



MEMORANDUM

TO: Board of Directors
FROM: Dr. Greg Baker, Superintendent
DATE: Feb. 9, 2023
RE: Monitoring Report for EL- 3, Treatment and Communication with Public, Parents and Students

I certify that the following is accurate as of Feb. 9, 2023. The reporting period is from Dec. 1, 2021 through Nov. 30, 2022.

Policy Type: Executive Limitation

Policy: EL-3 Treatment and Communication with Public, Parents and Students

“The superintendent shall not fail to ensure that non-employee stakeholders are treated with respect and dignity throughout the organization and are provided with communications regarding district events, plans, and actions.”

Adopted: Sept. 10, 2009

Revised: Jan. 19, 2020

Interpretation of items: None in question.

Description of Evidence of Compliance:

EL-3 directs the superintendent to treat non-employee stakeholders with respect and dignity throughout the organization, and appropriately communicate district events, actions and plans. Specifically,

1. The superintendent shall not fail to take all reasonable and prudent actions with respect to non-employee stakeholder interactions and communications that are typical for similar and highly effective organizations.

Before making districtwide decisions or implementing large-scale change, our standard practice is to engage our stakeholders in being part of the decision or solution. In this report, we highlight several examples of stakeholder engagement and communications during the listed reporting period. The examples highlight change management around the following topics and/or initiatives:

1. Safety-related incidents and issues;
2. weather-related closures;
3. bond communications and planning and election;
4. opening new Sunnyland and other facilities related projects;
5. publications;
6. sustainability;
7. sunseting COVID-19 rules and emergency orders;
8. public records;
9. recruitment for staff
10. operations support
11. supporting families experiencing homelessness
12. new mascot and logo for Bellingham High School Bayhawks;
13. bell time proposals and attendance areas;
14. graduation;
15. budget;

Safety-related incidents and issues

During this reporting period, there were several incidents at our schools related to safety and security. We crafted and shared timely messaging, often in coordination with community partners, including police and the city.

Sehome, 2021

In December 2021, students at Sehome High School received several threatening messages on their cell phones, which caused the school to go into a lockout or lockdown and later resulted in a student being arrested. Any time a school utilizes emergency response protocols it is disruptive, stressful and highly impactful to staff, students and families, much less if it happens multiple days in a row. Sehome administration sent several messages related to these threats, and Dr. Baker sent messages to the community to address the threats, resources, Sehome canceling classes for a day and steps taken by police. At the same time, both Bellingham High School and Shuksan Middle School were also receiving threatening messages on social media, which necessitated quick messaging to students, staff and families for awareness and to ease fears after police deemed them not credible.

Uvalde

Unfortunately, terrible things happen all too often, and while we do not comment or send a message on every event, there are times when I feel compelled to address a tragedy based on the impact to our students, families, staff and extended community. I sent a message after the Uvalde, TX school shooting in May to acknowledge the terrible incident and offer strategies on how to talk to children about violence and traumatic events. It was also an opportunity to share with our community how seriously we take school safety and steps to take if someone needs help/support.

Carl Cozier

In October 2022, there were several incidents at and around Carl Cozier Elementary School which necessitated two lockouts and one lockdown. Because of its proximity to services (free showers at Arne Hanna, WTA bus stop on Lakeway), Cozier sees people experiencing homelessness and/or distress on its campus. We assisted Cozier's principal with urgent alerts and follow up messages.

District leadership along with two parents from the PTA and partners from the city, WTA and police, including the chief and mayor, met to hear concerns and feedback and develop solutions, including more frequent patrols and check-ins to the campus by police and WTA, extending a fence and window treatments.

Sehome, 2022

Reports of hazing incidents within the Sehome High School football program were received in September, which kicked off a number of events in the fall, including an investigation with Sehome and district staff, the team forfeiting a Friday night game and required culture-building lessons and activities with the team. While we were unable/unwilling to share details about the hazing events that occurred on the team (based on both FERPA and to protect the dignity of our students), the coach and principal acknowledged the work that was happening and sent updates to the team's families and extended Sehome community. We received media coverage related to hazing, including Seattle TV and critical opinion columns by the Cascadia Daily News.

Sehome went into a lockdown on Nov. 22, 2022 after police arrived to the school based on false reports from dispatch and other outlets that shots had been fired at the school. Staff, students and families received an "urgent alert" via text and email (phone if they didn't have text) regarding the lockdown, and a subsequent "all clear" alert notification when it became obvious Sehome was one of many schools in Western Washington targeted in a swatting incident, along with a follow up email with more information. The lockdown was again disruptive and scary to many, especially students who experienced lockouts/lockdowns a year prior. A group of students held a small protest/walkout the following morning to raise awareness for the need for mental health support for students and media attended.

Looking ahead: next year's EL-3 will include information about safety concerns related to reports of sexual assault, staff training about mandatory reporting and three administrators facing citations from police.

Weather

During this reporting period, we closed school for one day and had four 2-hour delay school days due to snow. We also had several extracurricular activities and athletics schedules and planned trips impacted due to air quality from smoke.

In January 2022, we had three consecutive 2-hour delay days (Jan. 3-5) followed by a closure due to snow on Thursday, Jan. 6. On Feb. 24, we had another 2-hour delay due to snow.

In October 2022, outdoor athletics practices and games were cancelled or moved indoors during a two-day span (Oct. 18-19) because of air quality. In late October and November, several school trips to Mountain School were cancelled due to air conditions in the North Cascades.

We followed our typical emergency communications protocol in sending updates to local news, emails and texts to staff and families, and updating our website, multi-language phone line and social media. You can see examples here, here and here. After closures, we look for opportunities to send context, reflections and information on decision-making processes from the superintendent to our staff and community.

Bond and facilities communications

Our facilities bond measure was narrowly approved by voters in February 2022, and the days and weeks leading up to the election, we shared a great deal of information and facts about the bond and what it would fund.

We developed a bond webpage, FAQ and printed bond fact sheet, which we sent home in backpacks at the elementary level and had in school and district offices. We sent several messages to staff, families, students and community that included bond facts and videos, which highlighted projects such as Community Transitions, the new elementary school 15 and sustainability, safety and accessibility focused projects. I talked with two high school students and one of our principals who all served on our planning facilities task force in 2021 in a What's up Doc? video. These messages and videos were also posted on social media and shared during in-person meetings I attended with PTAs and school staff.

Our communications team also bought paid ads through Google search, Nextdoor and Twitter to share bond information. Based on analytics, our informational ads performed well beyond industry benchmarks, especially our search ads which served a total of 4,649 impressions and registered 767 website clicks. The benchmark for search ads is 3.17% and our ads performed at 16.5% (these percentages are calculated by number of clicks per number of impressions). In total, all ad efforts produced 70,025 impressions and led to 1,521 clicks to the website.

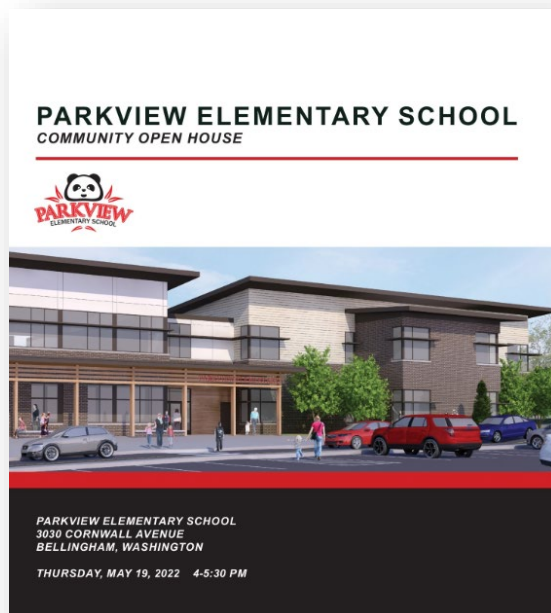
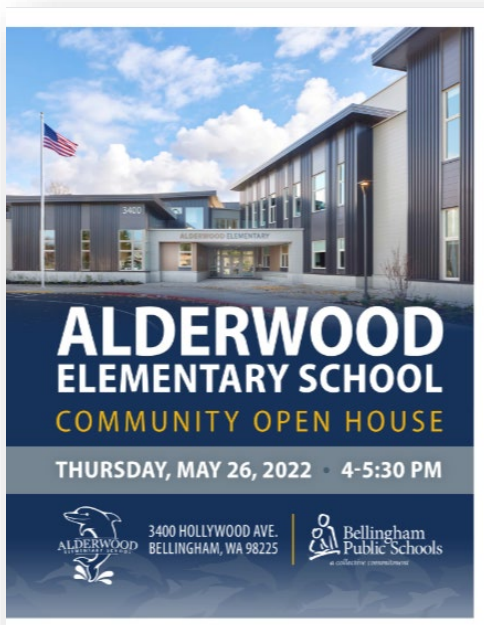
We wanted to ensure we shared facts about tax implications of the bond, and included estimated tax rates in our materials as well as this video to explain the impact of the bond. After things were too close to call on election night, we were relieved and excited to share an update with our community that the bond had been approved.

