# Superintendent Community Advisory Council (SCAC)

2023-24 Inaugural Meeting
October 11, 2023 | 4:00 pm
Odle Middle School



# WELCOME!

# Land Acknowledgement

The Bellevue School District acknowledges that we learn, work, live and gather on the Indigenous Land of the Coast Salish peoples, specifically the Duwamish and Snoqualmie Tribes. We thank these caretakers of this land, who have lived and continue to live here since time immemorial.

# Our Agenda for Today

- Introductions
- Superintendent Kelly Aramaki
- Review charter, scope, deliverables
- Briefing on *Equity-Driven Decision Making* and *Middle School Enrollment Planning*
- Breakout groups
- What comes next

# INTRODUCTIONS

**Please share:**

Who you are

Your affiliation with BSD

What draws you to the work of SCAC

(either as a returner or a new member!)

# Superintendent Kelly Aramaki

Opening Remarks



# Our Work This Year

- Charter
- Scope
- Deliverables

→ Any clarifying questions?



# Council Briefing

- Middle School Enrollment Planning: Consolidation Study Process
- Equity-Driven Decision Making

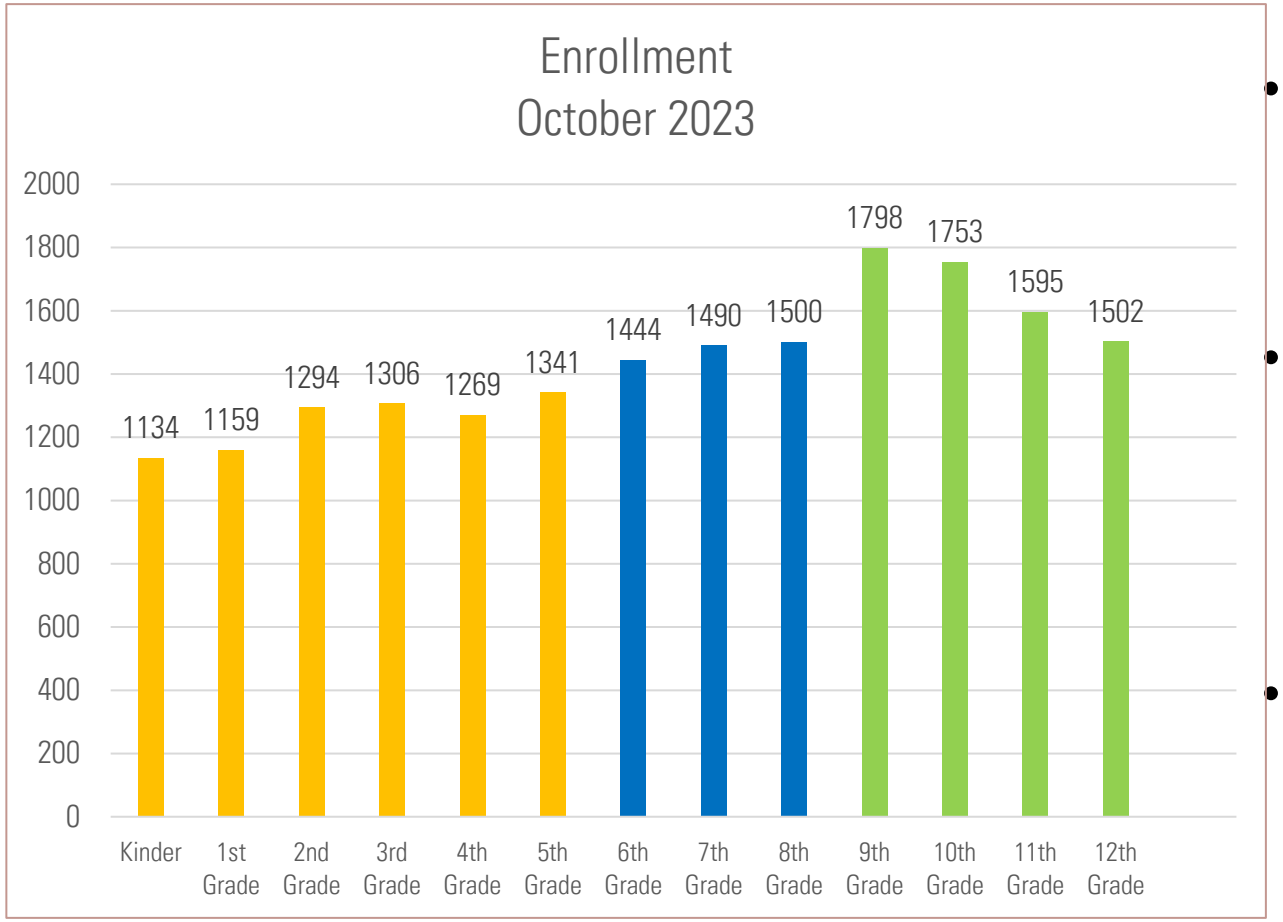


# Objectives- SCAC members will understand:

- The **process** for the Middle School Consolidation Study
- **Equity-driven decision-making**
- The timeline for **decision making**
- **Communications goals** for the study



