

BELLINGHAM SCHOOL DISTRICT
Bellingham, Washington

MEMORANDUM

TO: Board of Directors

FROM: Dr. Greg Baker, Superintendent

DATE: June 3, 2021

SUBJECT: Ends 1.0, 2.0, and 3.0 Monitoring Report 2019-21

I am pleased to submit this year's final Ends monitoring report to the school district's board of directors. This report includes a representation of our progress this year in Ends 1.0, 2.0 and 3.0, and provides a broad overview of district efforts toward identified outcomes of all our board Ends reports. We did not submit this report last spring (2020) due to the COVID-19 pandemic, and so where possible and relevant have included some examples from last school year as well as this current 2020-21 school year as evidence.

Board members will observe the influence of the pandemic throughout this Ends report. It is, in part, a story of how people in the Bellingham Public Schools (BPS), students, teachers, staff, families and community members worked to keep school going amidst a national emergency. As in previous reports, we have relied on archived examples of the district's work in each of the outcome areas, including some that have previously been highlighted through featured stories on The Promise website. Similarly, relevant quantitative data are included that highlight progress on key Bellingham Promise outcomes. As the board recognizes, we do not have access to state testing data this year, given the suspension of testing due to the pandemic. We highlight areas where we need to continue to grow to make our school system work better for students, at the same time balancing these areas of continued need with bright spots that show evidence of our district's progress in serving all students. The report closes with a look ahead and outlines some future work for focus.

By way of reminder, this Ends monitoring report serves as both an analytic and evaluative tool that allows us to:

- Demonstrate a reasonable interpretation of Ends 1.0, 2.0 and 3.0, focusing specifically on evidence of progress;
- Identify areas where our interpretation does not align with our mission and outcomes;
- Use evidence of various kinds to demonstrate progress toward achievement of these Ends; and,
- Review our Ends to ensure they remain relevant and inspire meaningful work throughout the organization and community.

Brief Summary of the Report Highlights

- The district’s response to the pandemic over the past 15 months has caused us to center our focus on the pressing and ever-shifting needs of keeping school going, moving from complete closure in March of 2020, to a modified re-opening in fully remote learning mode, to the eventual return of students beginning with our youngest learners in the fall of 2020, and continuing through high school this spring.
- The strategic vision and mission of The Bellingham Promise continues to provide guidance for the work in the school district, and we continued our focused work as a system on issues of equity, diversity, and inclusion (EDI) of all students.
- Five-year graduation rates for Bellingham students continue to improve while dropout rates continue to decline overall and for many identified subgroups of students.
- Early evidence from core subject testing suggests that student learning loss due to the pandemic may not be as drastic as some experts have predicted.
- Inquiry and professional learning around math instruction and improvement in students’ math learning continue to be a focus.
- Student 1:1 computing devices were implemented in the primary grades in the fall of 2020. With school opening fully remotely, our technology team pulled out all the stops to ensure that every student had a way to connect to school. All student computers were in kids’ hand by October of 2020.
- The number of Career and Technical Education (CTE) industry certifications earned by Bellingham students increased significantly once again this year, continuing a trend we have observed over the past several years.
- Increased empathy toward understanding how other people think and feel showed up in our student 2021 survey data at the elementary and high school levels.
- We saw evidence of new and deeper efforts to strengthen connections and engagement with Bellingham families.

Introduction

The report details evidence on Ends 1.0, Ends 2.0 and Ends 3.0. To review, the Ends policies are as follows:

Ends 1.0: Strategic Vision and Mission

Vision: We, as a community, make a collective commitment to Bellingham’s children. We will empower every child to discover and develop a passion, contribute to their community, and achieve a fulfilling and productive life.

Mission: We collectively commit that our students are cared for and respected, and that they will graduate from our schools prepared for success. All will be exceptional in their own way, with strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices.

Ends 2.0: Outcomes Focused on Knowledge

Bellingham Public Schools is committed to developing students and graduates who are:

- Readers and writers,
- Scientists and mathematicians,
- Historians and global thinkers,

- Artists and performers,
- Artisans and technicians,
- Multilingual readers and speakers, and
- Skilled users of technology and information.

Ends 3.0: Outcomes Focused on Character and Action

Bellingham Public Schools is committed to developing students and graduates who:

- Display Character
 - Leaders, collaborators and team players
 - Dependable and responsible people
 - Confident individuals who continually challenge themselves
 - Respectful and compassionate humans
 - Honest and ethical citizens who act with integrity
- Take Action
 - Healthy active individuals
 - Critical thinkers and problem solvers
 - Effective communicators
 - Innovators and creators
 - Well-rounded community members engaged in the broader world

In the paragraphs that follow, we review the sources of evidence used, how that evidence was compiled and analyzed, and provide examples culled from that analysis to highlight the school district’s work on Ends 1.0, 2.0 and 3.0 in separate sections.

Data Sources and Analytic Process

Data sources supporting this year’s report include examples of outcomes noted in in regular school board business meetings, board linkages, board visits to schools, The Promise website stories, as well as information from other individual accounts that came through emails or direct observation. We mined the experience of staff members in our system to report on areas of strength and growth. We also have relied on additional quantitative data sources available via the Qualtrics school culture and climate surveys given at all our schools this year.

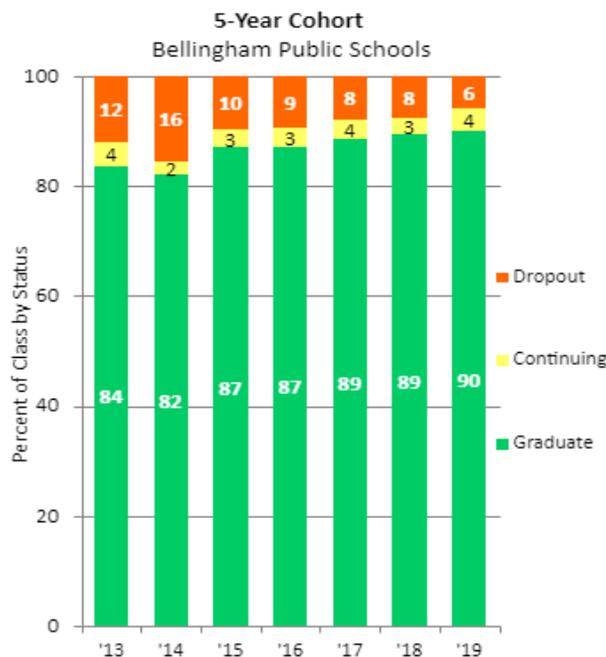
Ends 1.0: Focus on The Bellingham Promise Vision and Mission

The focus created by The Bellingham Promise continues to provide a clear beacon for our work in the school system. Never has the vision and mission been more important to our system than in guiding the work of the past months in response to the COVID pandemic. When all the “regular” ways of doing school suddenly ceased, we were compelled as a district to revisit our values as reflected in The Promise and chart a new way for educating Bellingham’s students. From the total shutdown of the schools by Governor Inslee’s order in March of 2020, we quickly pivoted to engaging students in a fully remote mode. Throughout the summer of 2020, hundreds of our teachers, administrators and teacher leaders doubled down on planning for the eventual reopening of school. Beginning in mid-fall of 2020 we experienced the first of what would be many “first days back to school” this year, with the return of our earliest learners in ^t kindergarten-first grades. By the early spring of 2021, most students across pre-K-12 had returned to a modified in-person schedule, with some families continuing to remain connected remotely with school. With the advent of the availability of vaccines, we worked hard to get our

staff and eligible students vaccinated, allowing us to begin to breathe a little easier this spring as we came back to school.