Our typical process is to share periodic updates on construction, schools and facilities funded by our bonds; here are some of our facilities updates: March 2022, June 2022 and October 2022.

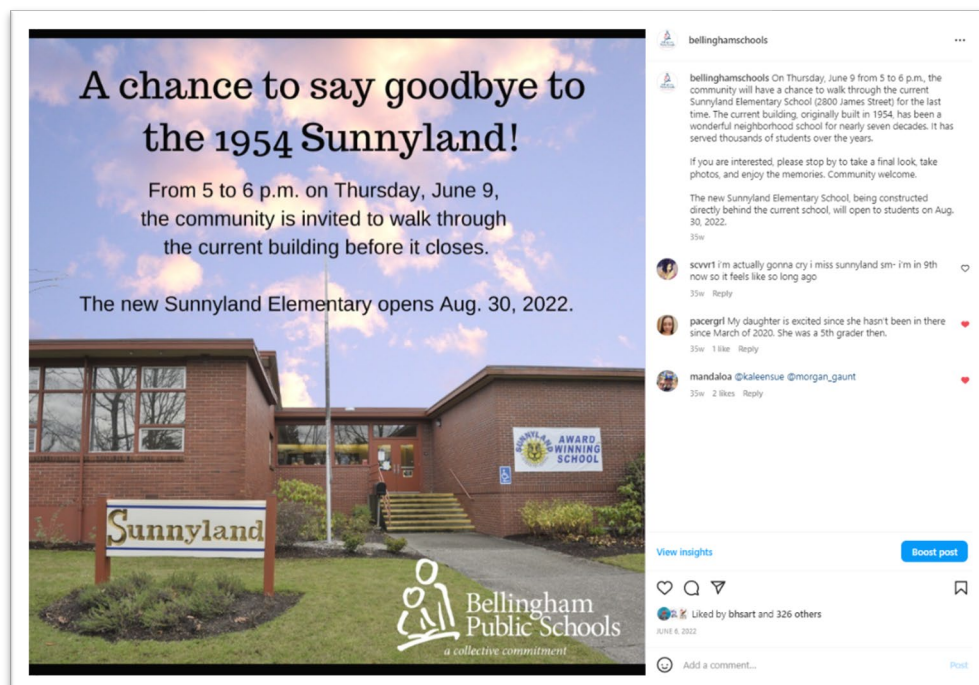
During this reporting period, we closed the original 1954 Sunnyland Elementary School and opened the new Sunnyland in fall 2022. We hosted a community open house at the new school in the fall, and Dawson Construction provided free snacks for attendees from food trucks.

In May 2022, we also held community open houses for Alderwood Elementary School and Parkview Elementary School, schools that had opened their doors in fall 2021. We delayed these open houses due to ongoing pandemic concerns. Working with the architects for both schools, we developed open house brochures highlighting the many features found in the new schools.

Monitoring Report for EL-3



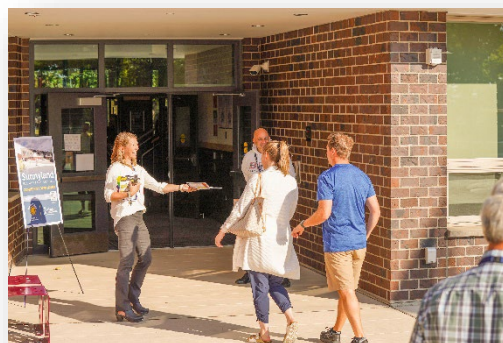
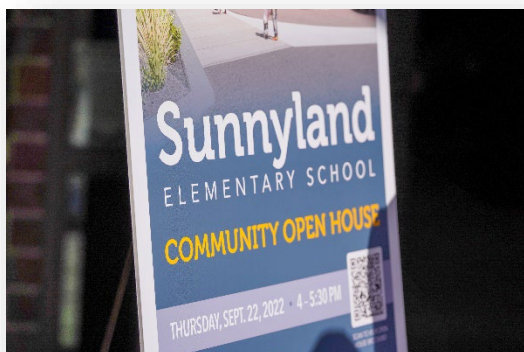
Open House brochures for Alderwood and Parkview, spring 2022



Community invite to a farewell for the old Sunnyland



Invite in fall 2022 to the Community Open House



Sunnyland 2022 Community Open House event photos. [See a full album here.](#)

Monitoring Report for EL-3

As Sunnyland was rebuilt, a team was brought together to update the school logo with the professional expertise of designers at Dykeman Architects. The new logo was revealed in winter 2022 and was widely appreciated for incorporating elements of the neighborhood and culture of the Sunnyland community.



A Sunnyland Community Open House brochure was produced for the September 2022 event.
[View full brochure online](#)



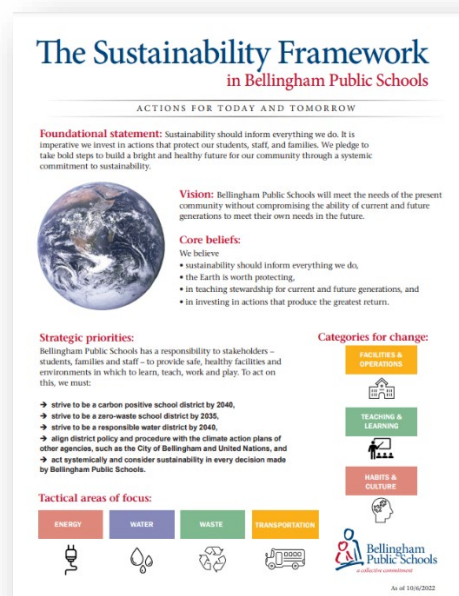
Other projects: We established an educational specifications/design advisory committee for elementary school 15, which includes representatives from the King Mountain neighborhood, city

of Bellingham, and parents/staff from schools that will use the new school building as a swing space in the future. The design advisory group/educational specifications expects to submit a recommendation regarding plans for the new school off East Bakerview in 2022. As we do with any comprehensive committee or advisory group, we maintain meeting notes and materials from the committee's work and engage with the neighborhood and community.

Sustainability

During this reporting period, a renewed focus on district sustainability practices was launched with the spring 2022 Sustainability Task Force. Communications helped develop and layout ideas in a draft Sustainability Framework: Actions for Today and Tomorrow. As the task force launched, communications shared out the news that the district was named a 2022 Green Ribbon School District Sustainability Awardee by the U.S. Department of Education. The spring task force led to the Sustainability Advisory Committee in the fall 2022.

A summary of the work to date is encapsulated in this online story BPS Leans into Sustainability, which was also highlighted in the fall 2022 InsideSchools. This will be ongoing work in the coming years as Bellingham Public Schools develops a climate action plan and engages students, staff, families and community in this important work.



COVID-19 Response

During this reporting period, COVID-19 went from a topic that required a significant amount of communication to a less significant issue. In December 2021, all schools were still on a full-time, in-person schedule with mask requirements in effect and rules regarding testing, quarantines and close contact notifications.

Two noteworthy shifts happened in 2022; first in the spring when the governor lifted mask mandates (see one of our messages re: [talking with your child about masks](#)) and again when the governor's [emergency proclamations ended Oct. 31, 2022](#), which eliminated the vaccination requirement for staff.

For these changes and all other requirement adjustments, we continued to rely on transparent and creative communication with our staff, families, students and community at large. Because COVID-19 became a bit of a political and subjective concern/issue in our schools and community (and beyond), we were careful to maintain neutrality on the subject and abide by the advice of experts, which were the Washington State Department of Health and the Whatcom County Health Department (recently renamed to Whatcom County Health and Community Services). Both entities put forth (ever-changing) requirements and recommendations for preK-12 schools, which we followed in our schools and messaging. Prevalence and pageviews of our [COVID-19 web pages](#), including our [dashboard](#) (which is still active), have decreased throughout the reporting period.

Public Records

Communications fulfilled more than 75 records requests during the reporting period, compared to 58 and 35 during the previous two reporting periods, respectively. These requests included records requested under the state Public Records Act as well as requests for records furnished to students and/or their guardians under FERPA. The scope of each request ranged from a single piece of information about our district to thousands of responsive records requiring extensive review and redaction.

The uptick in records requests is twofold: we observe both an increase of number of requests as well as individual requests being more complex and broad; e.g. "any and all communications" regarding a topic or an individual.

As our security cameras have come online at our district schools and sites, there has also been an increase in requests for video records; for example, when there has been a fender bender in a parking lot and video is needed for insurance purposes. Our records officer has worked closely with our administrators and legal counsel to make sure that video records are being used well and appropriately, and that when requested, appropriate redactions are made to ensure student privacy. We anticipate that requests for video records will likely continue to rise.

Communications appreciates the support of colleagues across the district, including finance, accounting, human resources, educational technology, teaching and learning, capital projects and building leaders to assist in this important function of transparent government.

The assistant director of communications, who is the district records officer, continues to receive regular training in public records law by attending training webinars hosted by the state attorney general's office and holding a membership in the Washington Association of Public Records Officers.

The records officer also receives support for questions regarding records requests from our district legal team as needed and appreciates their timely responses, which allow us to fulfill complex requests with efficiency and confidence.