# ENROLLMENT




Average Enrollment per Grade Level:

1,250

1,478

1,662

- **Kindergarten enrollment** came in at 1,139, our smallest cohort, following the forecasted trend of declining enrollment over time.
- Our demographer forecasted 18,101 students for the 23-24 school year. We enrolled 18,423 in-district students and continuing out of district students.
- We added 34.4% more **non-resident (NR) students** from last year for a total of 965 NR students (388 OOD at elem., 224 at middle, and 353 at high school) bringing total enrollment to 18,670.
- **NR students** help us to stabilize our enrollment but won't itself reverse the declining enrollment trend. NR students are enrolled where space is available, while prioritizing in-district students. NR students added where space permitting, while prioritizing in-district.



# Enhancements to This Year's Process

## Community Engagement Process

- Equity-Driven Decision-Making Process and Critical Criteria Questions
- "People driven process"
- Inclusive Leadership: Superintendent Community Advisory Council
- Two Demographer Studies
- Co-designed process with school board
- Equitable, targeted outreach to community groups
- Community sessions at each middle school
- Design  of sessions will be improved to increase community hearing each others' questions, ideas, and perspectives
- Equitable feedback opportunities

## Communications

- Designated website with timeline, two-way comms (Pull Communication)
- Improved and more proactive communication with all groups – families, students, staff (Push Communication)
- Language access at community sessions
- Feedback loop ("Is anyone listening?")

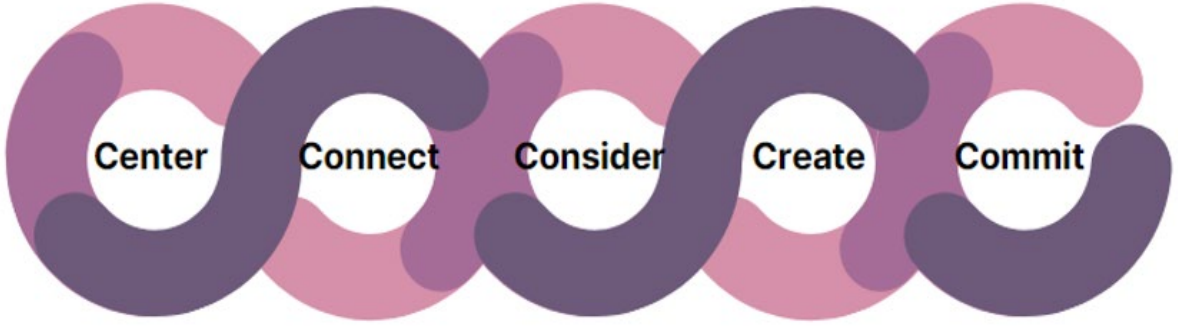
## Timeline

- Predictable and mapped out from the beginning
- Longer process
- Emphasis on engagement

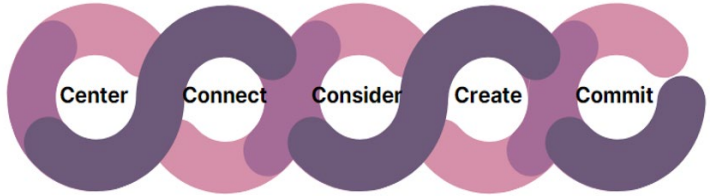
# Community Engagement Process

## Equity-Driven Decision-Making

Equity-driven decision-making is a process and a practice rooted in community engagement and communication. The five concepts below call us to reassess our own biases through **centering** our thinking in the deep histories of people and places, **connecting** with one another, **considering** multiple perspectives, **creating** solutions alongside those we serve, and **committing** to deeper student, family, community, and educator engagement. These words are braided and concepts are interconnected, stronger together than apart, to remind us that an equitable decision making/planning process is collaborative and iterative with varied entry points.



