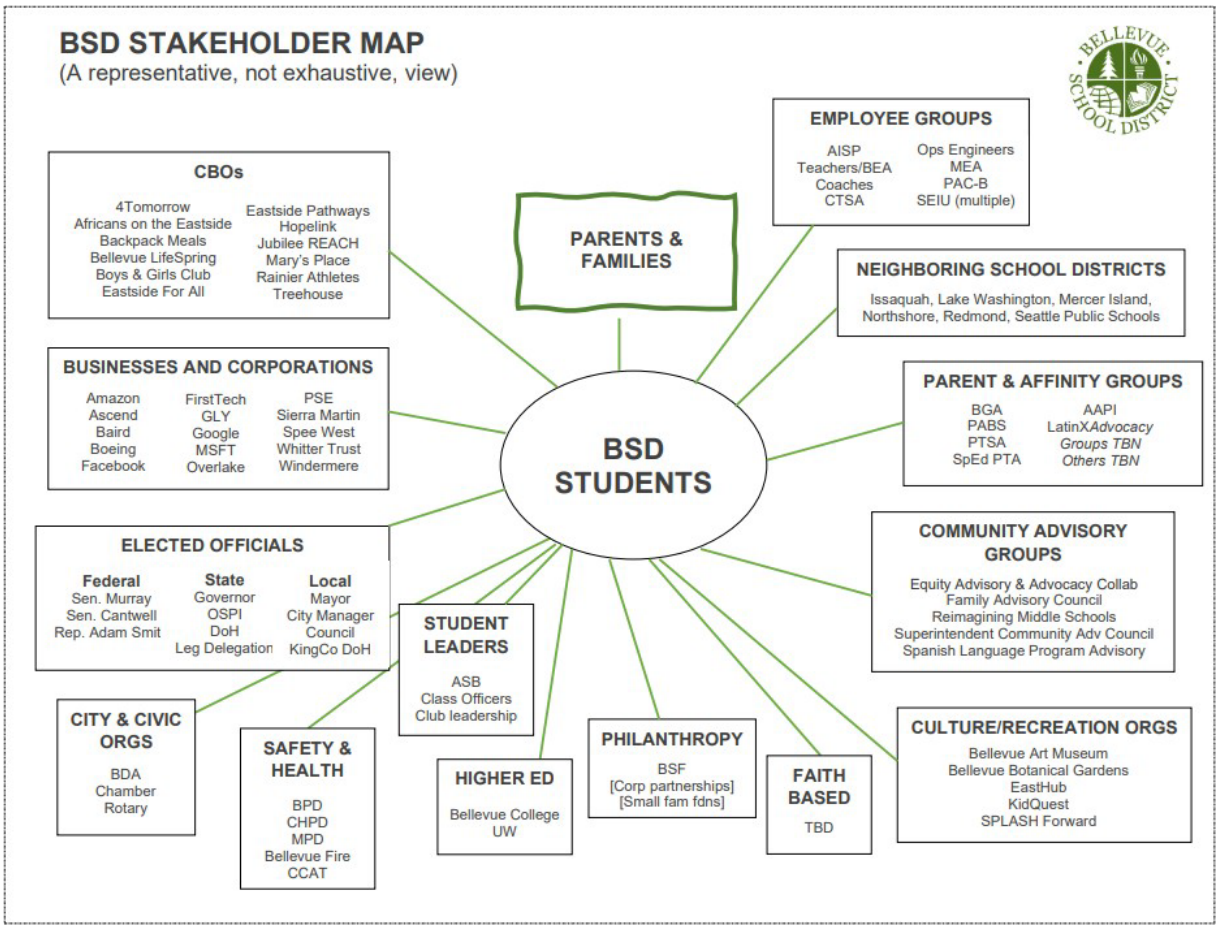
感谢Heather Sanchez 及 Shomari Jones，感谢他们的协助，并随时依据需求以准备好的状况进入状况。