Staff recruitment efforts

The communications team worked in collaboration with the human resources department on several staff recruitment efforts throughout the reporting period.

In January 2022, many districts across the state, and beyond, were experiencing staff and sub shortages due in large part to illnesses. It was imperative to fill positions each day to keep schools open for in-person learning.

We sent a message with information about applying for open positions, becoming a substitute and volunteering. We also worked with Strategies 360, a communications firm, to share hiring ads on search engines, Twitter and Nextdoor. Together, these ads served a combined 36,372 impressions and led to 2,504 clicks to the website. In particular, search ads performed well with a benchmark average of 3.17% exceeded at 11.94% performance for our ads (these percentages are calculated by number of clicks per number of impressions).

In March 2022, communications supported event messaging for the BIPOC Job Fair and developed a web page specific to the event. The event attracted over 100 attendees and applicants for a wide variety of positions in our district. The human resources team was able to interview and hire applicants who attended for teaching, custodial, transportation, food service and school administration positions.

In October 2022, the communications team partnered with human resources on a “join our team” campaign to share about open positions. The effort included direct messages specific to current staff as well as families, along with posts to social media, websites, external digital school reader boards and printed flyers.



A vertical poster for a BIPOC Job Fair. At the top is a colorful, abstract banner. Below it, the text "BLACK, INDIGENOUS AND PEOPLE OF COLOR" is written in a small, sans-serif font. The main title "BIPOC JOB FAIR" is in large, bold, red and green letters. Below the title, the date and time "10 A.M. TO NOON SATURDAY, MARCH 19, 2022 BELLINGHAM HIGH SCHOOL" are listed in red. A green box contains a paragraph about supporting diverse students. A yellow box below that says "WE'RE HIRING FOR ALL POSITIONS!" and lists various roles. At the bottom, there are three small boxes with icons and text: "Get feedback on your resume!", "Chat with staff and HR reps!", and "Enjoy some tasty food!". The Bellingham Public Schools logo is on the left, and a QR code is on the right.

BLACK, INDIGENOUS AND PEOPLE OF COLOR

BIPOC JOB FAIR

10 A.M. TO NOON
SATURDAY, MARCH 19, 2022
BELLINGHAM HIGH SCHOOL

We proudly support 11,000 students from diverse backgrounds, identities and cultural traditions. We are committed to ensuring our students are surrounded by a staff with diverse strengths, backgrounds and identities to create a positive and collaborative learning environment.

WE'RE HIRING FOR ALL POSITIONS!
We're looking for teachers, administrators, bus drivers, paraeducators, food services, office and maintenance staff.

Get feedback on your resume! Chat with staff and HR reps! Enjoy some tasty food!

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Registration encouraged but not required.
Scan the code to let us know if you are attending and/or need accommodations.
Call 360-676-7766 with questions.



JOIN OUR TEAM!

Current Positions Include

- Teachers
- Paraeducators
- Director of Transportation
- Coaches
- Administrative Assistants
- Food Services School Lead
- HVAC/Plumber
- Warehouse Delivery
- Substitutes

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Swipe for more details



JOIN OUR TEAM!

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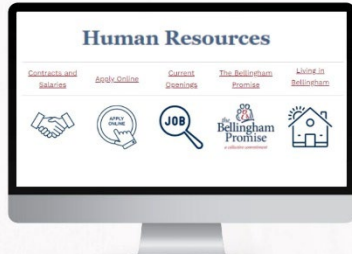
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JOIN OUR TEAM!



Swipe for more details

See all postings, learn more and apply!



Human Resources

[Contracts and Salaries](#) [Apply Online](#) [Current Openings](#) [The Bellingham Promise](#) [Work in Bellingham](#)

bellingshamschools.org/jobs

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Supporting food services

With the start of the 2022-23 school year, the federal waiver for universal no-cost meals was not extended, returning the district food services program to the traditional model of free, reduced-price and full-pay, based on eligibility. Thirteen schools in the district were approved as Community Eligibility Provision (CEP) schools, while nine others were not.

An August communication to families laid out this shift away from universal meals and the more complex model.

Supporting families experiencing homelessness

Our homeless support staff recently merged with our family engagement team, and during that reorganization, it became evident that our teams needed to improve our systems to track, organize, support and communicate with families experiencing homelessness.

Below is a portion of the document the family engagement team uses for staff training.

Sample School

We have enhanced our efforts to improve our system to track and organize the support to our families by merging McKinney-Vento with the family engagement team. We have seen the impact and importance of keeping notes on how we support our families. Access to these notes allows anyone on our team to step in and provide support to a family in the case of absences, changes of staff, families with children in multiple schools, and so on. Team access to these notes helps families to not have to re-explain things that are sensitive life events or have been traumatic. We want each family we serve to know they are valued and important to our district. Community resources can be daunting and overwhelming to navigate.

The organization system we have created to track which agencies, case managers, programs, etc. that a family is working with helps to create a safety net to make sure needs are met. We serve the whole child, which means making sure basic needs are met for the whole family. Our team strives to move past basic needs to help families to thrive.

Our system has provided a way to keep building level staff looped in on which families we are working with and supports that are in place. It has also improved how we collaborate efficiently with schools and within our own team. When staff at the building level can't reach a particular family, it's been really helpful for them to know if that particular family is connected to our team so as to loop us in. Our team is very mobile, which allows us to provide extra outreach to make strong connections with families, and bridge communication when needed. We are fortunate to work with so many families which provides us with the opportunity to ensure none of our students fall through the cracks and are provided with the resources and opportunities to succeed. We are excited to see our system grow in the years to come.

What is not included here are several checklists and forms included in family engagement's new system that are shared among numerous staff to streamline processes. These checklists keep track of communication, student information, home language, housing status, siblings/members of their family, attendance, guardian or unaccompanied contacts, food services information, reminders to email school counselor/registrar, notes log with information about items/resources needed and visits to the family resource center and much more.

Graduations

We were thrilled to once again offer both in-person ceremonies and streaming options for the class of 2022. For the second consecutive year, the district hosted all four high school graduation ceremonies at Civic Stadium in one day. The Community Transitions program graduation was held at Depot Market Square two days before the four high school ceremonies.

Significant time was spent planning, listening to stakeholder feedback and messaging seniors, staff and families with details and expectations of the day and event. BPS staff and students streamed all five ceremonies to the BPS YouTube channel, which totaled nearly 7,000 collective views between live streams and on demand replays.

BPS communications was the primary photographer for the Community Transition program graduation, taking portrait photos of each graduate along with scenes of the event. BPS

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communications also complimented the contracted photographer team at the high school graduations with scenes of the events.

In total, nearly 500 downloadable graduation photos taken by BPS communications were published to Flickr generating over 2,300 views on the platform with subsets of each collection shared to social media in well-performing posts (CT, BHS, SHS, SQHS, OHS) for a combined accounts reached total of over 35,000 across all social mediums.





Budget

We sent regular updates during this reporting period to students, staff, families and our community about our budget process, including updates in February and March. We regularly update our budget webpage, which links to our process and timeline. We continue to receive accolades on the district's comprehensive budget book, as well as inquiries from other districts to replicate our publication.

While our budget is typically approved by the board over the summer, we believe it is paramount to keep our community well-informed of our financial standing as a government entity throughout the school year. I also share budget updates as I speak at staff meetings and with other groups.

Bellingham High School's new mascot

After Bellingham High's mascot officially changed from Red Raider to Bayhawk in spring 2021, we worked with an artist and BHS teacher to help design the new mascot, which was unveiled in spring 2022.

Student input was central to our processes to 1) select an artist and 2) offer feedback and help refine the mascot concepts and drawings. Students and staff from the initial task force were part of our group that worked closely with the artist, and the new BHS administration led the engagement process with staff, families and students via in-person meetings, classroom visits and online surveys. Ultimately, the logo selected and now seen on BHS uniforms, spirit wear, indoor/outdoor fields and beyond was designed by a BHS art teacher. Grant money from the state was used to help fund replacement items, uniforms and equipment at the school over the summer of 2021 and all references/images to the old mascot were swapped out.



Revising attendance areas

The last phase of our three-year attendance area shift was implemented in fall of 2022, with intentional, continual communication to approximately 80 elementary families. The boundary revision meant some Silver Beach families transitioned to Northern Heights and some Northern Heights families transitioned to the new Sunnyland. Staff and leaders at these schools made personal phone calls and held tours in addition to email messages and mailed letters to those impacted.

In fall 2022, during the first few weeks of school, transportation and operations staff held a meeting with former Silver Beach families who wanted additional bus stops in Tweed Twenty for their now Northern Heights students. After community meetings, one-on-one conversations with students, families and school staff, and evaluation and analysis of riding patterns and the built environment, we added stops to better meet the neighborhood's need.