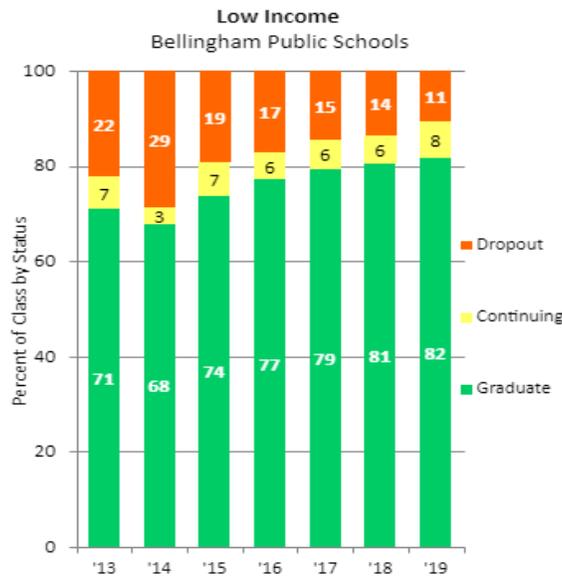
With a little light finally visible at the end of the tunnel, we have been able to reframe the experience of the last 15 months as a gateway to something new and an opportunity to look for positive change opportunities rather than recovery and loss. While the hardship of the pandemic has been real and felt across all aspects of our system, silver linings continue to emerge. We have reimagined and redesigned many aspects of our educational system through the necessary adjustments to teaching and learning. Forced to find ways to teach virtually, in hybrid settings, and to maintain and strengthen connections with students and families outside of our normal measures, the work of our school district has been stretched in new ways. Some of these new ways can be seen as improvements that we must examine and consider for application on into the future as we return to regular schedules and structures.

And, despite it all, our students continued to thrive. Examples abound of how our school district community rallied in the face of challenge to keep learning alive for students and the professionals who teach them. The strategic vision and mission of The Bellingham Promise calls for all students to be “exceptional in their own way” and to “graduate from our schools prepared for life.” Graduation is the ultimate measure of our accomplishments, and we were pleased to note that our graduation rates rose once again this year. Bellingham students’ graduation rates exceeded the State in terms of overall graduation percentage for both four-year and five-year cohorts and, in addition, our five-year graduation rate hit the 90 percent mark in the most recent year-to-year comparison (see graphic below).

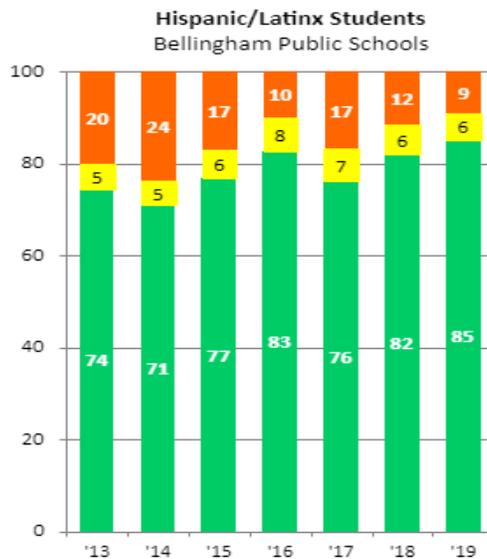


In an earlier report this year, we also analyzed Bellingham’s internal graduation data to better understand the distribution of our district’s graduation rates across subgroups of students. This kind of analysis helps us to ensure that we keep the focus on equitable results for students. As the

chart below reveals, five-year graduation rates for students eligible for free/reduced price meals increased from a low of 68 percent in 2014 to 82 percent in 2019, while drop-out rates have fallen from 29 to 11 percent over this same period.



Similarly, Hispanic/Latinx students’ graduation rate increased once again in year-over-year comparisons from 82 percent to 85 percent (see the chart below), while the dropout rate fell into single digits, continuing the trend we observed last year.



Earlier Ends reports to the board this year that spoke to the strength of Bellingham graduates’ persistence in post-secondary education opportunities also reflect on The Promise mission that students leave us “prepared for success.” Noteworthy once again this year are the increases in industry certifications students earned through participation in various career and technical education (CTE) course opportunities, and the fact that about three-quarters of Bellingham

graduates are enrolling in two- or four-year institutions within two years of graduation, and most persist once they start.

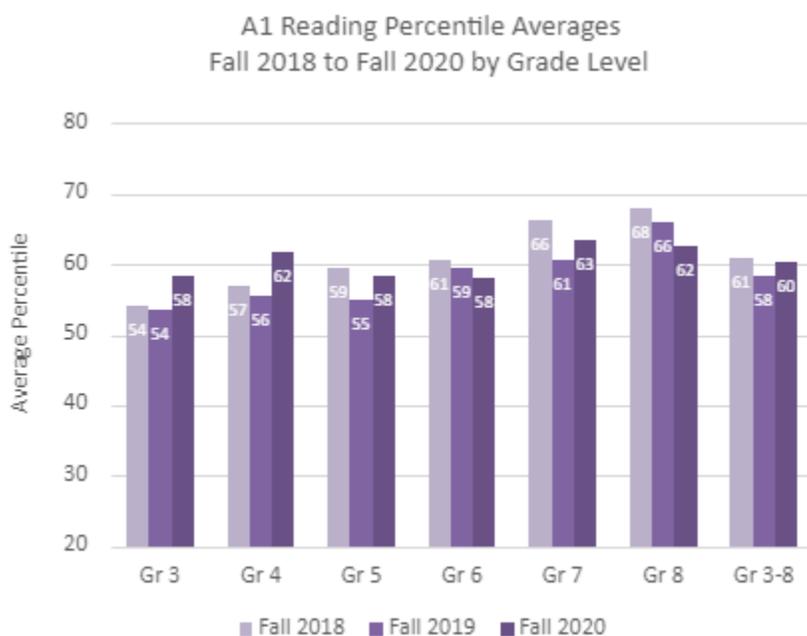
The vision and mission that begins The Bellingham Promise is alive in our equity, diversity, and inclusion (EDI) work as a system. The Promise vision that we “will empower *every* child” calls us to engage in this body of work. Improvements in our EDI work this year include broadened efforts to reach out and connect with the diverse groups of students and families that make up our school district, to hear their stories, and learn from their experiences. We have continued our concerted efforts in the professional development of our entire leadership team with reading, video and discussion sessions focused on issues of race, identity, and inequity. This aspect of The Promise was put to the test this spring of 2021 with a situation that developed out of a teacher reading to her class the text “I Am Jazz” that describes the experience of a young student who identifies as transgender. While strongly supported by many in our local school district community, the teacher, school board members and members of our district leadership team faced a torrent of feedback from individuals across this country that would have had us ban the reading of this book and others that help all kids see themselves on our district’s bookshelves. Rather than choosing to succumb to this external pressure and deviate from the core values embodied in The Promise we remain resolute to more centrally emphasize issues of equity, diversity and inclusion that will help to ensure “every child.... achieves a fulfilling and productive life.”

Ends 2.0: Knowledge Outcomes

Ends 2.0 focuses on seven outcomes centered on achievement and growth. In the sections that follow, we offer some brief examples of our work toward each of these outcomes. As in past years’ reports, many sections conclude with a link to specific pages on The Promise website, where we continue to archive many examples of student success across the district. Where appropriate, we have included examples of ways Bellingham staff members have taken action to support and improve student learning.

