



MEMORANDUM

TO: Board of Directors
FROM: Greg Baker, Superintendent
DATE: October 10, 2024
SUBJECT: Monitoring Report for EL-10, Race and Equity

I certify that the following is accurate as of October 2, 2024. The reporting period is from the completion date of the last report on this Executive Limitation (October 5, 2023) to the present. The report includes updates on work instituted prior to the reporting period to provide evidence of ongoing progress on work in this area, as well as priority areas for our work for the reporting period and beyond.

Policy Type: Executive Limitation
Policy: EL-10 Race and Equity (copy attached)
Adopted: August 14, 2019

Background Information: This report is about Executive Limitation (EL)-10 Race and Equity. EL-10 states that, “The superintendent shall not fail to interrupt factors that perpetuate systemic inequities and/or practices that contribute to over and under representation of any student group compared to peers. The superintendent shall confront the institutional bias that results in predictability of student success or lack thereof, including but not limited to race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.”

1. The superintendent shall not fail to take all reasonable and prudent actions with respect to reporting, processing and tracking incidents of bias that are typical for similar and highly effective organizations.

Interpretation: Through the direction provided by the superintendent, the administrative team and staff have demonstrated reasonable efforts to implement processes for reporting, processing, tracking and resolving incidents of bias, racism or hate speech of other kinds that occur.

Evidence of Compliance:

- *New/Update:* Trainings on policy/procedure 3209 Bias Incident and Hate Speech, adopted through school board action in July 2023, are underway across our schools and school district departments. District leadership team members received the Interrupting Hate/Bias training in March 2024, and

the Socialization to Liberation training as part of our 2024-25 opening leadership retreat in August of 2024. Our intention is to ensure that all staff have received this training and training on bias and hate speech is instituted as part of our required annual training for staff. The policy reads, in part, BPS “...believes in protecting the right of every student to be free from bias- and hate-motivated speech and behavior in our educational environments. Hate speech and behaviors have lasting and harmful impacts on our community; therefore, we will vigorously seek to heal and educate to strengthen and diversify our next generation of leaders.” The policy and its accompanying procedure work in concert with other policies concerning harassment, intimidation, bullying, student discipline and discrimination (policy 3205, 3207, 3210, 3211 and 3241).

- **New:** Equity, Diversity and Inclusion (EDI) Director Janis Velasquez Farmer, in consultation with the Black Legacy employee resource group (ERG), developed and implemented a protocol to ensure consistent application of policy/procedure 3209 across all grade levels. This includes a discipline coding system within our Skyward student information system to accurately track incidents of bias and hate speech, maximizing data collection efficiency and improving state reporting. The protocol includes an Education Resource Kit which provides a classroom statement and lessons for students.
- **New/Update:** Dehumanizing language lessons were created and implemented in many classrooms across the district, addressing issues of bias and hate. Teacher on Special Assignment (TOSA) Yana Mansfield created the lesson for secondary and Instructional Coach Kirsten Jensen modified the lesson for elementary. EDI Director Velasquez Farmer, along with Mansfield, visited middle schools to introduce the lesson and prepare teachers for all-school rollouts. Frank Alvear, student equity and inclusion liaison and Nelly Reyes, multilingual specialist, translanguaged the lesson in Spanish for specific incidents.
- **New/Update:** The district safety [tipline](#) continues to be an effective, confidential tool for reporting safety concerns, including bias, bullying, intimidation, hate speech and racism. Student awareness of the tipline has significantly improved. In 2018, 53 percent of students reported not knowing about the tipline. By 2022-23, that number dropped to 23 percent, in the 2023-24 school climate survey, it decreased further to 19 percent. To enhance accessibility, the tipline link is now prominently placed at the top of the district website and each school’s website and is now printed on the back of all student ID cards.

2a. The superintendent shall not fail to recruit, employ, support, retain and continuously develop a workforce of culturally responsive staff.

Interpretation: Through the direction provided by the superintendent, the administrative team and staff have demonstrated reasonable efforts to continuously work to diversify the district’s staff through recruitment, support and retention strategies.