2. The superintendent shall not fail to:

- a. Use multiple media resources including, but not limited to:**
 - i. Community and school newsletter(s):**

A) InsideSchools

In this reporting period, the Department of Communications and Community Relations produced three community newsletters called InsideSchools. For each edition, 53,000 are printed and mailed to saturate the entirety of postal routes within School District 501, including both businesses and residences. InsideSchools' purpose is to inform stakeholders about our schools and engage them in the collective work of The Bellingham Promise. InsideSchools is also published online and shared via email and our website. Stories highlight major initiatives and areas of focus; other articles recognize staff and students. Most editions include a page dedicated to facilities updates and to school board Q and As.

Winter 2022: This edition included stories about inspiring teachers, information about the High School and Beyond Plan, and an important summary of what voters would see on the 2022 capital facilities bond.



Spring 2022: This edition included stories on traffic safety education, inclusive playgrounds, the installation of a Lummi story pole at Alderwood Elementary School, as well as a recap of our annual Promise Award recipients. This edition also gave us a chance to promote kindergarten registration in our community.



Fall 2022: This edition celebrated the opening of Sunnyland Elementary School, shared stories about new CTE classes in cosmetology and construction and highlighted the district's renewed focus on sustainability practices.



B) Mass messaging tools: Tool review, transition and launch ParentSquare

Family notification vendor work group:

In January 2021, the assistant director of communications and communications department led the effort to convene a family notification vendor work group. Goals of this group included reviewing our notification system needs and identifying opportunities to streamline family engagement communications.

The work group included a range of representative staff members: assistant director of communications, executive director of family engagement, executive director of educational technology, an elementary principal, mental health coordinator, communication technician specialist, communications specialist, two instructional coaches, a dean of students, director of activities and athletics, an elementary administrative assistant, a high school teacher and a family resource center staff member.

The group met weekly from late January 2022 to early March 2022. After developing values and priorities for a system, the team listened to pitches from five vendors and ultimately selected ParentSquare via unanimous vote to recommend for superintendent approval. The move to

ParentSquare represented a new comprehensive family notification tool after utilizing SchoolMessenger for the past 12 years.

Implementation and launch of ParentSquare:

The new ParentSquare platform was launched during summer 2022. The onboarding process included substantial work from the communication department and educational technology department to customize the tool for district use and connect Skyward data information to the tool.

ParentSquare's capabilities represent comprehensive services exceeding the abilities of the previous notification tool. For example, the tool allows for delivery via email, text and/or app notification depending on recipient preference. Standard importance messages can be received instantly or in an evening digest mode, combining all non-time sensitive messages from the day into a single evening email.

ParentSquare is used for mass communications (school newsletters, district information, urgent alerts), classroom communication (one-to-one and group messaging, parent-teacher conferences), and related school services.

Though well regarded as an easy-to-learn tool, the comprehensive aspects of the new tool called for additional support to ensure a successful launch of the tool.

The communications department developed a communication and training support plan for fall 2022 to support staff training of the tool and introduction to families. See an [example of launch messaging here](#) and a [ParentSquare introduction and support web page here](#) (the info web page generated 3,518 pageviews during the reporting period).

Combined, members of the communications department provided approximately 25 training and overview sessions to various school staff audiences during fall 2022. Beyond scheduled trainings, department staff supported many one-on-one calls and emails from staff and parents/guardians.

The response to launching ParentSquare has been abundantly positive. Among improvements in many areas, here are a few examples: the tool has allowed for better language translation support in mass message and one-to-one messaging, efficient transportation message to bus riders with routes syncing into the tool and the ability to sync all activities and athletics rosters into the tool for communication.

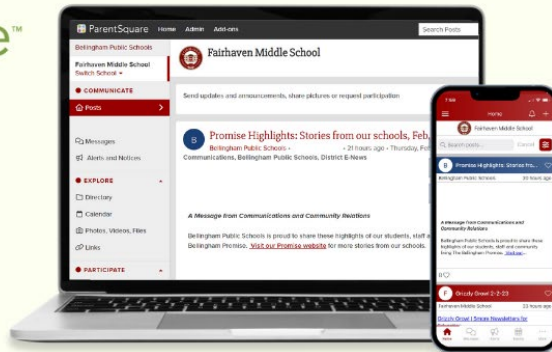
From launch of use in August 2022 through the conclusion of the reporting period, ParentSquare was used to send 3,641 posts (district, school or class group messages), 32,164 direct messages (one-to-one or small group back-and-forth messaging – similar to texting) and 77 smart alerts (higher priority messages related to school schedule changes due to weather, bus transportation, school safety etc.).

FEATURES USAGE HISTORY

This graph shows the number of posts, direct messages, and alerts counts for the current school year and also the past school year, if available.



- Log in with phone or email
- Select preferences
 - Phone, email and/or app

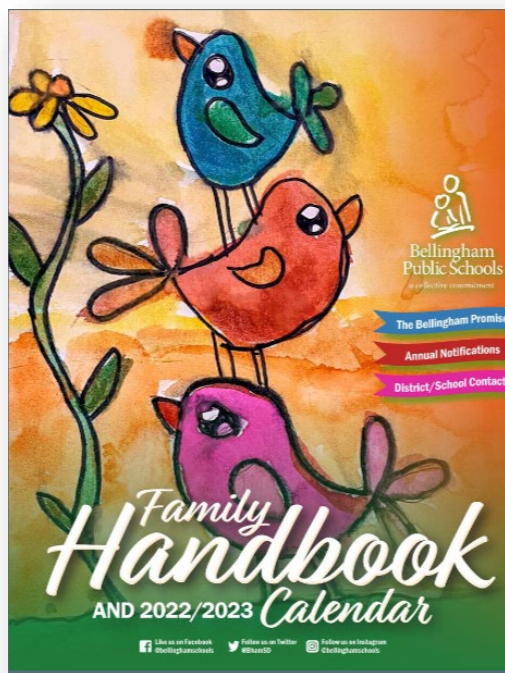


bellingshamschools.org/parentsquare

C) Other publications shared with family and student stakeholders:

Family Handbook and Calendar 2022-23

This annual publication is mailed home before the start of the school year, usually in early August, and includes important notifications and a full calendar highlighting student artistic talent. It is printed in Spanish and English.

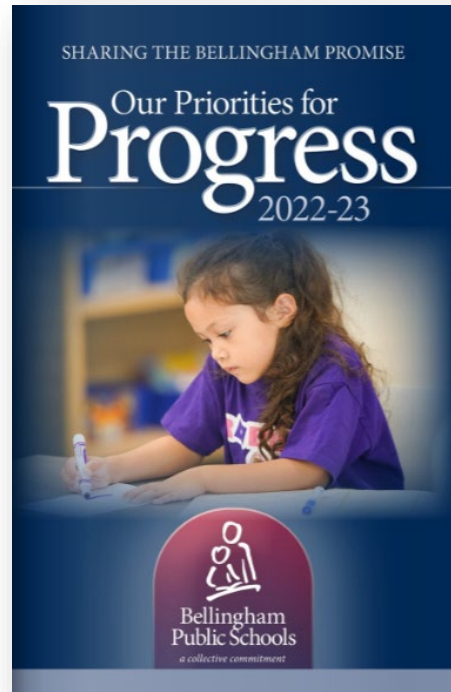
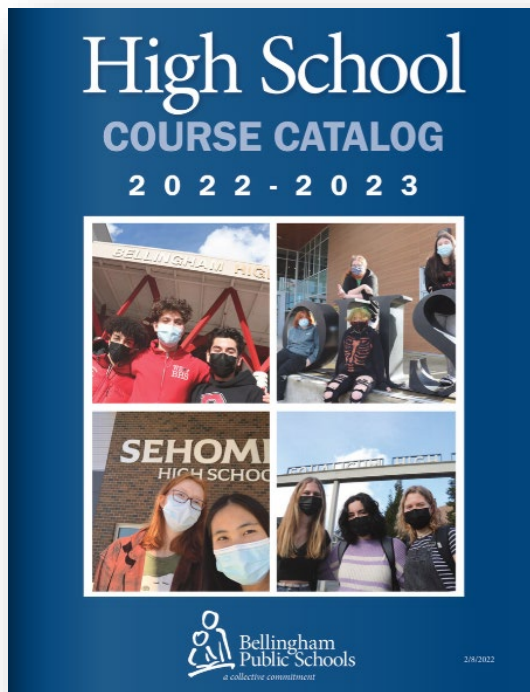


High School Course Catalog

Working with the Department of Teaching and Learning, communications staff updated the high school course catalog for 2022-23. The catalog is used by all four high schools and includes the registration schedule, new classes and regular course offerings. This remains an important publication impacting nearly 35 percent of all students, sharing important credit requirements and general high school information. The front pages of the catalog with critical information about registration, graduation pathways and credits needed are also translated into Spanish.

Priorities for Progress 2022-23

Produced every fall, this publication is a companion document to The Bellingham Promise that provides detail for anyone who wants to learn about our work in each of the six key strategies. Each key strategy lists the top five priorities, plus a list of other important priorities.



Promotion

Promotional materials for everything from kindergarten registration to career and college planning events were created in communications. New promotions in this reporting period included Teen Job Fair and the BIPOC Job Fair (see Staff Recruitment section above.)

Kindergarten flyers and posters were updated, printed and distributed at elementary schools in numerous languages in spring 2022. Straddling the state of Washington decision in March 2022 to lift the mask mandate in schools, the decision was to leave a masked student on to show that masks remained optional.