- **Readers and Writers**

Core to our work in teaching and learning is ongoing support to develop students as readers and writers. Given the suspension in state Smarter Balanced Assessment (SBA) testing, we incorporated an analysis of the local usage of the Measures of Academic Progress (MAP) test as one means for tracking student progress in core subjects. We presented the extended analysis of the MAP data in our presentation of End 2.1, Part 1 earlier this year. In brief recap, our exploration of the MAP data compared the reading and mathematics percentile averages by grade level based on the Northwest Evaluation Association (NWEA) national norm study. A score at the 50th percentile would mean that students scored exactly on the mean of all scores nationally. The chart below displays the reading percentile averages for each of the last three autumn MAP assessments. Percentile ranks in reading were up slightly this past fall compared to the prior years in grades three, four, five and seven, and down slightly in grades six and eight.



In the earlier report, we also analyzed the MAP data for the four major student subgroups we follow in our typical annual analyses. While all subgroups scored well-below the mean 50th percentile, we were heartened to see that there was not a precipitous drop in scores during the pandemic. Rather we saw a slight increase in percentile scores across the board for students in reading when comparing 2020 to 2019.

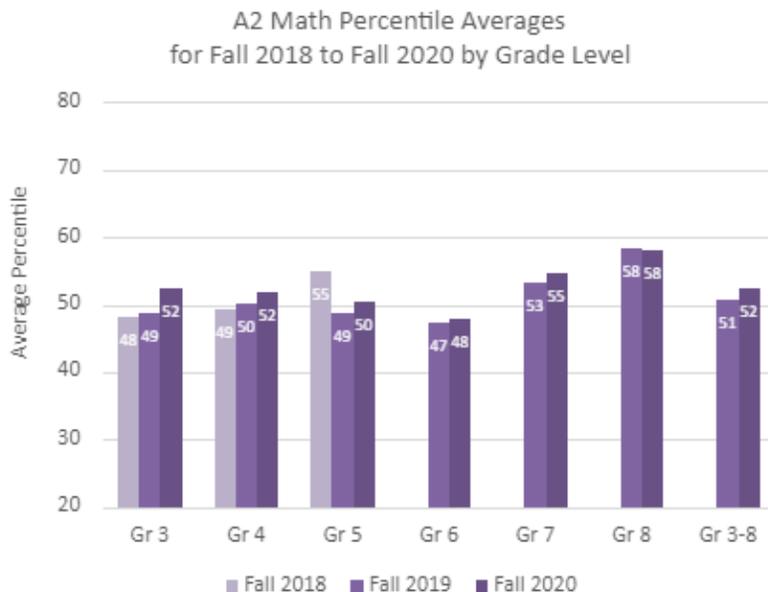
Students identified for additional reading support were part of a summer books program and received packages of books in the mail once a month in June, July, and August 2020 to encourage them to keep reading over the summer months. The books were mailed to eligible students in all 14 elementary schools, which was expanded from the original five Title 1 schools where the program has operated previously. Students were identified based on assessments and reading data collected by teachers and reading specialists at our elementary schools. The summer books program began several years ago because data shows that students who continue reading during their summer break from school are less likely to experience a big summer slide in literacy. Given concerns about learning loss with the pandemic, this was even more important this past summer. When students read over the summer, they are practicing all the skills they have been working to develop over the school year, which is important to help them maintain their reading levels during the break. During the summer months of 2020, more than 17,000 books were mailed to 1,400 students at all 14 of our elementary schools. Each student participating received an average of 12 books each. Read more about the program here:

<https://promise.bellinghamschools.org/2020/07/20/summer-books/>

- **Scientists and Mathematicians**

Our efforts to improve and document learning in math and science continued in various ways this year. As noted in an earlier section, exploration of the MAP data compares the reading and mathematics percentile averages by grade level based on the NWEA national norm study. The

chart below displays the math percentile averages for each of the last three autumn MAP assessments. Percentile ranks overall in math were up slightly this past fall compared to the prior years; scores went up slightly in grades three through seven, and down slightly in grade eight.



In addition to looking at overall percentile scores, and comparisons with prior years, we were also interested to assess the distribution of students tested in each grade level by their relative shift in test percentile from the previous fall. Analysis revealed that the overall percent of students who gained or maintained their test percentile levels remained relatively constant, with most grade levels showing a slight decrease in students “sliding” during the current year. We also viewed this data point as relatively good news; the data suggested students were not losing ground because of the pandemic in year-over-year comparisons in math. The percentage of students sliding backward in scores also decreased slightly in grades five and six, and these levels were notably lower in grades seven and eight.

As we reported in an earlier Ends report this year, over the past months we have been engaged in inquiry to better understand aspects of leadership (including our own), teacher practices, students’ experiences, curriculum/instructional materials, professional learning, and other conditions that support high quality math instruction. The work has spanned from targeted professional learning for members of the leadership team, all the way to a focus on selected individual classroom teachers and small groups of students they identified for purposes of increasing math understanding at one grade level in one of our elementary schools.

Since the pandemic began, teachers and students have been doing figurative backbends to adapt to a remote learning environment. This is especially true for science teachers, who have been teaching curriculum that increasingly emphasizes hands-on learning. How does one do hands-on learning online? Through the virtual teaching that has occurred during the pandemic, science teachers emphasized the science in our everyday lives, creating assignments that use everyday materials around their home to illustrate phenomena. Teachers are also relying more on online programs like our recently adopted curriculum, Amplify Science, which allows students to simulate dissections and other activities that are harder or impossible to do in real life, such as mating spiders to determine how certain traits could be passed down. Teachers have been sharing

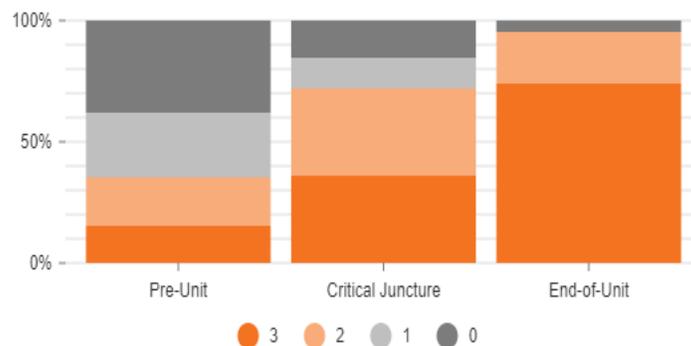
assignments and materials as they create them. The intensive collaboration started before COVID-19 and was facilitated by the adoption of Next Generation Science Standards (NGSS). Read more about ways teachers in science engaged students remotely here:

<https://promise.bellinghamschools.org/2020/11/30/science-in-a-remote-learning-environment-mating-spiders-growing-mold-at-home-and-brittanys-ongoing-saga/>

As middle school teachers have implemented the Amplify curriculum, they have been able to track student growth in science learning through embedded assessments. At each grade level there are a few units where teachers collect pre and post data on student understanding. For example, the sixth-grade data visually displayed below shows student progress over the course of a unit on populations and resources. As revealed by the graph, students showed significant growth from beginning to end of the unit amidst the shift to online learning earlier in this fall. Level 2 equates to students “at standard” and Level 3 is “exceeding standard.” The left hand column shows student proficiency prior to the unit; the middle column shows proficiency at what Amplify calls a “critical juncture” in the unit, meaning a time when significant teaching and learning has occurred. The far right shows student proficiency at the end of the unit.

Sixth Grade Amplify Science Unit

Populations and Resources



Progress data for one of the eighth-grade units revealed a similar pattern of growing student understanding over time. Again, this unit took place in the shift to online instruction.

Eighth Grade Amplify Science Unit

Natural Selection



Before the pandemic struck, fourth graders across our district were engaged with Nooksack Salmon Enhancement Association (NSEA) learning about salmon, their habitat and what they can do to be better stewards of the environment. We look forward to a continuing partnership with NSEA when schools are back in regular session.