Evidence of Compliance:

- **New:** Director Velasquez Farmer, Human Resources Specialist Rueshunda Davis and Assistant Superintendent for Human Resources Matt Whitten led training for the leadership team on identifying and rooting out bias in applicant file screening and candidate hiring processes. Training included case examples designed to surface individual screeners’ biases and to prompt discussion about ways to ensure that unexamined bias is identified and minimized in hiring processes. The screen shot included below is from one of the principal level meeting agendas where this training occurred:

Equity Centered Application Screening  Applicant Screening...  Applicant scoring...  confidenti... agreemen...	Reviewing equity centered screening process. Fair and Just Inclusivity and representation Empowerment and participation Cultural responsiveness Intersectionality Systemic Analysis Transparency and accountability Flaws Homogeneity Unintended consequences Language and cultural barriers Power imbalance HR Updates Job fairs and outreach to help folks apply Bias training Inclusive panels and interview questions Work to continually improve and be transparent with data	Matt/Rue/Janis	8:30
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- *Update:* The district’s Human Resources team conducted a second Black, Indigenous and People of Color (BIPOC) Job Fair on March 9, 2024. The BIPOC Job Fair is intended to create a safe space where community members who value diversity and equity can come together and explore career opportunities in a casual setting. One hundred people registered for the Fair. Of the 100, 59 identified as BIPOC. Ten people had confirmed interviews and nine of those 10 accepted positions with the district. The event was catered by Squalicum High School Culinary Academy. Flyer advertising the BIPOC Job Fair below:



- *Update:* BPS human resources leaders and team members again staffed a table at our opening of school “Block Party” this year, aimed at attracting and recruiting diverse candidates for job openings. This yielded a list of potential applicants who each received a personal contact from our Human Resources team in follow-up to the event.
- *Update:* Employee Resource Groups (ERGs) continue to grow and connect employees socially and professionally based on shared identities. These voluntary, employee-led groups foster community connections within the district. ERGs in Bellingham Public Schools (BPS) serve to improve work relationships and conditions through advocacy, support and professional development in alignment with [The Bellingham Promise](#). Outcomes associated with employee resource groups include:
 - Increased feeling of belonging among staff.
 - Strengthened support systems for emotional, cultural and leadership needs.
 - Advocacy and mentorship for scholars with similar identities.

More information about ERGs is available at:

<https://bellingshamschools.org/about/departments/human-resources/employee-resource-groups/>

2b. The superintendent shall not fail to increase workforce diversity reflective of our students.

Interpretation: Through the direction provided by the superintendent, the administrative team and staff have demonstrated reasonable efforts to continuously work to diversify the district's workforce in ways that more robustly reflect the diversity of our student population.

Evidence of Compliance:

- *New/Update:* Director Velasquez Farmer, Assistant Superintendent Whitten and members of the district's human resources department collaborate by regularly reviewing and discussing hiring processes and retention of systemically marginalized people. Current work includes the examination of the district's online application system and website to ensure a more inclusive design, identifying and removing barriers such as job descriptions and interview questions for the purpose of eliminating barriers and unintentional bias and planning opportunities for hosting job fairs to provide information and support for persons of color.
- *Update:* Affirmative action applicant information is tracked and maintained separately from other job application materials and is dependent on information voluntarily provided by each applicant. Our five-year trend indicates a slow upward growth of attracting applicants of color to apply for positions with Bellingham Public Schools (12.3 percent of total applicants in 2018 identified as applicants of color, as compared 20.3 percent in 2023).
- *Update:* The following comparisons of new applicant data annually from October 2014, through October 2023, provide an overview of new job applicants and hiring trends. This data suggests that recruitment efforts continue to yield positive results, even in a year when overall hiring was limited. While the applicant data shows a slight increase in diverse candidates, those selected for open certificated positions have held steady at 14.29 percent. Our ability to hire new certificated staff in the fall of 2023 was limited by budgetary constraints, however the data continues to highlight continued efforts to diversify our teachers and administrators who identify as one or more race. Regarding classified staff, we have significantly increased the percentile of new hires who identify as one or more race; from 18.40 percent to just over 32 percent.