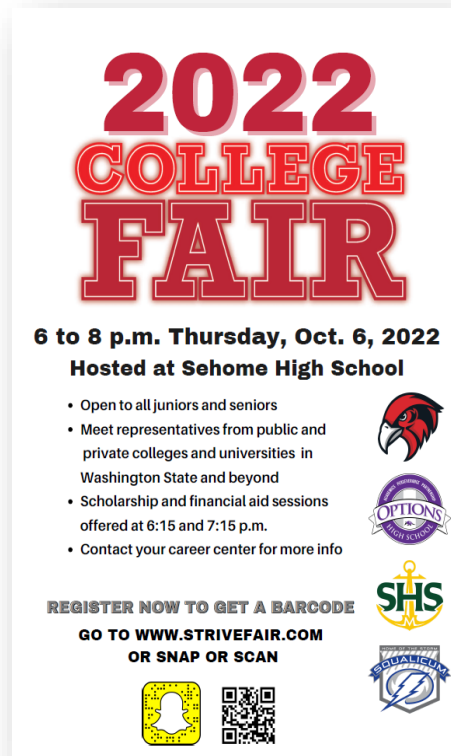
In addition to these print media pieces, communications partnered with communications firm Strategies 360 in summer 2022 in efforts to launch informational ads for kindergarten enrollment. These ads used a short video shared about BPS kindergarten enrollment on Facebook (videos in feed) and YouTube (pre-roll video before viewer is preparing to view desired video).

In total, the ads had 333,744 impressions and led to 1,322 website clicks. Both mediums performed well, with an especially strong YouTube performance. The benchmark average performance for YouTube ads at 15% was exceeded at 79.51% for our ads. These percentages are calculated by number of clicks per number of impressions.

In spring 2022 and fall 2022, many events for job, career and college planning returned to in person events. A quick synopsis and story about both events are here and here on the Promise website. Communications supported the events with posters, flyers and social media promotion.



Above: Sample web slider for Teen Job Fair. Half-sheet flyers and posters and social media also designed, printed and posted for promotion.



Left: Poster for the 2022 College Fair. Half-sheet flyers, web sliders and social media also designed, printed and posted for promotion.

Other publications/other marketing:

Districtwide Block Party marketing and support

During this reporting period, Bellingham Public Schools hosted the second annual and much expanded Back-to-School Block Party. The communications team once again supported the event with promotional materials, social media promotion, flyers, onsite signage and new-this-year school tablecloths (see photos below). The communications team was also onsite photographing the event and supported families with questions about the newly launched ParentSquare platform.

A one-sheet flyer (below) was included in the summer mailing to all families (English and Spanish version) and posters and social media promoted the August event.

Attendance at the 2022 event doubled from the first event in 2021. In August 2021, there was still ongoing pandemic anxiety about attending events in person.



Flyer and signage examples produced for the event

Monitoring Report for EL-3

At this year's event, each of our schools had representatives onsite hosting a table to answer any questions of our families.



Examples of branded tablecloths unique to each school along with event photos

Family engagement and communicating with our most vulnerable

Family engagement is closely connected to a child's school experience and the ability to be successful at school, which is why our district has invested in this area over the last 10+ years,

adding staff and resources to the Family Engagement Department and our two family resource centers.

Our family engagement team works diligently to ensure that all major updates and announcements are translated into Spanish and other languages as needed. This includes annual publications, including the family handbook, calendars, social media graphics and posters, as well as a myriad of other messages and updates, including opportunities for feedback and engagement.

While many communications efforts across our district are based on sharing news and updates with the masses, we know family needs vary greatly, especially for those facing hardships and challenges. In most cases, our family engagement team provides exemplary service to families who need assistance, including those who have recently immigrated from another country, those who speak languages other than English and those experiencing homelessness.

Our family engagement team estimates that it communicates with over 2,000 families over a year, and many of these conversations and messages are not “one and done,” but are over many days, weeks, months and sometimes years. Our staff cultivates connection and consistent communication.

Here is an example of a family receiving additional help and support from our staff, demonstrating the wraparound services we provide. Our home visits build the foundation of a trusting relationship as a pathway to student success. Please note we are only using the first letter of the family’s first and last names.

Background: About seven years ago, the Family Engagement Department saw the tremendous value of making the first point of contact with our families that speak languages other than English as an opportunity to create a foundational building block for positive and trusting relationships. Out of this, grew the work to make home visits to new families in our district who are speakers of languages other than English. These visits usually take place in the family residence or in a private setting at one of our family resource centers.

Ideally, all these visits take place before the students start school. The visit's purpose is to welcome the family, answer questions, determine needs that we can help with, share school and community resources – all of which makes the transition into the school system and our community smooth and positive. Most importantly it becomes the building block for a trusting relationship. If the home language is other than Spanish, we bring an interpreter with us. The visit is always a warm and inviting one and the first point of contact with the new family has no other agenda than to welcome the family and share helpful information and resources.

During the home visit, information is shared in the home language with school information, ways to communicate with us in their home language, understanding the calendar, bus routes, lunches, community resources, cultural photos encouraging and honoring the home language and culture, determining needs (beds, etc.) and answering questions. Because the atmosphere is so welcoming families often share their stories, information about their students, and their hopes and dreams for their children without us ever asking.

After the home visit, a home visit reflection is written up and shared with the school staff so that they have background about their new student. If the family is OK with it, sometimes a photo is

taken and shared in the home visit reflection. This has been immensely helpful for the teachers to have some background on their students before they enter the classroom. (See home visit reflection example below.)

Over the past seven years since we started doing these types of home visits, we can unequivocally say that the positive effect they have had has been incredible! In the past, many of our families that speak languages other than English would move, thereby disrupting schooling or the parents would not advocate for their students, come to events we invited them to or be engaged in the school community. That initial positive visit, one that welcomed and helped the family and us to create the foundation of a trusting relationship, also created a pathway to success. Not only are parents happy to receive our calls, but those relationships have led to almost always a 100% turn out rate when we invite them to school and district events to become active participants in their children's education. Parents have expressed that they not only now have a voice, but they are also becoming leaders in our community.

For the past several years, we have had the great privilege of welcoming refugee families through World Relief – families from that fled Afghanistan during the evacuation at Kabul, families from war torn countries like Syria, Sudan, Ukraine – and some of which had lived in refugee camps for 15 years. These home visits have been so important to not only welcome the families but help them to feel less overwhelmed in a culture so different from ours.

Example of home visit reflection





Conversation with parents:

- Present for visit: Y. A. (father), S.A. (mother), S, H, F (students), Charity Garza (World Relief) and Kathe Koruga (Faten Abdo, Arabic interpreter was present by phone)
- The A family arrived in Bellingham via World Relief in late December and were unable to secure housing in Bellingham until recently. Charity Garza from World Relief is listed as an emergency contact.
- Mother and father were born in the Darfur region of western Sudan. Both fled Sudan in their late teens to Kenya. The parents met and were married in the refugee camp in Kenya; all three children were born in Kenya.
- Mom shared that all home births were normal without complications and no health concerns for any of her children, other than dental care, which the parents and the children all need and are currently receiving.
- The home language is Arabic, and all communication needs to be orally in Arabic. Neither parent reads nor writes in Arabic.
- Both parents are taking English classes at WCC, but English is limited.
- S attended kindergarten - fourth grade in the refugee camp. S was taught in Swahili and some English. S loves math and writing. He also shared that he loves soccer and is a very good soccer player.
- H attended kindergarten - second grade in Kenya. The language of instruction was Swahili and some English. She loves reading all kinds of children's stories; she also loves to draw and dance.
- F attended kindergarten in Kenya and language of instruction was Swahili and some English. She likes to draw, and she says her favorite subject in school is "play."
- All three children attend Cordata Elementary.

- Each student needs to observe prayer time at school for five to ten minutes to pray daily between 12:20 and 12:30 p.m. They have a dietary restriction of pork.
- Dad shared that after he improves his English, he would like to learn how to become an electrician. Both parents shared how grateful they were to be here and how much they loved Bellingham. They are especially excited for the children to start school.
- The parents also shared their hopes and dreams for their children which are for them to become educated, successful in life and be of help to others.
- How fortunate we are to welcome this amazing family into our district!
- See links below, including one about Kakuma, the refugee camp where the family lived for the past 15 years.

Resources shared/delivered:

- Shared school information and community information/resources
- Delivered personal care package.
- Delivered Grandma Betty quilts to the children.
- Delivered some toys to the children (from Community Toy Store)
- Applied for vouchers for bikes for all 3 students through Blue Skies for Children
- Students qualify for McKinney-Vento due to refugee status.
- Arranged school tour of Cordata.