The Students for Salmon three-part program, which is offered at no cost, begins with classroom instruction that explains the diverse types of salmon, what makes their habitat in our local watershed healthy, and how pollution and other factors can impact salmon populations. The program also provides teachers with Next Generation Science Standards supported curriculum to continue lessons and reinforce learning. The second part of the program is a field trip to a creek in their watershed; if possible, within a mile of the participating school. The program concludes with a post field trip discussion back in the classroom. Students have this time to reflect on the ways they can help salmon in their daily lives. Read more about this project here:

<https://promise.bellinghamschools.org/2019/11/22/growing-scientists-and-salmon-habitat-with-nsea/>

- **Historians and Global Thinkers**

Efforts to support students' global thinking and historical connections continued across our system this year. These included deepening our approach to the teaching of social studies that accurately conveys the history, challenges, and Native perspectives on tribal sovereignty and Native culture. The Since Time Immemorial: Tribal Sovereignty Curriculum was created through a partnership between the state Office of the Superintendent of Public Instruction (OSPI) and tribal nations in Washington state. The curriculum spans from early learning to high school and asks students and teachers to explore ideas such as worldviews and perspectives of Indigenous people that may be quite different from those of non-Indigenous people. Our district has been working to integrate this curriculum over the past seven years. U.S. history textbooks often cover Tribal Nations in other areas of the country and are sometimes criticized for providing incomplete or biased accounts of tribal history. The Since Time Immemorial curriculum uses a place-based approach, encouraging teachers and students to address essential questions in the context of tribes in their own communities. BPS middle school teachers have been attending the Since Time Immemorial trainings since 2013, and recently eight teachers from a variety of levels attended professional development workshops on the curriculum. Read more about this collaboration at:

<https://promise.bellinghamschools.org/2020/10/09/shifting-to-a-place-based-approach-local-native-peoples-and-tribes/>

A more extended account of one teacher's implementation of this curriculum can be read here:

<https://promise.bellinghamschools.org/2021/03/10/middle-school-students-dig-into-washington-state-history-with-new-year-long-focus/>

- **Artists and Performers**

Our students took advantage of increased opportunities and demonstrated many accomplishments in visual and performing arts (VPA) again this year. Art, music, and drama teachers came up with inventive ways to keep the arts alive. Middle school instrumental teachers Jenny Rothnie and Morgan Schwab figured out ways to sew together dozens of individual student performances submitted via video into one seamless recorded concert. The result was an online performance featuring the collective playing of all students. Sehome High School (SHS) drama teacher Kandace McGowan led an inspired student project that resulted in “Connect/Disconnect,” a film documenting the essence of the student experience of the pandemic, as captured by SHS thespians. Those who viewed this film in the online premier reported being moved to tears by its powerful rendering of the student’s journey through COVID.

A couple of questions we explored in developing this report focused on comparing enrollments in visual and performing arts courses from the 2015-16 school year to this current school year,

Visual and Performing Arts Course Enrollment Proportionality Report - 2015-16
 51 percent of 3,958 students enrolled in grades 9-12

ETHNICITY / RACE	Students	Proportions		Composition Index			
Hispanic		15.63%	13.53%	0.0000	0.87	3.0000	Significant
Two or more races		7.04%	7.08%	0.0000	1.01	3.0000	Mild
White		67.73%	70.17%	0.0000	1.04	3.0000	Mild

PROGRAM	Students	Proportions		Composition Index			
Bilingual Education		4.72%	3.93%	0.0000	0.83	3.0000	Significant
Free/Reduced Lunch		39.46%	32.57%	0.0000	0.83	3.0000	Significant
Special Education		12.68%	8.85%	0.0000	0.7	3.0000	Significant

Visual and Performing Arts Course Enrollment Proportionality Report – 2019-20

65 percent of 4,108 students enrolled in grades 9-12

ETHNICITY / RACE	Students	Proportions		Composition Index		
Hispanic/Latino of any race(s)	16.06%	14.56%	0.0000	0.91	3.0000	Mild
Two or more races	7.42%	7.59%	0.0000	1.02	3.0000	Mild
White	66.96%	68.52%	0.0000	1.02	3.0000	Mild

PROGRAM	Students	Proportions		Composition Index		
Bilingual Education	5.72%	5.06%	0.0000	0.88	3.0000	Significant
Free/Reduced Lunch	34.95%	30.98%	0.0000	0.89	3.0000	Significant
Special Education	13.51%	11.88%	0.0000	0.88	3.0000	Significant

and on the proportionality of those enrollments related to our overall school populations. Charts above reveal that 51 percent of high school students were enrolled in a VPA course in 2015-16; this number was 65 percent in the current school year. Along with this increased enrollment, we see improvements in proportionality of representation over this period for bilingual students, students with IEPs, and students eligible for free/reduced price meals.

Special acknowledgement and kudos go out to all the high school music teachers who help district students participate and perform at high levels in regional and statewide events. Every January, high school musicians from Island, Skagit and Whatcom counties attend the San Juan Music Educators Solo and Ensemble contest (SJMEA). In January 2020 (pre-pandemic) the event was hosted at Sehome High School. SJMEA is the regional competition that moves competitors on to the state level. The following students and ensembles in Bellingham Public Schools won first place in their category.

From Bellingham High School: Olivia Grendon, tenor-baritone saxophone; Audrey Fry, soprano; Brody Buck, baritone; Benjamin Ritchey, bass; and Logan Foy, tenor; Showstoppers, mixed vocal large ensemble; and Solo duet, mixed vocal small ensemble.

From Sehome High School: Clara Kelly, violin; Nico Centurion, viola; Jaechan Lee, cello; Sehome Concordia Chamber Orchestra, string ensemble large; Kabardinian String Quartet, string ensemble small; Mia Lustick, soprano; and Elaine Mueller, alto.

From Squalicum High School: Diego Mesquita, soprano-alto saxophone; Hot Sax V, woodwinds, large ensemble; Hot Sax, woodwinds, small ensemble; Nick Schneider, timpani; Jacob Lann, guitar; Mehar Singh, mezzo-soprano; and Thor's Angels, small vocal ensemble.

See more details at <https://promise.bellinghamschools.org/2020/02/12/annual-music-contests-highlight-student-excellence/>

- **Artisans and Technicians**

The area of Career and Technical Education (CTE) continued the trend of expanding experiences and opportunities for students in this area. As participation in CTE opportunities has increased, we also continue to track proportionality of student participation over time in those program and course opportunities. The charts below compare enrollment proportionality from school year 2015-16 with the current school year.

Career and Technical Education Course Enrollment Proportionality Report - 2015-16
25 percent of 3,958 students enrolled in grades 9-12

ETHNICITY / RACE	Students	Proportions		Composition Index		
		2015-16	Current	2015-16	Current	
Hispanic		15.63%	18.11%	0.0000	1.16	Significant
Two or more races		7.04%	6.5%	0.0000	0.92	Mild
White		67.73%	65.26%	0.0000	0.96	Mild

PROGRAM	Students	Proportions		Composition Index		
		2015-16	Current	2015-16	Current	
Bilingual Education		4.72%	5%	0.0000	1.06	Mild
Free/Reduced Lunch		39.46%	35.23%	0.0000	0.89	Significant
Special Education		12.68%	8.7%	0.0000	0.69	Significant

Career and Technical Education Course Enrollment Proportionality Report – 2019-20
74 percent of 3,924 students enrolled in grades 9-12

ETHNICITY / RACE	Students	Proportions		Composition Index		
		2015-16	Current	2015-16	Current	
Hispanic/Latino of any race(s)		15.64%	15.71%	0.0000	1	Mild
Two or more races		7.41%	7.63%	0.0000	1.03	Mild
White		67.17%	67.19%	0.0000	1	Mild

PROGRAM	Students	Proportions		Composition Index		
		2015-16	Current	2015-16	Current	
Bilingual Education		5.98%	6.31%	0.0000	1.06	Mild
Free/Reduced Lunch		33.86%	33.39%	0.0000	0.99	Mild
Special Education		13.73%	12.43%	0.0000	0.91	Mild

A comparison between charts reveals that 25 percent of high school students were enrolled in a CTE course in 2015-16; this number jumped to 74 percent in the current school year. Along with this increased enrollment, we see improvements in proportional representation among student subgroups over this period. Students with IEPs and students eligible for free/reduced price meals were more proportionally represented in CTE opportunities this year than in comparison with enrollments in 2015-16, in both cases very near to a mathematically perfect (1.0) representation.