Comparison data of all new applicants annually from October 2014 – October 2023										
Applicant Data by Year	October 2014	October 2015	October 2016	October 2017	October 2018	October 2019	October 2020	October 2021	October 2022	October 2023
Total new applicants	2463	3216	2552	2109	2552	1984	1597	1907	1903	1410
Total applicants indicating minority status (including disabled and veteran)	562	631	400	310	313	261	251	339	374	286
Percentage of applicants indicating minority status	22.8%	19.6%	15.7%	14.7%	12.3%	13.16%	15.72%	17.78%	19.65%	20.3%
Total number of new certificated staff hired	93	105	73	82	103	46	52	60	35	7
Total certificated new hires indicating ethnic minority status	12	7	4	5	9	7	7	10	5	1
Percentage of new hire certificated staff with ethnic minority status	12.9%	6.7%	5.5%	6.1%	8.7%	15.22%	13.46%	16.67%	14.29%	14.29%
Total number of new classified staff hired	71	110	73	91	130	108	21	123	163	62
Total classified new hires indicating ethnic minority status	14	15	9	16	23	12	8	24	30	20
Percentage of new hire classified staff with ethnic minority status	19.7%	13.6%	12.3%	17.6%	17.7%	11.11%	38.10%	19.51%	18.40%	32.26%

- *Update:* Due to declining enrollment, we needed to reduce certificated staff in the spring of 2023. Many of our newly hired teachers in the past few years are teachers who identify as one or more race. Because these teachers had the least seniority in our system, the non-renewals would have adversely impacted our staff of color and our deliberate efforts to diversify our workforce. Additionally, many of our staff of color teach at our most diverse schools in the district. To remedy this, we worked with our labor leaders and collectively prioritized keeping as many certificated staff of color as possible. This intentional effort allowed us to continue to make steady progress, even in a year that our overall staffing numbers were lower than previous years.
- *Update:* For the 2023-24 school year, 22 BASE employees' multilingual skills were assessed through a skills assessment, qualifying them for an increased per hour wage premium for all hours worked for the school year as a result of the contractual agreement.
- *Update:* We intentionally continue to work to increase the number of schools' front office and other staff members who are multilingual. This is part of our ongoing effort to diversify the district's workforce in ways that more robustly reflect the diversity of our student population. Out of 23 sites, including the Bellingham Family Partnership (BFPP), 10 now have bilingual front office assistants in place. These include Alderwood, BFPP, Birchwood, Carl Cozier, Cordata Fairhaven, Options, Roosevelt, Sehome and Shuksan. In addition, we have added multilingual office staff support in the district office since the last filing of this report.

2c. The superintendent shall not fail to seek out and incorporate student voice in order to develop and maintain a safe and inclusive environment for each and every student.

Interpretation: Through the direction provided by the superintendent, the administrative team and staff have demonstrated reasonable efforts to continuously work to engage student voices, and in particular, the voices of students who reflect the diversity of our community.

Evidence of Compliance:

- *New:* On April 24, 2024, Bellingham Public Schools hosted the John McCoy (Iulilaš) Since Time Immemorial (STI) Family and Community Night at Whatcom Community College, designed to showcase student learning. The event was held in partnership with Children of the Setting Sun Productions, Whatcom Community College, Lummi Nation educators, Nooksack Tribe educators, Whatcom Coalition for Anti-Racist Education (CARE), and the Bellingham Public Library. The event featured groups of Bellingham students from Fairhaven, Squalicum and Happy Valley as speakers showcasing their learning in the program, along with community vendors.
- *New/Update:* Student identity-based groups have developed programs and events for the greater community. Squalicum High School successfully launched a Black Student Union (BSU), Native American Student Union (NASU), Asian Student Association (ASA) and Desi Club along with their Latinos in Action program. BSU Middle School, which includes outreach to all four middle schools, met twice last year. Bellingham High School hosts the district's only Multicultural Center and the Multicultural Club which hosted a community event with keynote speaker Dr. Gerry Ebalaroza-Tunnell. Sehome High School hosts the Young Multiracial Society which presented a Multicultural Night and Ebony Gala.
- *New:* Brian Rick, director of research and assessment, Heather Steele, director of career and technical education (CTE) and Gretchen Pflueger, grant writer, conducted a series of student focus groups asking our high school students about their feelings on their post-secondary preparation. The project results were presented at the state conference of the Washington Educational Research Association (WERA). The project was specifically interested in hearing the voices of Hispanic, Latine, Black, Indigenous, rural and low-income students. Students were selected using a stratified random sampling methodology. Themes included positive student perspectives on the diversity of choices in our course offerings, the benefits of CTE courses and teachers with industry experience and connections to work-based learning and employment opportunities. Challenges noted included uncertainty about post-graduation plans, stress and pressure about the future, especially financial burdens and living independently. Take aways from the project suggested the importance of normalizing the uncertainty of future choices, ensuring access to practical courses to benefit students' financial literacy and independent living skills and a need for more guidance in course selection.
- *Update:* Teacher Academies at Sehome, Bellingham and Squalicum High Schools continue to support bilingual students interested in exploring and pursuing an education career. Led by teachers Lori French, Angela Garcia and Mary Hooker, approximately 65 budding teachers are being placed in elementary school classrooms this fall of 2024, alongside of our BPS classroom teachers who agree to participate as mentors.
- *Update:* The superintendent's Student Advisory Committee, which includes five to 10 student representatives and an administrator from each high school meet monthly with the superintendent on topics suggested by school administration and students. This group continues to provide the superintendent with feedback about how things are going in our district and offers advice on upcoming decisions. Meetings for the 2024-25 school year are scheduled as follows:
 - October 15, 2024: Options High School
 - November 4, 2024: Sehome High School
 - December 2024: Squalicum High School
 - January 2025: Bellingham High

- February 2025: Options High School
- March 2025: Sehome High School
- April 2025: Squalicum High School
- May 2025: Bellingham High School

2d. The superintendent shall not fail to engage families and community partners in culturally appropriate ways to ensure multiple cultural perspectives are elevated and valued.

Interpretation: Through the direction provided by the superintendent, the administrative team and staff have demonstrated reasonable efforts to continuously work to engage families and community partners who represent the diversity of our students in culturally appropriate and relevant ways.

Evidence of Compliance:

- *New:* We are piloting the use of a new technology, Instant Language Assistant (ILA), which involves the use of a two-screen device that offers instant language interpretation in real time. Users speak into one side of the device and the translated language comes out the other side. This device will be used in some of our school main offices to assist with language translation.
- *New:* The school district was awarded a subcontract with our local Educational Service District (ESD) 189 to offer 30 Early Childhood Education Assistance Program (ECEAP) slots for students to be served in the newly opened Early Learning Center in our district office. ECEAP is a state program that provides early learning education to children from low-income families. ESD partners, including Director Maureen Hodge and her team, are onsite in our district office working alongside Early Childhood Assistant Director Debbie Haney and Assistant Superintendent Ari Feeney to recruit students and families to the program. As a result, we have begun to fill the slots and children are now in the new space.
- *New:* Our district has partnered with the Common Goodness Project to support safety and belonging for LGBTQ+ youth. This work includes professional development, technical assistance and general support. More information about the Project can be found at <https://www.commongoodnessproject.com/schools>
- *New/Update:* Our district culture calendar continues to grow and add culturally relevant events for various parts of our Bellingham community. This includes references to observed religious holidays in various religious traditions to help our staff be aware of when students and families may be involved in traditions and celebrations. See the calendar at: <https://bellingshamschools.org/about/equity-diversity-and-inclusion/>
- *New/Update:* The districtwide back-to-school “Block Party” has become an annual event, and once again brought together an estimated 500+ families on August 24, 2024. Held at Bellingham High School, this event, sponsored and organized by our Volunteer Coordinator Jennifer Gaer and the Family Engagement team led by Executive Director Isabel Meaker, brought together school representatives, central office department representatives and dozens of representatives from community agencies, the medical community and community service providers to support students and families in getting ready for the new school year. In addition to a wealth of information and contacts, students and families were able to access sports physicals, haircuts, sports equipment, clothing donations and vaccinations. Thank you to the Bellingham Public Schools Foundation, the Project Neighborly Fund of the Whatcom Community Foundation, BECU, Molina Healthcare and PeaceHealth for supporting this community event.

