



TO: Board of Directors
FROM: Dr. Greg Baker, Superintendent
DATE: May 9, 2022
SUBJECT: **Monitoring Report for EL-2, Organizational Continuity**

I certify that the following is accurate as of April 30, 2022. The reporting period is from April 30, 2021 through April 30, 2022.

Policy Type: Executive Limitation

Policy: [EL-2 Organizational Continuity](#)

Adopted: September 10, 2009 and revised July 19, 2012

Interpretation of items: None in question.

Background Information: This report is about Executive Limitation 2, Organizational Continuity (EL-2). Information indicating compliance for each of the areas is presented below. [Note: Items in **bold font** represent information new to this reporting period.]

Description of Evidence of Compliance:

1. The superintendent shall not fail to take all reasonable and prudent actions with respect to organizational continuity that are typical for similar and highly effective organizations.

In compliance. The superintendent works with an executive team and support staff that has in-depth knowledge of the district. The superintendent meets weekly with the executive team to discuss and problem-solve issues.

Traditionally, three separate level meetings are held monthly with elementary, middle and high school administrators to ensure alignment between schools, leadership development and opportunities for sharing practices. Due to the pacing of change during the pandemic, the frequency of level meetings with school administrators was changed from monthly to weekly starting in March 2020 through the 2020-21 school year. The level meetings are facilitated by a member of the executive team and the superintendent attends often to support and problem solve many of the challenges we faced during the 2020-21 school year. **The plan adjusted during the 2021-22 school year to include monthly level meetings and an additional principal only meeting with the Department of Teaching and Learning executives and superintendent. This frequency helped to manage and support the pandemic and balance the time leaders need with students in school full-time.**

Once a month, the superintendent convenes principals, directors and other key leaders in the district for a leadership meeting. These meetings are a chance for the superintendent to update and lead our leadership

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team and for system-level learning. **During the 2021-22 school year we continued to manage the changes related to pandemic which included supporting continued access to the vaccine and the continued expansion of the school district's role in testing sites that increased until all 22 sites actively provided testing for COVID for students and staff. Director of equity, diversity and inclusion Dr. Velasquez-Farmer worked with a principal and led a lesson on socialization and Assistant Superintendent of Teaching and Learning Dr. Kristi Dominguez and the Special Education team in partnership with the Haring Center from the University of Washington led a session on inclusion and how to increase inclusive practices.**

Leadership Entry/Exit Transitions: The superintendent has modeled and developed a cultural expectation, with strong support, that all new leaders engage in an entry planning process. The purpose is to take time to listen and learn while building relationships, understanding strengths and opportunities, and using the data to plan a shared vision moving forward.

During the 2021-22 school year, a new leader cohort included new leaders for Cordata, Bellingham, Options, Roosevelt, Columbia and Lowell, as well as new district leaders in health services, facilities and sustainability, and teaching and learning. During these cohort meetings entry and exit planning are conducted through a more formal process, grounded in research and best practices. We bring together incoming and outgoing leaders to plan effective transitions.

Our leadership development program has evolved to include six cohorts that meet regularly to build capacity: new administrators; aspiring administrators; deans; administrative interns; and International Baccalaureate (IB) coordinators. Many of our new leaders will share entry plan learnings with the new leader cohort or the executive team. Through our eight aspiring admin cohorts an authentic assessment of the Program is that over 60% of the participants are now placed in administrative leadership positions (principals, assistant principals, directors, TOSA's or deans). The system also benefits from the leadership cohort learning and principal designee work that both of our aspiring administrators and administrative interns engage in. We receive several inquiries from other districts regarding our leadership development programs.

2. The superintendent shall not fail to inform the board of new, discontinued or material changes in district practice with respect to number 1 above.

In compliance. The superintendent meets with each director on a regular basis, normally monthly. In addition, the superintendent is in frequent communication by telephone or email to keep the board informed on all aspects of the district's practices.