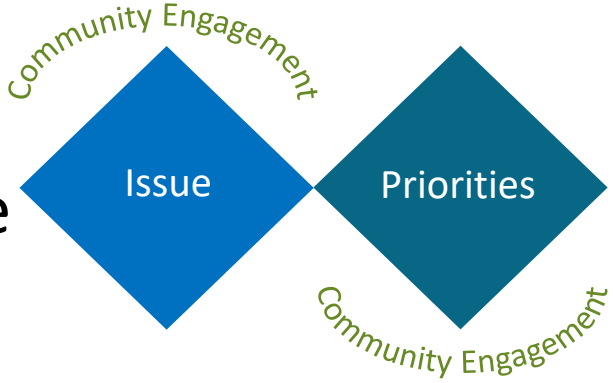
# Community Engagement Process




**The five questions below call us to fundamentally shift our practice in how we have historically engaged with our communities to produce more equitable outcomes. These questions are intended to be infused throughout the decision-making or planning process.**

- History demonstrates there are clear academic, emotional, and social inequities experienced by students, families, and staff who have been minoritized. What efforts have been made to understand this history from speaking to those who experienced it directly and indirectly to ensure an equitable decision and outcome?
- Who are the racial, ethnic, and historically marginalized groups impacted by this decision and what are the potential impacts they may face?
- How have you included the lived experiences of those you don't typically consider and those you believe will be most impacted by this decision?
- What are the barriers (things you can work around) and constraints (things you cannot change) to advancing racial equity, access, and inclusion, and how will you address them?
- Prior to making this decision, how did you return to (or engage) those most impacted by the decision, and evaluate the extent to which the decision furthers justice and belonging? Adjust as needed.

# Community Engagement Process




## Equity-Centered Design Thinking Phases for the Middle School Consolidation Study

***Empathize*** *– Understand the demographers' data. What are our community's needs, concerns, interests and priorities around a potential middle school consolidation?*

***Define*** *– Collectively define the problem we are solving and opportunities we can address. What is our vision for the solution? Share perspectives, concerns, hopes and priorities.*

***Ideate*** *– Aligned to our vision, what ideas do we have to solve the problem? What priorities will the Superintendent consider in his recommendation?*

***Prototype*** *– Check for understanding. Do the priorities align with those of our historically marginalized students and families? What about with those of the larger community?*

***Test*** *– How does the Superintendent's recommendation reflect the community's interests and priorities? How does it elevate priorities of our historically marginalized students and families?*



# Community Engagement Process

*How will you include the lived experiences of those you don't typically consider and those you believe will be most impacted by this decision?*

- Share demographer data with community followed by Community Forums for All at each comprehensive middle school (Chinook, Highland, Odle, Tillicum, Tyee)
  - Language Access:  Interpreters and ILA
  - With separate staff and student engagement
- Targeted Outreach
  - Impacts on Programs (ex. special education, advanced learning, language programs)
  - Impacts on Families from Groups Historically Marginalized in BSD
  - Collaboratively designed with SCAC, leveraging existing community relationships
- Two Cycles:
  - Cycle One:  October – November (to understand enrollment data and projections, challenges and opportunities, and our community's priorities )
  - Cycle Two:  February (to provide feedback on draft recommendation)

# High-Level Timeline



**September 2023**

Share enrollment and potential consolidation study plan, timeline, expectations and opportunities for engagement

Solicit Superintendent Advisory Council (SCAC) membership



**October 2023**

Share demographer data

Review demographers' findings and discuss the implications

Equitable and targeted outreach

Community forums at each of the five comprehensive middle schools



**November to December 2023**

Synthesize community feedback

Share summary of feedback and considerations from community forums through additional community engagement

Equitable and targeted outreach

Superintendent and team develop a draft recommendation



**January 2024**

Share draft recommendation with community through a School Board meeting, email and on the district website



**February 2024**

Conduct community forums and surveys to gather feedback on the recommendation

Equitable and targeted outreach to specific groups

Superintendent revises recommendations based on community feedback



**March 2024**

Superintendent presents recommendation to the School Board for approval




# Communications Goals

- Designated **website** with timeline, two-way comms (Pull Communication)
- Improved and more **proactive communication** with all groups – families, students, staff (Push Communication)
- **Language access** at community sessions
- **Feedback loop** (“Is anyone listening?”)

# Prompts for Group Discussion

- Is this process true to equity-driven decision making?
- Are we missing anything?
- What are the best ways to share / present the demographic data to community members?
- Do you have any other advice as the district engages in this process?
- Can you commit to attending at least one community forum?

# NEXT STEPS

- Demographer data
- Community Forums
- Advice on next phase engagement



# Thank You!