感谢 Highland 中学的工作人员，他们总是热情地欢迎我们到学校图书馆参加我们所有的 会议。

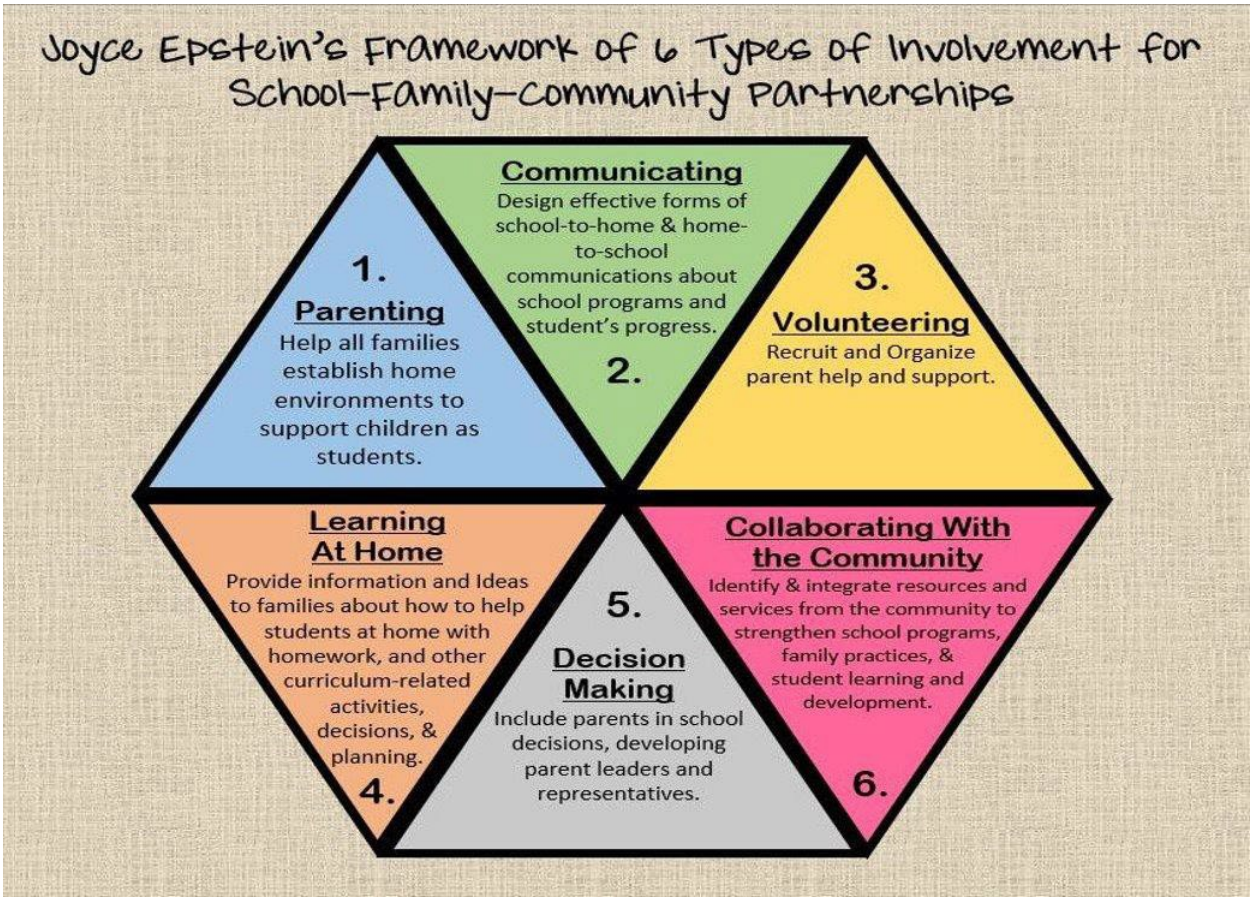
第十部分： 附录

A. BSD 利益相关者地图
B. 学校-家庭-社区合作模式
C. IAP2 公众参与范围
D. 社区参与区范例 – 研究概述
E. 关键标准规划模板

附录A：BSD利益相关者地图



附录B：学校-家庭-社区合作模式



附录C：IAP2公众参与范围

IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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附录D：地区范例 – 研究概述