In 2019-20, before the pandemic struck, through a community partnership with Junior Achievement of Washington, Options High School students made a connection with two local companies, Birch Equipment and Alcoa, to learn about the employee experience. The connection with Options High School was made by community partner, Ashley DeLatour, from Futures NW when she introduced Options High School teacher Joe Wooding to Roxanne McCloud with Junior Achievement of Washington. Junior Achievement programs are delivered by corporate and community volunteers and provide relevant, hands-on experiences in financial literacy, work readiness and entrepreneurship. McCloud coordinates with employers to provide opportunities for students to meet with management, tour facilities and interact with workers from various fields within the organization. Wooding said these job shadow opportunities have helped inspire students to explore the possibilities after high school. Beyond the job shadow opportunities, Junior Achievement provides a variety of programming for students in kindergarten through high school. Read more about the Junior Achievement partnership at:

<https://promise.bellinghamschools.org/2019/12/13/junior-achievement-builds-connections-for-options-students-and-local-businesses/>

- **Multilingual Readers and Speakers**

Our efforts to ensure that all Bellingham students become multilingual readers and speakers continues. This remains an area where we are committed to continuing to build our program over time. We have made significant strides in the past decade, for example, to reimagine and improve support for English language learners (ELL) resulting in positive outcomes such as improved graduation rates for English learners. We are also aware of research indicating that dual language programs support non-English-speakers in achieving more equitable outcomes, as well as providing a comprehensive approach for English speakers to learn another world language. In response to questions posed by Dr. Baker, an informal dual language work group convened in the fall of 2019 that endeavored to better understand the research on dual language and to start to imagine what an approach could look like in our school district. Just prior to the onset of the pandemic, this team produced a report providing an overview from the dual language research as well as some initial thinking about different models that could be considered. We aim to pick this effort back up in the coming months once we move past the extreme urgency of dealing with the pandemic.

A desire to connect with elementary school students and a love of reading led Meysha Riviere, a ninth grader at Bellingham High School, to dream up the idea of a bilingual, virtual reading room for elementary school students in Bellingham. By following the link to the Creando Connections virtual room, students see avatars of the readers and a book display. Students can click on a reader avatar to watch a video about them, or on a book to see a video of the book being read in two languages including English, Spanish, Japanese and American Sign Language. Students can click on a book to see it read in multiple languages. The project has also facilitated connections between the participating high school students leading to new friendships during a time of disconnection. Read more about Meysha's story here:

<https://promise.bellinghamschools.org/2021/02/16/high-school-students-create-virtual-rooms-to-read-to-elementary-students-and-showcase-global-dances/>

Translation and interpretation support for our multi-lingual Bellingham community became an even higher priority during COVID. The Family Engagement team, led by Executive Director Isabel Meaker, connected teachers, staff, and students districtwide during a critical time when students were one hundred percent online. Careful planning was required to ensure this was done in a way that strengthened the relationships and created a closer connection and understanding between families and school personnel. This effort coincided with a significant increase in translation service needs and interpretation of messages in all main languages to families and the community. All learning menus for grades pre-K through third grade were translated every week which adds up to about 500 pages of documents that have made it possible for families to stay connected who otherwise would have struggled with access.

- **Skilled Users of Technology and Information**

As one staff member put it, “I know ‘skilled users of technology and information’ has taken on a whole new meaning this year!” From kindergarteners researching animals of their choice online, to first through fifth graders Zooming with reading specialists, to middle and high school students engaging in collaborative work with peers in One Note, it is clear that our district focus on the implementation of the 1:1 technology initiative paid off in a big way during this pandemic year. While many districts were scrambling to figure out how to simply get devices into students’ hands, our district was already well positioned. Only primary grade elementary students did not yet have dedicated 1:1 computer devices when we started school in the fall of 2020. Because of the urgent need, our technology team led by Executive Director Kurt Gazow ramped up the effort to put student devices in primary grade students' hands by early fall, allowing instruction to shift to a fully remote online approach. Educational technology coaches working in collaboration with principals and school leadership teams have proven to be an invaluable resource in helping to make this effort come alive.

Because of the support and dedication of the team in keeping our parents connected, technology access has not been the barrier that many other districts struggled with. Our family engagement team created countless videos on “how to” use the computing devices so parents learned how to connect via Zoom, SeeSaw, Teams, Skyward, and other programs. It took the family engagement team many 1:1 conversations and dedicated work with one family at a time, targeted financial support, and the ongoing effort of our education technology team to get to a point of 100 percent connection for families in our school district with internet access through hot spots. One bit of evidence about the power in this work came from our special education team who reported near 100 percent attendance of parents for individualized education plan (IEP) meetings, even with families who speak languages other than English.

Ends 3.0 – Character and Action Outcomes

This section of the report delves into the character and action outcomes from The Bellingham Promise. Similar to the last time we reported on Ends 3.0, the sections that follow incorporate students’ self-perception data related to several character and action outcomes, drawing on data from our annual Qualtrics survey. We have also included, where appropriate, some examples of the ways our school district staff members and community partners demonstrated and exemplified various outcomes noted here, as we made our way through the pandemic. The board will notice some of these examples woven into the narrative. While these may not be direct

examples of student accomplishments, the example set by our staff members and community partners demonstrate our district commitments in ways that are worth remembering in this incredibly special year.

- **Leaders, Collaborators and Team Players**

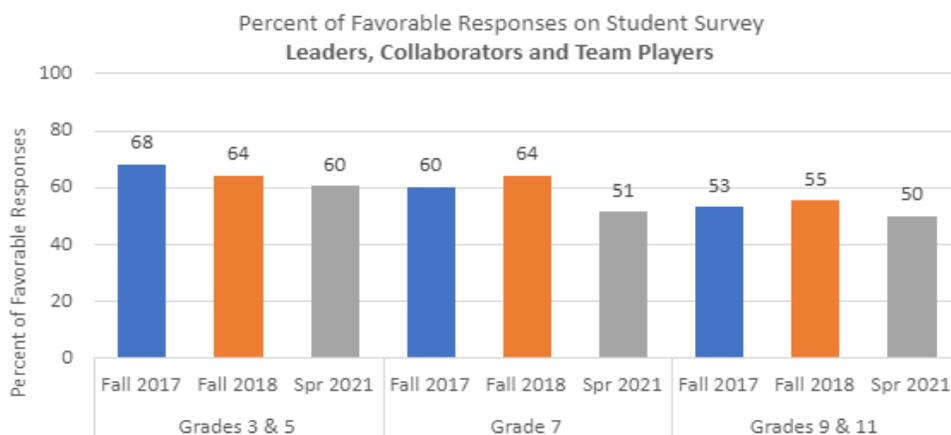
Opportunities for students to demonstrate leadership through collaboration were in abundance this year. The students at Lowell Elementary, for example, participated in a school wide leadership program that involved videotaping of the morning announcements, and reporting on a variety of things happening at Lowell. Follow this link to a recent video example of ways Lowell students were demonstrating their leadership and collaboration this spring of 2021:

<https://bellingham.wistia.com/medias/8rf8ir0a6v>

A subset of questions we asked students on the spring 2021 district survey included a focus on leadership collaboration and teamwork. Items included in the survey were:

- How comfortable are you taking a leadership role in your school?
- How much do you actively participate in group activities/projects?
- When working on group projects, how much do others’ ideas help lead to success?