3. The superintendent shall not fail to provide an affirmative (or negative) statement that the following actions have been taken:

i. Ensure that at least one other executive staff member is capable of assuming the superintendent's responsibilities on an emergency basis: *Affirmative.* The deputy superintendent and assistant superintendents are involved in executive level decision-making, board-superintendent issues and processes.

ii. Ensure that continuity of leadership exists at each level of the district's management: *Affirmative.* Intentional overlap and team leadership exists for all critical functions. Both the teaching and learning and human resources departments have co-leadership built into their organizational structures. The finance

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assistant superintendent, executive director of family engagement, executive director of communications and community relations, executive director of technology and executive director of operations all have strong support teams.

iii. Ensure that critical district functions have prepared, maintained, and appropriately safeguarded policies and procedures manuals: *Affirmative.* Most school districts that have school boards who are using a policy governance model have not taken the extra step to adapt the WSSDA policies to comply with policy governance. Administrative policies and procedures are maintained for public review on our website.

We continue to update and maintain all policies and procedures on our website. Our policies and procedures have their own webpages (as opposed to PDF's), meaning that our website's translation feature now works for this content as well. Having our policies and procedures as text on a webpage has also helped us meet ADA compliance requirements.

SERIES 1000: Board of Directors Operating Policies

Operating Policies

1440 Policy – Meeting Conduct, Order of Business and Quorum Annual Organizational Meeting
Updated: 10/13/21

SERIES 2000: Instruction

Instructional Program

2100 Policy – Educational Opportunities for Students with a Parent in the Military Updated: 10/27/21
2100 Procedure – Educational Opportunities for Students with a Parent in the Military Updated: 10/27/21
2161 Procedure – Special Education and Related Services for Eligible Students Updated: 10/22/21

Organization

2255 Policy – Alternative Learning Experience Program Updated: 09/15/2021
2255 Procedure - Alternative Learning Experience Program Updated: 09/15/2021

Student Progress

2420 Policy – Grading and Progress Reports Updated: 10/13/2021
2420 Procedure – Grading and Progress Reports Updated: 10/13/2021

SERIES 3000: Students

Student Rights and Responsibilities

3211 Policy – Gender-Inclusive Schools Updated: 03/09/22
3211 Procedure – Gender-Inclusive Schools Updated: 03/09/22
3220 Policy – Freedom of Expression Updated: 11/12/2021
3220 Procedure – Freedom of Expression Updated: 11/12/2021

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Student Welfare

3424 Policy – Opioid Related Overdose Reversal Updated: 11/4/21
3424 Procedure - Opioid Related Overdoes Reversal Updated: 11/4/21
3432 Policy - Emergencies Updated: 04/18/22
3432 Procedure - Emergencies Updated 04/18/22

Student Activities

3510 Policy - Associated Student Bodies Updated: 01/12/22
3510 Procedure - Associated Student Bodies Updated 01/20/22

SERIES 4000: Community Relations

Communications with the Public

4000 Procedure – Communications and Community Relations Program Updated: 10/4/21
4011 Procedure - Photographing, Recording Students and Sharing Student Information Update: 10/4/21
4040 Procedure - Public Access to District Records Updated 10/15/2021
4060 Procedure - Distribution and Display of Materials Updated: 09/3/21

Public Access to Staff, Students, School Facilities

4200 Policy - Parent Access and Safe and Orderly Learning Environment Updated: 04/20/22
4210 Policy – Regulation of Dangerous Weapons on School Premises Updated: 01/21/22
4300 Policy - Limiting Immigration Enforcement in Schools Updated: 09/21/21

SERIES 5000: Personnel

Recruitment, Selection and Assignment

5010 Policy - Nondiscrimination and Affirmative Action Updated: 06/4/21

Employment Practices

5202 Policy – Federal Motor Carrier Safety Administration Mandated Drug and Alcohol Testing Program Updated: 6/4/2021
5202 Procedure – Federal Motor Carrier Safety Administration Mandated Drug and Alcohol Testing Program Updated: 6/4/2021