- *New/Update:* Our ongoing partnership with Vamos Outdoors Project has been supported with a new memorandum of understanding that included a data-sharing agreement and shared information with Vamos educators to support student learning/engagement during our Summer Literacy Program. District TOSAs Andrea Quigley, Yana Mansfield and Jessica Wallace co-facilitated a training in partnership with Vamos educators to bridge instructional strategies and the establishment of safe learning spaces in collaboration with kids. For example, the training bridged community-building and classroom routines and expectations so our students can have similar experiences and expectations in the Vamos program setting to those they have in school. Vamos will be sharing data back to BPS this fall in support of our Latine students. More about Vamos can be found at: <https://www.vamosoutdoorsproject.com/>
- *New/Update:* Latinos in Action (LIA) continued this year as a course at Squalicum High School, and a new section opened at Bellingham High School. LIA students have been focused on celebrating and empowering our Latine community and focused on leadership within their school buildings to make them a more welcoming environment for all students.
- *Update:* New last year, Conexiones Latinas is a new effort led by the Family Engagement team that focus specifically on preschool to kindergarten transition, fifth to sixth grade transition and eighth to ninth grade transition and helping students and families navigate these transition years in our school district. The effort continues also includes helping high school juniors and seniors who are getting ready to graduate with their transition post-high school.
- *Update:* New last year, Café con Pan (coffee and bread) with the principal at every elementary school continues to expand. This is a scheduled conversation between the school principal and Spanish speaking families in the school. Executive Director Isabel Meaker and the Family Engagement team are there to support and guide the conversation, and they bring coffee and bread.
- *Update:* Monthly dialogues with the Parent Advisory Committee to the Superintendent (PACS) continued this past year. Topics included:
 - Programmatic updates, including the district's work on safety, technology use and elementary enrichment.
 - A visit to the newly opened school district main office at 1985 Barkley Blvd.
 - School district budget.
- *Update:* The number of students who are refugees from other countries attending school in Bellingham continues to grow. Parent Square is particularly helpful for these families because it translates into various languages other than English. We are working very closely with World Relief to welcome every family, connecting them to school and community resources and making sure they have what is needed to set up a new home in Bellingham. This work is supported with grant funding that provides coordination and direct services from our team to families who come to us from places around the globe.

2e. The superintendent shall not fail to provide an environment that supports the creation and implementation of culturally responsive instructional practices and curriculum.

Interpretation: Through the direction provided by the superintendent, the administrative team and staff have demonstrated reasonable efforts to continuously work to seek out, identify, adopt and develop culturally responsive curricula and instructional practices.

Evidence of Compliance:

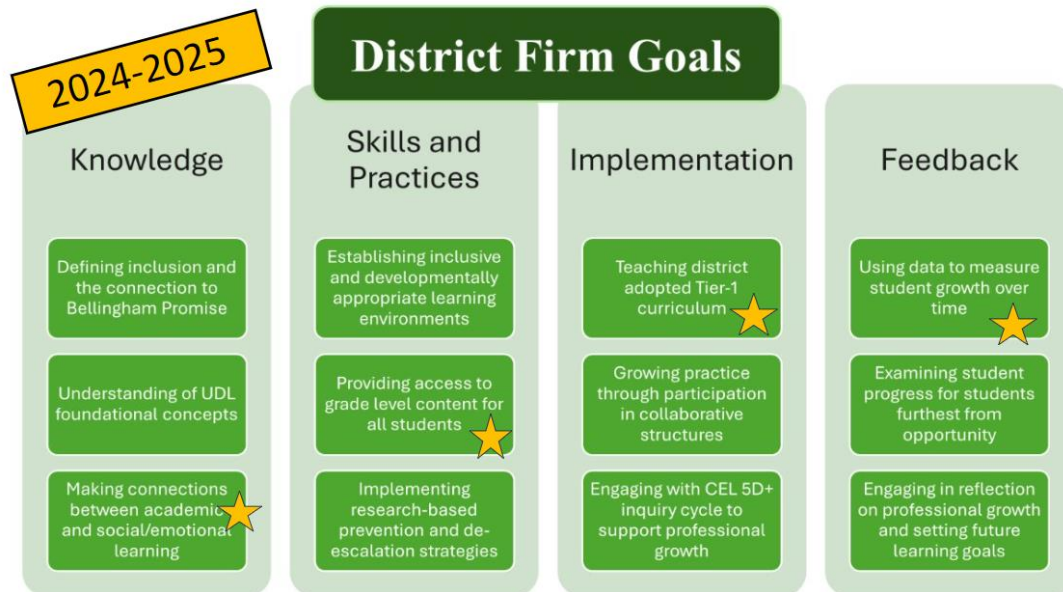
- *New/Update:* Elementary schools are doubling down on the implementation of the Caring Schools' Community (CSC) curriculum and using the Class Review tool to support teachers in getting to know their students, including their backgrounds, their interests, their strengths and their stretches. During the recent school board visit to Happy Valley Elementary, for example, board members were introduced to the tool and the CSC curriculum by principal Nick Hayes and then had a chance to visit classrooms to observe for evidence of implementation.
- *New/Update:* Our district has continued the partnership with Dr. Yemi Stemberge, author of *Culturally Responsive Education in the Classroom*. Last year, Dr. Stemberge spent two, two-day in-service residencies with over 20 teachers at Shuksan Middle School. The partnership has continued this year with more teachers involved in this professional learning opportunity.
- *New:* Led by Instructional Coach Kirsten Jensen, we hosted a visit from author Dr. Sonja Cherry-Paul who visited schools and worked with various members of our staff. Sixty-five Bellingham teachers participated in a summer book study using Cherry-Paul's book, *Anti-Racist Reading Revolution, K-8*, led by members of our instructional coaching team.
- *New:* The district's special education team is working to broaden their support for classrooms/schools in working with children who have specific types of disability. This year the team transitioned from one designated autism specialist and one designated behavior specialist to, now, three intervention specialists, more proactively involved in responding to needs across schools.
- *New/Update:* Partnerships and efforts to improve curricular, social-emotional and instructional resources in support of our equity, diversity and inclusion work continue to grow. Examples include:
 - Black Lives Matter at School curriculum fair, week of action (led by instructional coach, Kirsten Jensen).
 - Since Time Immemorial curriculum implementation work in elementary and middle schools. As noted earlier, a family and community night celebrating the use of the curriculum occurred at Whatcom Community College on April 24, 2024.
 - Elementary units of inquiry on Boarding Schools Truth & Reconciliation (Orange Shirt Day), book reads on *Stamped for Kids* (Reynolds & Kendi); Kindergarten emphasis on interactive read aloud featuring the book *Our Skin* (Madison & Ralli).
 - Districtwide lessons for Treaty Day & Treaty Day Film Festival with Children of the Setting Sun Productions and Mt. Baker Theatre, organized by Equity, Diversity and Inclusion (EDI) TOSA Yana Mansfield.
- *Update:* The Inclusionary Practices committee continued to meet and focus on archiving and disseminating outstanding instructional practices. An outcome of the committee is using a Class Review to inclusively co-plan for current students, supported by Jessica Wallace our Inclusionary Practices TOSA,

2f. The superintendent shall not fail to provide professional development, training and engagement opportunities to inform and practice cultural competence and increase awareness of personal bias and inequities in leading, teaching, counseling, advising and coaching practices.

Interpretation: Through the direction provided by the superintendent, the administrative team and staff have demonstrated reasonable efforts to continuously work to increase the awareness of personal bias and inequities, including the continuation of ongoing efforts to inform and practice cultural competence among our system's leaders, teachers, counselors, teacher leaders and classified staff members.