Students responded to these prompts on a five-point scale ranging from “not at all” (scored as a one) to “extremely” (scored as a five). For purposes of comparison with the responses from the prior year’s survey on these same items, we have arrayed the “favorable” responses in the table below. “Favorable” responses in this case refers to responses in only the top two of the five categories. So, these responses are from students who responded “extremely” or “quite” to the three questions above. Scores below reflect the aggregated response to the three questions.



As is evident from the data, students at all grade levels from the 2021 cohort responded less favorably to these questions than the cohorts from the prior two surveys. Given the circumstances associated with the pandemic, the focus on group projects was likely less prevalent in recent months than would typically be the case. The least favorable scores across the five grade levels were in response to the question, “How comfortable are you taking a leadership

role in your school?” It is challenging to know how to interpret the leadership question, and whether it was influenced by enforced student isolation brought on by COVID.

For our staff, there were many demonstrations of leadership and collaboration this year. From the hundreds of teachers who engaged in summer planning efforts to develop curriculum grade level by grade level, content area by content area, to the ongoing efforts of our educational technology team to ensure that all students and families had access to the necessary technology to stay connected with school, to the nurses and volunteers who worked to vaccinate our staff members and students, all played a critical role in leading the way through the pandemic.

Evidence of student leadership gathered this year includes Bellingham High School senior Abbie Sorensen who received the Phyllis Lawson Scholarship from the Washington Association of Career and Technical Education Administrators (WACTA). She was one of 10 awardees in the state in 2021. The award honors outstanding service, leadership, knowledge and commitment to Career and Technical Education. Katie Owen, sports medicine teacher, nominated Abbie because of her integral role in the Sports Medicine Program at BHS. According to Owen, she has “excelled as a leader and role model both in the classroom and participating in the after-school practicum.” Abbie shared that she plans to study kinesiology after graduation from BHS. Read more about Abbie’s story at:

<https://promise.bellinghamschools.org/2021/03/30/bhs-senior-receives-cte-scholarship-award/>

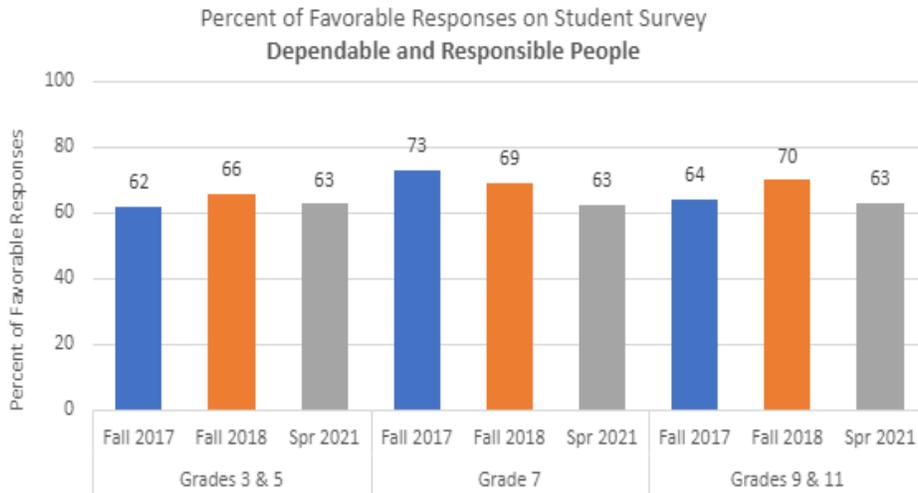
- **Dependable and Responsible People**

Developing students and graduates who are dependable and responsible is another key outcome from The Promise. Creating opportunities for students to demonstrate dependability and responsibility occurs daily in the classroom with assignment and homework completion, project work, and attendance. With our COVID 19 safety guidelines, we are proud of the responsibility our students demonstrated with wearing mask and keeping to social distance guidelines throughout the pandemic. We have typically also reported on our attendance rates as a measure of dependability and responsibility. On paper, our attendance rates look terrific this year; according to the data we gathered, attendance rates went up by comparison with prior years. That said, while we know Bellingham teachers were doing the very best they could to keep accurate records of attendance, that process has been challenging in remote learning mode.

A subset of questions we asked students on the district survey included a focus on dependability and responsibility. Items included in the survey were:

- How focused are you on the activities in your classroom?
- How often can other people depend on you to do the right thing?
- When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

Similar to our explanation in the last section of the report, students responded to these prompts on a five-point scale ranging from “not at all” (scored as a one) to “extremely” (scored as a five). Scores below reflect the aggregated response to the three questions.



As is evident from the data, students in grades three, five, nine and eleven from the 2018 cohort responded slightly less favorably to these questions than the cohorts from the prior years. The most positive responses for students at all five grade levels was to the question, “How often can other people depending on you to do the right thing?” which struck us as a particularly good thing!

As the COVID school closure unfolded in the spring of 2020, our district identified key goals that focused staff and prioritized needs. While the first stated goal was to promote safety and minimize the spread of the virus, the second goal was just as basic: to provide food to the young people of our community. In fact, even before the district closed on March 16, 2020, there had already been many discussions about how to continue food service for our students if there were a closure, and if providing food, how to keep both staff and families safe and socially distant. What was created and implemented is worth noting as an example of ways our staff modeled dependability and responsibility for our students and families this past year. To do so meant our food service and transportation staff would need to adapt, and indeed they adapted.

It is hard to grasp, even for those onsite every day, how huge this lift has been, literally and figuratively. The images of pallet upon pallet of canned and dried, shelf-stable goods (each pallet weighing over a ton) and of thousands of boxes lining school hallways and open spaces were mind-blowing. As of May 18, 2020, two months into the shutdown, more than 252,000 meals had been delivered and more than 28,000 boxes were put together by our dependable and responsible food service, communication, and transportation teams. And the work just continued from there. As one staff member noted, “(Our) employees built community in Bellingham Public Schools and beyond with the meal box program. The messaging led by the communications team on social media and the presence of supportive, familiar adults on site made food box pick up fun and inclusive. School food is for everyone, and it was amazing to see the reach that our staff can have.” Read more about this effort at:

<https://promise.bellinghamschools.org/2020/05/22/how-a-district-and-community-pulls-together-to-feed-kids/>