[Kakuma - Wikipedia](#)

[Sudan | History, Map, Area, Population, Religion, & Facts | Britannica](#)

[CAL-007-Darfuri-Backgrounder-v2.indd \(philarefugeehealth.org\)](#)

['The World's Worst Humanitarian Crisis': Understanding the Darfur Conflict | Origins \(osu.edu\)](#)

Professional Development

To accomplish communications work that is “typical for similar and highly effective organizations” as defined in the EL, we look nationally and regionally to identify and implement best practices from other school districts. For professional development in the last reporting period, team members participated in the following learning opportunities:

- The communications department attended a one-day team retreat in August. Courtney Ross, director of teaching and learning, and Russ Robinson, safety and security supervisor, participated in the retreat by leading the group in trainings related to inclusionary practices and safety protocols (respectively).
- The communications team participated in a book study of *Dare to Lead* by Brene Brown in spring and fall 2022.
- Director of teaching and learning Chris Cochran led the communications team in two trainings and conversations around trauma resilience related to sensitivity and awareness of trauma-informed practices related to audience and our team’s resilience for working in the midst of crises.
- The communications technician specialist presented to the comms team a photo editing training and best practices for photo storage in November.

- Members of the communications team attended multiple online training courses by ParentSquare, the district's new mass notification platform.
- The communications technician specialist and assistant director of communications attended the in-person WSPRA spring conference in April 2022 in SeaTac.
- The assistant director of communications attended several conferences and webinars related to public records, including the WAPRO virtual conference in May 2022 and PRA university webinars in August and September to support her continued proficiency as district records officer.
- The executive director of communications and assistant director of communications took the FEMA IS-10.C: Introduction to Incident Command System trainings in October.
- Several members of the communications team attended NSPRA power hour trainings and WSPRA virtual webinars throughout the reporting period, including sessions regarding workplace trends, inclusive language and social media risks and challenges.
- The communications team continued to participate in a variety of professional development opportunities on Lynda.com, now called LinkedIn Learning, including lessons and classes that focused on administrative professional tips, Photoshop, graphic design, Canva, writing, Excel and six morning habits of high performers.

D) Website and Social Media

Website

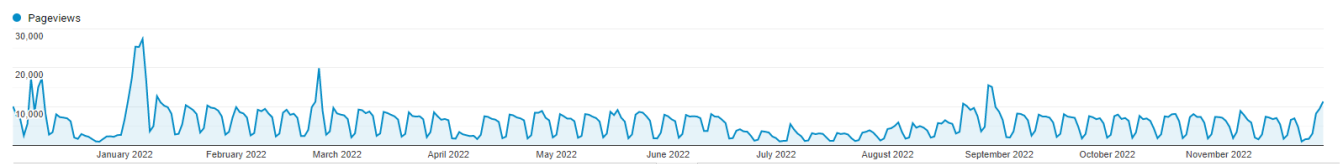
During this reporting period, the district website had 2,233,907 pageviews, an increase of approximately 200,000 pageviews compared to the previous reporting period.

We continued to work with our web developer partner and an Office for Civil Rights (OCR) attorney to improve accessibility functionality of our district and school websites. After receiving an accessibility complaint allegation several years ago, we have been working with the OCR to make improvements. We received a “monitoring closure letter” on Nov. 28. 2022, which resolved the allegation. We remain committed to evaluating accessibility best practices and improvements.

Peak website traffic occurred during weather-related delays or closures (first week of January, late February), safety situations in December 2021 and near the first day of school in September 2022.

Highest web traffic days:

Jan. 6, 2022 – 27,409 pageviews (schools closed due to snow)
Jan. 5, 2022 – 25,362 pageviews (schools delayed start due to snow)
Jan. 4, 2022 – 25,409 pageviews (school delayed start due to snow)
Feb. 24, 2022 – 19,875 pageviews (school delayed start due to snow)
Dec. 6, 2021 – 17,286 pageviews (school threats safety situations)
Jan. 3, 2022 – 17,265 pageviews (school delayed start due to snow)
Dec. 9, 2021 – 17,253 pageviews (school threats safety situations)
Aug. 29, 2022 – 15,489 pageviews (day before the first day of school)



The top 10 most visited district webpages during this reporting period (excluding the homepage):

School Menus – 145,569 pageviews
Human Resources – 111,342 pageviews
Calendars – 107,781 pageviews
COVID-19 Dashboard – 62,817 pageviews
Contact (Staff Directory) – 57,640 pageviews
COVID-19 Information – 30,096 pageviews
Salary Schedules – 22,635 pageviews
Transportation – 20,099 pageviews
Schools – 17,812 pageviews
Schools, Elementary – 15,127 pageviews

General web inquiries:

Our district website has a general web inquiry inbox, which visitors can access via the contact webpage. The inbox is monitored by our reception staff. When able, reception staff respond

directly to the inquiry with the answer. When additional information is required, reception staff will forward the inquiry to the appropriate staff member to follow up on.

During this reporting period the inbox received 563 inquiries from staff, families, students and community members. The total was a 150+ increase from the previous reporting period.

Social Media

During this reporting period, the district social media presence continued to grow.

Twitter: Gained 174 followers, giving us 2,504 followers.

LinkedIn: During this reporting period, we began to actively utilize our existing LinkedIn profile to reach more audiences. In particular, LinkedIn has an employees and prospective employees audiences.

We have 1,265 followers, gaining 195 followers during the reporting period.

Facebook: We gained a net positive of 490 followers during the reporting period. We have 6,342 followers.

Below are the top five most popular posts on Facebook for this reporting period in chronological order (based on Reach):

Date	Post	Interactions (reactions, shares comments)	Reach (people reached via their newsfeed)
5/10/22	Jason LaClair – Happy Valley art collaboration	1,680	19,237
7/11/22	Free bricks at Sunnyland	238	13,931
6/6/22	Old Sunnyland farewell	679	13,275
2/24/22	Bellingham schools 2-hour delay Feb. 24	90	11,085
1/12/22	2022 Bond video – Community Transitions	819	10,456

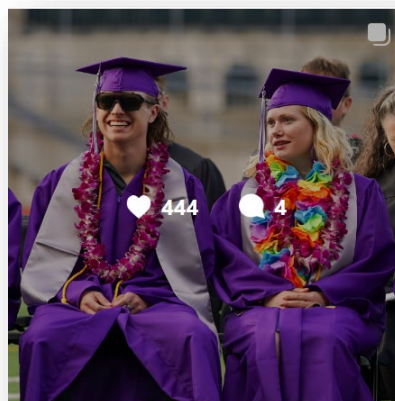
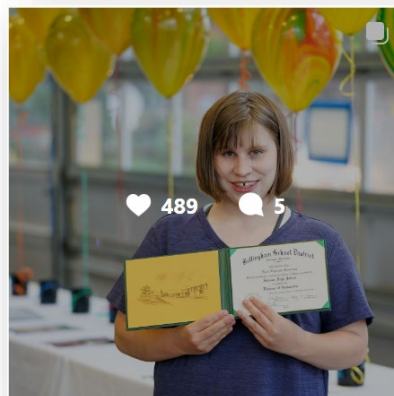
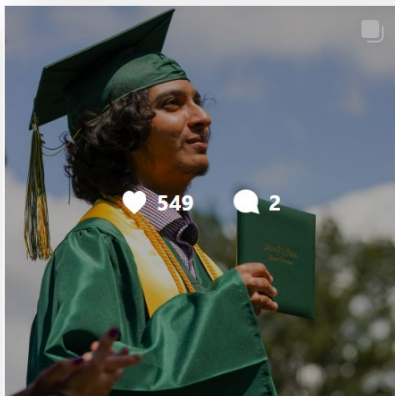
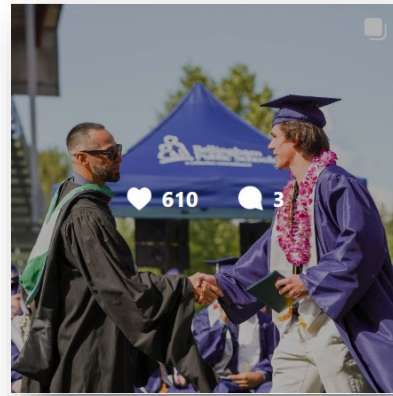
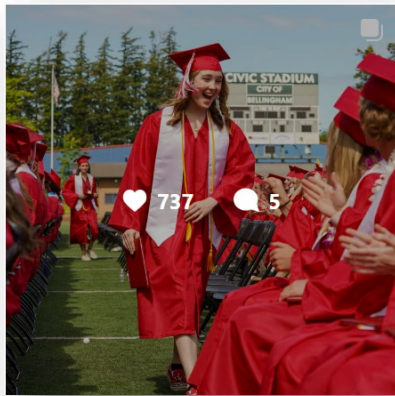
Instagram: We gained 434 new followers during this reporting period. We have 6,157 followers.

Popular Instagram posts:

The hearts are likes and the bubbles are comments.