Evidence of Compliance:

- **New:** Our work in Multi-tiered Systems of Support (MTSS) is a major focus for this year, including the initiation of a new district-wide committee overseeing the MTSS work in the district. The committee will operate in place of, and combining work from, two existing committees, the Inclusionary Instructional Practices committee and the Joint Committee on Student Conduct. The work centers around the continuation of our district Firm Goals, established August 2023 and continuing into this new school year. Here are the Firm Goals we are working from:



Goals noted with the gold stars are those that we have made a particular focus for professional learning this year. These include:

- Making connections between academic and social/emotional learning.
- Providing access to grade level content for all students.
- Teaching district adopted Tier 1 curriculum.
- Using data to measure student growth over time.
- **New:** Linked to the inception of policy/procedure 3209, we implemented the “Interrupting Hate/Bias” training for all district leaders in spring 2024. All secondary schools have also received this training, and we are in the process of completing the first wave of training in all elementary schools as well.
- **New:** As noted earlier, training for bias applicant screening has been provided to all building leaders and the Department of Teaching and Learning staff prior to the beginning of hiring season.
- **New/Ongoing:** Our efforts to improve equity, diversity and inclusion have also been supported by an ongoing series of external speakers who have been brought into schools in our district. These include people such as:
 - Dr. William Jackson, Washington State Principal of the Year.
 - Dr. Sonja Cherry-Paul, author of Anti-racist Reading Revolution.

Information on these and other speakers can be found at on the district’s EDI webpage at: <https://bellingshamschools.org/about/equity-diversity-and-inclusion/>

- *New/Update:* School leadership teams again engaged in professional development planning at the beginning of August. Teams from all 23 sites including principals, instructional coaches and other key leaders came together at Bellingham High School for a session led by the Department of Teaching and Learning. Focus for the year includes the Firm Goals noted above.
- *New/Update:* All principals have been trained on the new Teacher and Principal Evaluation and Growth Program (TPEP) student growth goals, centered on student identity. This training occurred during August of this year.
- *New/Update:* Our elementary instructional coaches continue to support, train and teach other teachers in service of our work in EDI. Recent work accomplished by this group includes:
 - Lessons for Treaty Day implemented in fourth grades.
 - Lesson on the book “Our Skin” and development of a 1st grade unit for supporting the Since Time Immemorial implementation.
 - Partnering with Lummi tribal leaders, including the invitation to participate in the annual First Salmon festival.

2g. The superintendent shall not fail to recognize and value the funds of knowledge that students and families bring to each classroom, school and our system as a whole.

Interpretation: Through the direction provided by the superintendent, the administrative team and staff have demonstrated reasonable efforts to continuously work to celebrate and highlight the value of diverse perspectives and the funds of knowledge that students with diverse backgrounds bring to our schools every day.

Evidence of Compliance:

- *New:* Elementary schools are supporting the use of the Class Review tool across our elementary classrooms. This tool provides a way for teachers to gather information about their students’ backgrounds, interests, strengths and stretches. The use of the tool in combination with our social-emotional teaching strategies (Caring School Community) is a powerful way for teachers to know their children and design instruction with that knowledge front of mind.
- *Update:* In our work with identification of students who are highly capable learners (HCL), we have worked over several years to broaden our approach to assessment and ensure that students from groups who have been historically marginalized and underrepresented are considered. We track the demographics of students identified for highly capable services to ensure that we are identifying students in a representative manner. Students are screened for HCL services as second graders, and again as sixth graders to ensure that we pick up any newly identified students as they enter middle school.
- *Update:* Our partnership with Dr. Yemi Stemberbridge, author of *Culturally Responsive Education in the Classroom* continues to bring strategies for valuing and supporting the strengths and funds of knowledge of all our children. This work originated and continues in Shuksan Middle School, and strategies are shared through instructional coaches across other buildings.

Statement of Compliance: The superintendent is **in compliance** with EL-10 Race and Equity.