- **Confident Individuals Who Continuously Challenge Themselves**

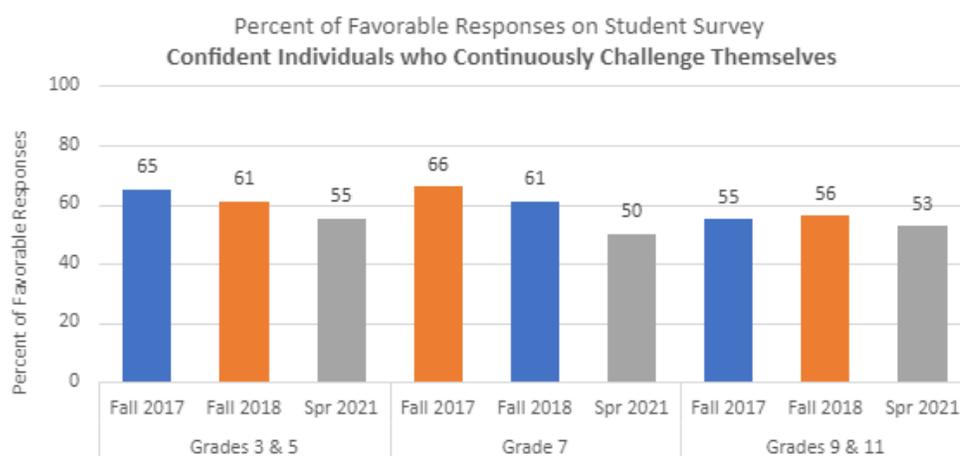
Students taking the initiative to challenge themselves shows up in numerous ways throughout programs and schools. Some of our students excelled in challenging themselves academically through national competition this past year. Our district celebrated two finalists and two semifinalists in the 2021 National Merit Scholarship Competition. Sehome High School students Emma Berreth and Maya Cornwall are finalists, and Sehome student Livia Cohen and Squalicum High School student Audrey Oscarson are semifinalists, and there are 10 commended students, in the 2021 National Merit Scholarship Program. District commended students are Bellingham High School’s Samuel Coble, Logan Foy, Sage Jacobs, Joel Pursley, and Liam Reynolds; Sehome High School’s Camren Burton, Michael Hagin, and Warren Rose and Squalicum High School’s Shannon Bosche and Jackson Boyle. Commended students received a letter of commendation for outstanding academics. To qualify for the competition, students took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) during the 2019-20 school year. Read more about the effort at:

<https://promise.bellinghamschools.org/2021/04/05/national-merit-2021/>

A subset of questions we asked students on the district spring 2021 survey included a focus on students challenging themselves and how they respond to challenges in their schoolwork. Items included in the survey were:

- How sure are you that you can figure out a good way to get your schoolwork done well?
- When you get stuck while learning something new, how likely are you to try to learn it in a different way?
- If you fail at an important goal, how likely are you to try again?

Similar to our explanation in the earlier sections of the report, students responded to these prompts on a five-point scale ranging from “not at all” (scored as a one) to “extremely” (scored as a five). Scores below reflect the aggregated response to the three questions.



Of interest in the disaggregation of this data was the fact that the highest favorable responses for students from all three levels was to the third question above “if you fail at an important goal, how likely are you to try again?” This response was consistent with those from the last

administration of this survey question. Conversely the lowest favorable scores across the board were to the question “when you get stuck...” with less than 50 percent of students at each level responding favorably. This was, again, similar to the responses on the last administration of the survey in 2018.

Continuous challenge has pretty much defined the past fifteen months. Our Executive Director of Operations, Jessica Sankey, put it this way, “One of the things I am most proud of is our continual focus on relationships as we navigated COVID-19. We recognized early that our strength lies in our resilience, and our resilience grows from our ability to work together and care for one another. I think that by calling this out and attending to students mental and emotional well-being, we found new ways to address the character outcome we strive for: developing students who are confident individuals who continuously challenge themselves.”

- **Respectful and Compassionate Humans**

For Happy Valley Elementary students, the outcome of respectful and compassionate humans was demonstrated through a film project focused on the question “What is something that you want to see protected in nature?” Students selected something from the natural world that they felt connected to or passionate about and worked to create films designed to persuade the viewer that animal, plant, or habitat needs to be protected. They watched a mentor project, the film “Albatross” by Chris Jordan, to help them understand how to structure their film.

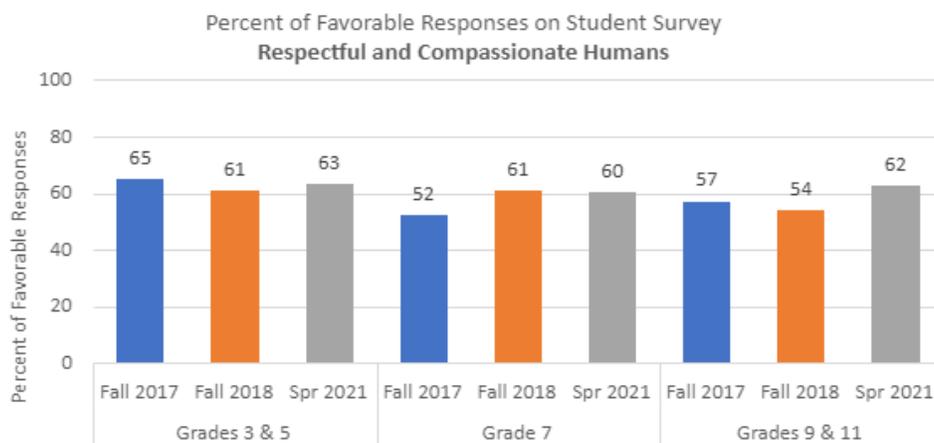
Many other teachers across our district turned the pandemic into an opportunity for reinforcing the teaching of respect and compassion in our schools. Right after the first school closure announcement went out, students at Shuksan Middle School were feeling a lot of things including nervousness about how online learning would work as well as boredom. Language arts teachers Erin Meese and Mindy Galbraith decided to give their eighth-grade students an assignment that would help them engage with their family, do something in service of others and compliment their previous learnings. The main direction given to the students for the “messages of hope” assignment was to “provide something meaningful for an elderly person to see and read, since they can’t have visitors” because of COVID-19. Meese and Galbraith provided examples of greeting cards describing their own grandparents and how they appreciate them. Students responded by creating electronic cards that their teachers emailed to more than ten local assisted living and care facilities including Shuksan Healthcare Center, St. Francis of Bellingham, and Whatcom Hospice Care. The cards included drawings, letters, photos, ideas, and personal reflections. See the whole story here:

<https://promise.bellinghamschools.org/2020/04/20/shuksan-eighth-graders-share-their-hero-stories-with-kids-make-cards-for-the-elderly/>

A subset of questions we asked students on the district spring 2021 survey included a focus on respect and compassion. Items included in the survey were:

- How much respect do students at your school show you?
- How much do you try to understand how other people think and feel?
- How respectful are students to one another at your school?

Similar to our explanation in the last section of the report, students responded to these prompts on a five-point scale ranging from “not at all” (scored as a one) to “extremely” (scored as a five). Scores below reflect the aggregated response to the three questions.



Overall increases in favorable responses from the 2018 cohort to the 2021 cohort occurred at elementary and high school; favorable middle school student responses were at about the same level as 2018. The strongest positive responses at all three levels came on the question, “How much do you understand how other people think and feel?” With the pandemic illness and death rates so prevalent in the daily news, we wondered about the effect this has had on students’ feelings of empathy toward others.

Staff members noted ways our districts demonstrated respect and compassion for each other and for the community this past year. One district office staff member noted, “The whole staff and family wellness (effort) during spring of 2020 and throughout the pandemic was very sweet and compassionate. Staff from different areas really wanted to take care of families and other staff with the Big Four (district goals) push. Taking care of each other.”

- **Honest and Ethical People Who Act with Integrity**

For students in a seventh-grade class at Whatcom Middle School, demonstrating integrity involved planning, researching, and addressing their community about a change they would like to see in the world such as reducing carbon footprint by composting paper towels, increasing access to housing, food equity, or other pressing community needs. This project developed student’s abilities to act according to their ethics, recognizing and taking action to influence parts of their community that do not align with their beliefs and values.