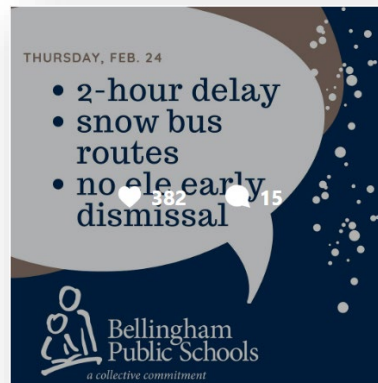
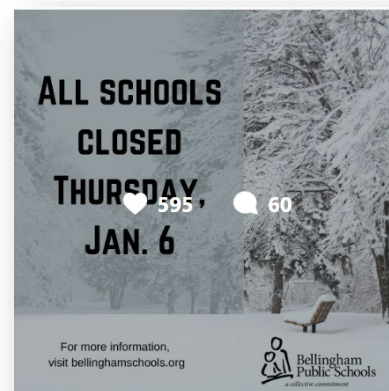
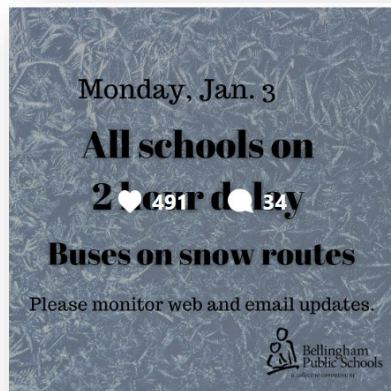
Graduation highlights

Monitoring Report for EL-3



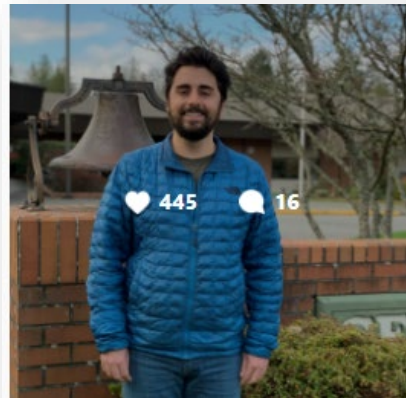
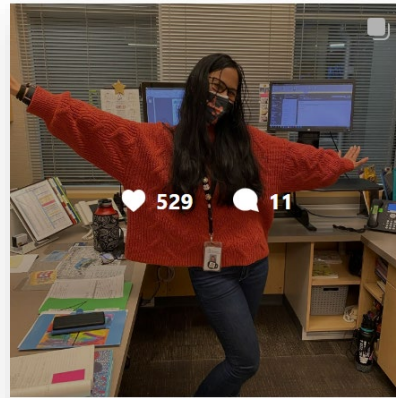
Monitoring Report for EL-3

Weather messaging

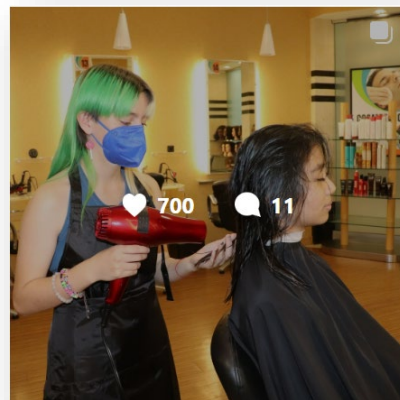
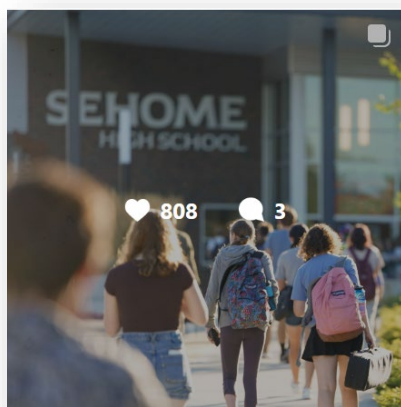


Celebrating our staff

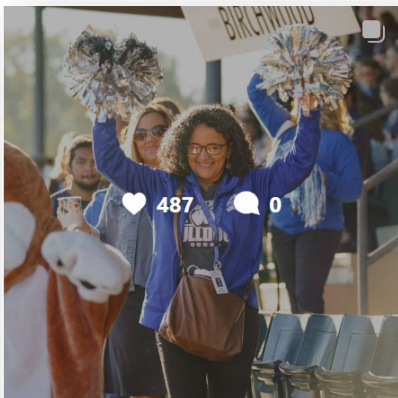
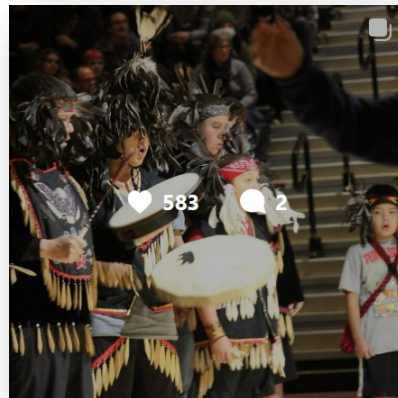
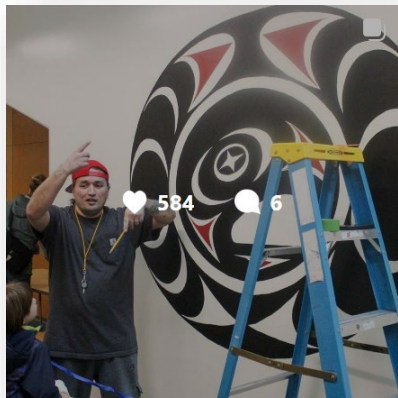
Monitoring Report for EL-3



Promise stories and school events



Monitoring Report for EL-3



E) Digital Forms

Qualtrics

The onset of the COVID-19 pandemic greatly expanded our use of Qualtrics and we continue to see its uses expanding during our most recent reporting period.

All initial training and troubleshooting are provided by the communications technician specialist.

We are exploring opportunities to empower other departments with a “train the trainer” model for the upcoming reporting period, in order to share capacities and empower continued use of the product.

The largest and most robust annual Qualtrics project continues to be our climate survey. The project has specific audience questions for staff, families and students. All data is connected to a summary dashboard that can be viewed by district and school leadership. During the reporting period, we had 7,001 total responses to climate surveys.

One of the most substantial newly created Qualtrics projects built by the communications department during the reporting period was a post occupancy evaluation survey to assist our capital projects team along with architect and design partners in evaluation of newly built buildings. It is a robust and detailed survey that will be distributed in 2023 for our new elementary schools and serve as a survey framework to be used for future projects.

Another newly created Qualtrics project during the reporting period for annual use was a student athletic interest survey in conjunction with the director of activities and athletics. This survey generated more than 1,800 responses among secondary students to inform participation and wishes for activities and athletics offerings.

We also updated our existing Promise Kindergarten application in English and Spanish, moving it from another tool into Qualtrics. Doing so allowed us to create a Qualtrics dashboard, which is a well-organized and visual display of all incoming data for a project. This assists our early learning staff in organizing and tracking applications.

Qualtrics is also supported by communications and used for many one-time surveys such as vaccine clinic scheduling, advisory committees and budget planning feedback.

Forms used during this reporting period included:

- Request for Student Attendance Area Transfer (3,525 responses since 2019)
- Student athletic interest survey (1,838 responses)
- High school advisory feedback (1,763 responses)
- High school waiver forms (943 responses)
- Spring 2022 district plans and ideas feedback (672 responses)
- Senior survey – beyond high school 2022 (534 responses)
- Bellingham High School staff vaccine clinic (297 responses)
- 2022-2023 budget input (221 responses)
- Food services reimbursement (420 responses)
- Encuesta: nuestras voces (138 responses)

- Promise Kindergarten application (108 responses)

F) Digital Signage

External reader boards

A tool and service new to our communications team during the reporting period is the addition of external school reader board signs, funded by the 2018 bond.

The signs provide a strong public presence to share messages such as school specific events and districtwide calendar reminders. Staff can add any combination of content slides (a single slide or as many as desired) that will rotate and play during sign “on” hours.

The communications technician specialist provides all training and support to school leadership and staff designated to provide content updates to signs. The communications team also provides templates and visual resources to support the sign content design process for school staff.

Initial training includes access and overview of the web-based sign updating software, which controls sign content. During the reporting period, communications provided six school-specific training sessions with identified school staff.

The communication staff also provides content monitoring support of the signs. This includes adding districtwide reminders to signs (ex. early dismissal days) so that schools staff can focus efforts on messaging unique to their respective schools. The communications team also works to ensure proper function signs are “on” and “off” at appropriate times to abide by city code parameters.

Six schools had reader boards installed during the reporting period. Presently, our schools with reader boards are:

- Alderwood Elementary School
- Bellingham High School
- Cordata Elementary School
- Parkview Elementary School
- Shuksan Middle School
- Sunnyland Elementary School



TruDigital internal displays

TruDigital is a digital signage software used by a portion of our schools to share content within school buildings on TV displays. Content shared through the software is typically specific to internal student audiences.

The communications technician specialist supports training and troubleshooting requests for identified school staff tasked with updating their school displays. The communications team also supports the sharing and sizing of graphics for display, upon request.

Across the district, 12 TruDigital display systems were active during the reporting period. One new system was installed during the reporting period.

Media Coverage and Relations

The communications team provides timely and excellent customer service with traditional and new media outlets in our community, typically responding in one working day to any media request, often more quickly, depending upon the reporter's deadline or other circumstances, and working to arrange interviews with district staff, families and/or students as appropriate.