Superintendent's Advisory Council
2022 – 2023

Research into Best Practices in School District Community Engagement

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BACKGROUND

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 2022 – 2023 Council will advise BSD on successful and effective community engagement. One of the most important elements of a school district's relationship with its community is how it engages its stakeholders. This year's Council will focus on how BSD can fully leverage its enormous community resources – public, private, non-profit, and governmental – on behalf of the student experience. As a North Star to this work, BSD has defined its vision as:

Our Vision for Community Engagement:

Our vision is for BSD to serve and support student by standing as a valued, trusted anchor within the Bellevue community. Through our words and deeds, we strive to:

Build strong, trusting, and lasting relationships with people and organizations across our community;

Make it easy for members of the community to share knowledge and contribute to improved decision making;

Promote a spirit of social connectedness and inclusion.

PURPOSE OF RESEARCH

In support of this work, research was conducted to identify school districts considered to be exemplars in community engagement and to name best practices in community engagement broadly. In doing so, we hoped to find models worth emulating.

FINDINGS

The results of this research were limited. There is a surfeit of recommendations, toolkits, and opinions. Unfortunately, there is less definitive research and few if any obvious candidates for district exemplars.

Generally speaking, common themes for best practice in community engagement include:

- Understanding the community and the communities within to better tailor engagement in a culturally appropriate and impactful way.

附录 D：地区范例 – 研究概述（续）

- Tailoring engagement plans to not just seat under-represented voices at the table, but to amplify those voices.
- Engagement is, at its essence, about relationship building – creating equitable relationships based on trust is core to leveraging all the assets a community has to offer.
- Single modality engagement, e.g., surveys, will provide some information, but won't result in a shared vision or the partnership required to get there.

Within this rather sparse landscape, some of the best work has been done by Hanover Research. Their recent publication, "Best Practices for Community Engagement" offers analysis and recommendations on "Understanding Diverse Communities" and "Best Practices for Engaging Diverse Communities." Key findings include:

- Traditional approaches to family engagement rely on upper-middle class values and behaviors, and districts must consider various challenges faced by parents when engaging diverse communities.
- District leaders must conduct extensive research to understand the beliefs and worldviews of the community, as well as nuanced differences in power structures within each community.
- Equitable community engagement involves sharing power with stakeholders and community members in decision-making processes.
- Partnerships with community leaders can help districts sustain meaningful relationships with the communities they serve.
- Educators utilize multiple, two-way communication methods to reach all members of their community.

Working models of "exemplary" community engagement in school districts are hard to come by and mostly self-identified. This is further limited by the impact of COVID-19 on school districts' ability to engage their communities. A great deal of the literature supports the importance of strong family connections during COVID, mostly through virtual meetings, digital surveys, and social media. Evidence has shown this approach worked better for middle- and upper-class families with access and experience using technology than for student and family populations overall.

OTHER RESOURCES

Several organizations and companies provide "toolkits" for engagement, including:

- Great Schools Partnership: Equitable Community Engagement
- ParentCamp: Transformation Family – School – Community Engagement
- Positive Action: 6 Powerful Strategies to Promote School and Community Relations
- United Way: Positive Family Engagement
- All4Ed: Engagement Through Communities of Practice

Organizations engaged in social change are also focused on improving community engagement. Their learnings include:

- The Center for Civic Engagement and Learning at Case Western Reserve University: Best Practices for Responsible Community Engagement
- Mobilize: Best Practices for Community Engagement
- Community Planning Toolkit
- Groundwork USA: Best Practices for Meaningful Community Engagement

OPPORTUNITY

While the dearth of research and role models poses a challenge, it represents an opportunity for BSD to itself become an exemplar and to map a path forward for others to follow. Ironically, SCAC members now have networking opportunities with colleagues to informally uncover successful methodologies used by others, an engagement opportunity unto itself. Ultimately, BSD has the potential to set a standard for how to fully engage with the rich and diverse community ecosystem in which it is centered.

附录E：关键标准规划模板

Critical Criteria Review – Exhibit A

Procedure 0130P - Equity and Accountability

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?					

FINAL 020921