Benefits

5314 Policy – Tax-Deferred Annuities – Regulated Company Stock Updated: 09/2/21
5314 Procedure – Tax-Deferred Annuities – Regulated Company Stock Updated: 09/2/21

SERIES 6000: Management Support

Expenditures

6106 Policy – Allowable Costs for Federal Programs Updated 02/10/22

6106 Policy – Allowable Costs for Federal Programs Updated 02/03/22

Purchasing

6210 Policy - Purchasing Authorization and Control Updated 4/20/22

6210 Procedure – Purchasing Authorization and Control Updated: 01/13/22

6212 Procedure – Procurement Cards Updated: 01/13/22

6220 Policy - Bid Requirements Updated: 02/15/22

6220 Procedure - Bid Requirements Updated: 04/18/22

Facilities

6957 Policy - Construction Change Orders Updated: 04/20/22

iv. Ensure that the district plans and appropriately tests emergency preparedness for reasonable foreseeable disasters or emergency situations: *Affirmative.* The district maintains an all-hazards approach to mitigate, prepare, and respond to emergencies and disasters, and manages school resiliency and continuity initiatives, training, and planning through the district's office of school safety and emergency management.

COVID-19 mitigation and safety planning has continued through school year 2021-22. Routine coordination between agencies including the Office of Superintendent of Public Instruction, Washington State Department of Health, Whatcom County Health Department and medical providers ensured district health & safety strategies aligned with changing best practices during the pandemic.

Emergency planning, response and project implementation work shifted this year as staffing to support this work changed. We hired a school safety support specialist to work closely with student services and our emergency preparedness project implementation team. We no longer have a full-time district resource officer, a director of emergency management, or a health and safety data specialist. The school safety support specialist reports to the director of teaching and learning who leads our student services team. This allows us to focus on building relationships and offering support to students who may pose a threat to themselves or others and to build on our strong basis in restorative justice as our key approach to handling student discipline.

Safety drills (such as earthquake, lockdown, fire) are performed monthly at all schools and documented for regulatory compliance per RCW 28A.320.125. Hazard-specific response protocols and training materials are in place in all classrooms and offices. An online emergency response toolkit allows administrators to access plans anytime. **This online toolkit is continually updated with best practices and edited to reflect new learning from incident debriefs.** The district maintains relationships with disaster response agencies and shares agreements with Red Cross for mass care and shelter facilities. A family reunification plan is in place and agreements made with partner off-site facilities that could handle a large-scale reunification of students and families. Systems are currently in place for threat assessment, suicide prevention, safety and incident reporting, and mobile crisis recovery teams. Staff participate in regional trainings and exercises, and we regularly coordinate with community first responder

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organizations including law enforcement agencies, fire departments, Whatcom Unified Emergency Management, community emergency response teams, courts and probation offices, hospitals and disaster volunteer agencies.

Safety and security capital improvement projects enhance student and staff safety and district readiness, and facilities work continues with camera surveillance systems, interior door lock improvements, exterior electronic access control, and emergency alert and notification system enhancements for buildings and portables. Each district site is equipped with a modernized panic system, designed to expedite police response to school crises. The technology provides direct audio and video communication to law enforcement and dispatch and allows for real-time information exchange for better response in the event of an emergency. District 911 phone systems are routinely tested, and emergency radio checks are performed monthly with established drill schedule. Each school maintains a landline emergency phone for backup communication. A district-wide digital radio emergency system allows for clear communication between any district site in case of emergency, as well as interoperable communication with regional emergency management offices. **Phase one of security camera installation is nearing completion as cameras are installed in secondary schools; all schools are expected to have cameras installed and online by December 2022. Access control installation is complete in secondary schools and the transition to key fob access for staff is underway, to be complete by September 2023. Elementary schools are the next focus area with installation beginning spring 2022.**

Statement of Compliance: The superintendent is in compliance with EL-2.