Communications also provides support and media coaching/orientations to staff members concerned or nervous about being interviewed and works to connect reporters with a wide range of knowledgeable sources from across the district, both geographically and by level.

Messages to families, the wider community and our media list serve as press releases and often result in inquiries, interviews and/or follow-up stories using the resources and messages we

provide to our community. Communications cultivates positive and responsive working relationships with our local media, the goal of which is a high level of trust and mutual respect.

Generally speaking, we are fielding more media inquiries and pitching more stories than in the pre-COVID-19 days. The introduction of the Cascadia Daily to our local media has provided a new landscape for coverage of our community, including our schools. We have observed that both the Cascadia Daily and the Bellingham Herald became more likely to cover schools during this reporting period, which may also reflect community priorities and inquiries.

The communications executive director and assistant director meet with the Bellingham Herald and KGMI editorial leadership annually to build relationships and inform about major initiatives within the school district. The assistant director connects bi-weekly with the education reporter from the Cascadia Daily. Cultivating a regular schedule of conversations with our media partners builds trust and an ability to proactively work to connect them with stories about inclusion efforts and programmatic expansions, such as understanding IB curriculum in our elementary schools and the Community Transitions program.

We received fewer requests from student reporters from our local colleges during this reporting period, possibly as a result of higher education returning to in-person classes and COVID-19 being a less “hot topic.” WWU is a valued community partner, and communications works with collegiate journalists following the same protocols as the professional press.

Media relations by the numbers

- Direct inquiries received this reporting period: 85, increased from 73 in previous reporting period. (Average of 1.6 / week)
 - 52 inquiries resulted in published stories and/or broadcast coverage
 - Estimated staff time spent on published stories: approx. 101.5 hours for responding, researching, providing statements, and/or participating in interviews.
 - 6 inquiries resulted in unpublished stories (e.g., for a collegiate class)
 - Staff time spent on unpublished stories: approx. 7.5 hours spent responding, researching, providing statements, and/or participating in interviews.
 - The balance of inquiries represented a variety of scenarios, such as checking in on the validity of a tip received through a tip line, a story that appears to have been dropped due to the editorial process at a publication, or a story that had to be postponed due to scheduling conflicts...or calling Bellingham, Washington when they meant to call Bellingham, Massachusetts.
 - Staff time spent responding to these inquiries: approx. 28 hours.
- Coverage varied widely. During this reporting period our media reported on a wide variety of topics and events, including: air quality, tight returns for passing 2022 bond ballot measure, concussion safety for football players, capital projects, lockdowns and other safety situations at our schools, inclusive playgrounds, prayer/religion on the playing field, student demonstrations regarding safety concerns, the death of a Northern Heights employee, IB curriculum, the visit of the Deputy Secretary of Education, and homeschooling.

- Topics that yielded the most “ink” were school safety, stories related to the Sehome football team’s behavior and coach’s resignation, a middle school GSA club’s planned activity, and a school board member’s private business.
- Interestingly, given the past few years, we received zero media inquiries regarding COVID-19 during this reporting period.

In order of volume of inquiries, the most common media inquiries came from: The Bellingham Herald (24), Cascadia Daily (17), KGMI (4), WWU reporters (4) and the Salish Current (3).

Communications also worked with code.org, the Daily Journal of Business (Seattle), Seattle radio station KTTH, Seattle TV stations KOMO, KIRO and Q13, the Point Roberts Press, the Salish Current, Whatcom Watch, and additional websites or researchers.

2a ii) School board meetings and materials

During the reporting period, the school board met on Zoom and transitioned to in-person meetings at Options High School. Our board meeting materials are on the website and available before each meeting. When board meetings are remote, we publish the Zoom link on the school board webpage.

2b) communicate short-term and long-term district and school strategic plans describing initiatives and programs to achieve board ends policies;

The school board was excited to return to in-person events such as school visits, linkages and student roundtables. These visits allow board members and executive team the chance to hear firsthand from students and staff about experiences, reflections and special programs. Photos and reflections from these visits are shared on social media.

During this reporting period, the board visited several schools, including Parkview, Sunnyland, Happy Valley, Carl Cozier and Silver Beach, Birchwood, Options and Columbia. The board also hosted a student roundtable meeting at Alderwood with third graders and a community linkage with Latinx community members.

Our strategic plan, The Bellingham Promise, is referenced in many of our communications. During this reporting period, we have published 30 Promise stories with 30,302 pageviews on the Promise website. We continue to share these stories to staff and families via email regularly and post them on social media.

An example of sharing short-term and long-term strategic goals is our messaging and information related to informational material we shared related to the special election for the bond in fall 2021 and winter 2022.

- We established a facilities planning task force to recommend updates the district’s long-range facilities master plan and formalized a recommendation for the school board to put forth a bond measure in Feb. 2022;
- We shared information related to the bond, including bond facts and videos ahead of the special election and its eventual passage (see additional examples in “bond communications, planning and election” on page 4)

Our district's continued emphasis on ensuring our schools, fields and facilities are outstanding, safe places for learning and inspiration is in alignment with many parts of The Bellingham Promise, including the mission "we collectively commit that our children are cared for and respected..."; core beliefs "together we achieve more than alone," and the One Schoolhouse key strategy.

2c) provide the public, parents and students relevant information on student progress toward achieving board ends policies;

A silver lining of the pandemic was staff's increased use, access and adaptability in communicating with families, including in-person meetings and teacher/parent conferences to web tools (Skyward, Zoom, email, social media and now ParentSquare). Our staff consistently engage with families about student progress, including progress reports, report cards, graduation requirements and state assessments.

Both staff and families are more adept at utilizing apps and technology to share information about student progress. This includes the use of tools such as SeeSaw and Teams in addition to the tools previously noted.

Our family engagement team plays a significant role in connecting families with our schools and staff not only regarding student progress but also sharing resources, news, important dates and emergency notification.

The Department of Communications and Community Relations includes and highlights the 17 outcomes in The Bellingham Promise in much of what it communicates to staff, families and our community, including the Promise site, our storytelling tool, and general communications (press releases) from the superintendent, the Department of Teaching and Learning and our schools.

We continue to use The Bellingham Promise website to share stories about The Bellingham Promise in action in our schools and community.

Collectively, our Promise web pages had 30,302 pageviews during the reporting period.

Below are the top five most viewed Promise stories for this reporting period:

1. [Future playgrounds in BPS will be guided by universal design](#) (817 pageviews)
2. [Celebrating 50 years of the all-city fifth grade track & field meet](#) (795 pageviews)
3. [Hands-on experience for high demand jobs in new CTE courses](#) (757 pageviews)
4. [BPS increases mental health support as part of whole child approach](#) (753 pageviews)
5. [High schools unite for post-high school planning lessons](#) (750 pageviews)

The Bellingham Promise Website Statistics



The chart above (December 2021 to November 2022) shows the spike in pageviews after each communication to families, staff and community about our latest Promise stories.

Also from EL-3:

2d) provide an affirmative (or negative) statement that the following actions have been taken:

- i. a process is in place to address student, parent, and stakeholder concerns in a timely manner;**

Affirmative. The process is outlined in our Family Handbook, and there are many other avenues for stakeholders to share concerns, including our general inquiry form on our website, emails directly to the superintendent, visits or calls to the District Office or schools, and even on social media.

Members of the executive team, principals and other leaders and staff communicate and meet with parents and others who have concerns. Parents or community members who email or call the District Office with concerns or questions typically receive a phone call, email or an offer to meet with an executive team member or staff member, often within a few hours after they sent their question or concern. Our school staffs follow a similar protocol. Our staff do not shy away from resolving conflict and strive to model the tenets of The Bellingham Promise to act as respectful and compassionate humans.

During this reporting period, two audience members spoke during the public comment period of the board meeting and 67 people submitted Listening Posts containing complaints, concerns, or general comments for the board (fun fact: we had 67 Listening Posts over last reporting period!).

- ii. the district engages with appropriate community advisory groups on important questions.**

Affirmative. The Department of Communications and Community Relations helps develop the committee processes with district and school leaders, then publicizes the call for applicants, attends the group's meetings and assists with strategic communications for internal and external audiences.

The following groups were active during this reporting period:

Facilities

- Elementary School 15 Educational Specifications Design Advisory Committee
- District Office Design Advisory Committee
- Elementary Rebuild Plan Ad Hoc Committee
- Facilities Planning Task Force
- Sunnyland Educational Specifications/Design Advisory Committee
- Sustainability Task Force
-

Parent Advisory Committees

- Parent Advisory Committee to the Superintendent

Teaching and Learning

- Attendance Areas PreK-12 Standing Committee

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- CTE General Advisory Council
- Comprehensive Sexual Health Education Review and Alignment Task Force
- Dual Language Program Planning Task Force
- High School Advisory Task Force
- Instructional Materials Committee
- Joint District- BEA Professional Development Study Committee

Superintendent

- Student Advisory Committee to the Superintendent

Other

- Occupational Health & Safety Committee
- Promise Awards Advisory Group
- School-Based Health Center Planning Task Force
- Sustainability Advisory Committee

Statement of Compliance: The superintendent is in compliance with EL-3.