In previous year’s reports, we have typically featured an analysis of student discipline data as a part of this particular Promise outcome. Our data on student suspensions and expulsions suggest these forms of discipline were drastically decreased, due in large part to the fact that students at most grade levels spent a significant portion of the year online. Online school however did create some new discipline situations, but overall, the frequency and severity of discipline issues dropped fairly dramatically this year. One school administrator noted, “We have...had a significant decrease in office referrals and unsafe behaviors. When we intentionally teach all

students to be safe and support students with those safety expectations then the behavior of all students improves. Students are taking care of each other and taking care to be safe. We also have had zero discipline issues connected to COVID safety (mask wearing, distancing, etc.). Students have been very.... appropriate with safety. This was a big worry for our staff and our kids really were safe, responsible and considerate.”

Our ethics were on public display as we made a decision as a district to open our Bellingham High School facility to people experiencing homelessness in our community who were at a notably higher risk of getting sick with COVID-19. One of the largest homeless shelters in our community, the Lighthouse Mission’s Drop-in Center on Holly Street, was unable to ensure the safety of those staying and working there while still adhering to social distancing requirements. To address those challenges, the district struck an agreement with the Lighthouse Mission to allow more than 150 people to access emergency shelter each day at Bellingham High School throughout the late spring and into summer of 2020. Finding an emergency shelter facility that would allow for safer distancing and potentially minimize the spread of COVID-19 among those experiencing homelessness was a priority for Whatcom Unified Command, BPS, and the Lighthouse Mission not only to keep guests healthy, but to prevent broader transmission in the community and ensure local health systems were not overwhelmed. Without the center, 150+ people experiencing homelessness could have been endangered, with potential loss of life, if displaced from essential shelter and food services. More details of this partnership are found here:

<https://promise.bellinghamschools.org/2020/05/13/partnership-provides-emergency-shelter-at-bhs-during-covid-19-crisis/>

- **Healthy, Active Individuals**

Developing healthy and active individuals took on new meanings over the past fifteen months. From elementary PE specialists designing weekly video-based lessons to get students moving in pre-K-5, to acquisition of bell covers and other personal protective equipment (PPE) gear for saxophones and trumpets, to the spacing of desks six feet apart, to vaccination clinics, to volumes of hand sanitizer.....and let us not forget about those wonderful masks! It has been a year of concern and work on health issues.

As with visual and performing arts and career and technical education, we examined course enrollments and proportionality of participation in physical education. The charts below contrast the enrollments and proportionality of student participation between the 2015-16 school year and the current year. As the data reveals, student participation rates in physical education increased significantly over this period of time, while proportionality of participation also improved for students with IEPs and student eligible for free/reduced price meals.

Physical Education Course Enrollment Proportionality Report - 2015-16

60 percent of 3,958 students enrolled in grades 9-12

ETHNICITY / RACE	Students	Proportions		Composition Index			
ETHNICITY / RACE	Hispanic	15.63%	15.24%	0.0000	0.98	3.0000	Mild
	Two or more races	7.04%	6.73%	0.0000	0.96	3.0000	Mild
	White	67.73%	68.24%	0.0000	1.01	3.0000	Mild
PROGRAM	Bilingual Education	4.72%	5.2%	0.0000	1.1	3.0000	Significant
	Free/Reduced Lunch	39.46%	36.53%	0.0000	0.93	3.0000	Mild
	Special Education	12.68%	11.3%	0.0000	0.89	3.0000	Significant

Physical Education Course Enrollment Proportionality Report - 2019-20

68 percent of 3,924 students enrolled in grades 9-12

ETHNICITY / RACE	Students	Proportions		Composition Index			
ETHNICITY / RACE	Hispanic/Latino of any race(s)	15.64%	15.98%	0.0000	1.02	3.0000	Mild
	Two or more races	7.41%	6.86%	0.0000	0.93	3.0000	Mild
	White	67.17%	67.72%	0.0000	1.01	3.0000	Mild
PROGRAM	Bilingual Education	5.98%	6.04%	0.0000	1.01	3.0000	Mild
	Free/Reduced Lunch	33.86%	33.54%	0.0000	0.99	3.0000	Mild
	Special Education	13.73%	13.39%	0.0000	0.98	3.0000	Mild

This fall, as physical education (PE) teachers grappled with how to teach physical fitness and activities online, high school teachers decided to use the opportunity to bring in monthly guest speakers using video conferencing. PE teacher Kristin Siemion, with help from fellow PE teacher Mark Parrish, tapped school district alumni as well as others whose passion for sports motivated them to build a career in sports. The series featured alumni and others working in a variety of capacities including journalism and research, coaching, multimedia journalism, marketing, and sports technology. See more here:

<https://promise.bellinghamschools.org/2021/03/23/bps-alumni-working-in-sports-visit-virtual-pe-classrooms/>

The focus on healthy individuals has never been more central. School nurses worked around to clock to understand and interpret ever-changing guidance for unique school settings. They developed tools to help us consistently implement COVID protocols and to allow us to collect data & build practices on evidence rather than reacting in fear. In the midst of it all, we were able to move some important new work including that of the Playground Standards Ad-Hoc

committee convened to draft standards for new elementary playgrounds rooted in universal design and the recognition that playgrounds are vital outdoor learning spaces for students. We are centering inclusion in our playground design and all practices in our schools.

- **Critical Thinkers and Problem Solvers**

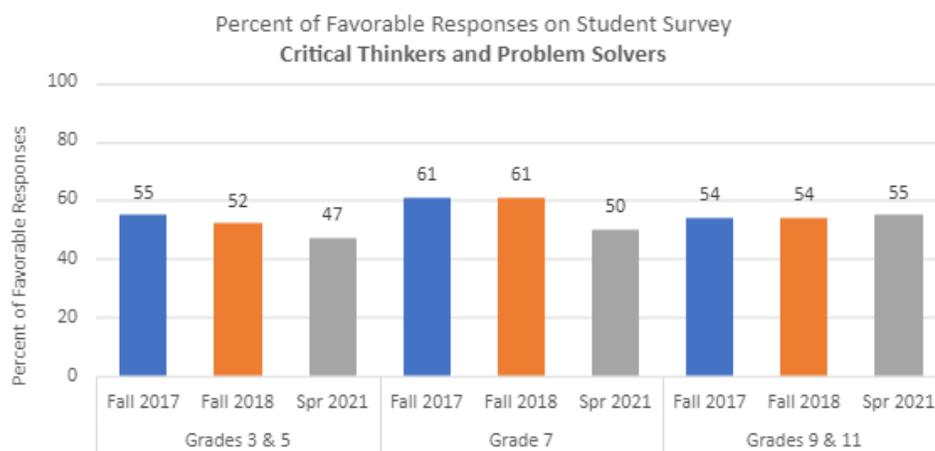
Efforts to support students as critical thinkers and problem solvers are present in our curricula and instructional practices in various ways. For example, high school biology teacher Erin Buke, middle school Special Education teacher Eva Warner Chazo and first grade teacher Margi Smith, all serving as administrative interns together this year, collaborated on the idea for the Promise Tomorrow Initiative. The idea brought students together from across the district to design solutions to world problems, maximizing student voice and empowerment in collaborative projects with the potential for real-world application for a better future. The initiative began in January 2021 with the first group of 102 students from 18 schools. The focused topic for the first group was the “human condition.” Student projects took multi-disciplinary approaches to innovate technologies, designs or plans that create connections in their communities to promote positive change. Student collaborative groups worked across grades, met weekly and were supported by a volunteer and supervised by a coordinator. At the end of the project, student groups were asked to present their solutions during a symposium held on March 18, 2021. Projects were scored and students are invited to share their best work at a final symposium at the end of the school year. Due to the success of the turnout, Chazo, Burke and Smith led a second round of project work this spring and hope to keep the Promise Tomorrow Initiative going next school year. Read more about the effort at:

<https://promise.bellinghamschools.org/2021/04/15/students-tackle-the-challenges-of-today-through-promise-tomorrow/>

A subset of questions we asked students on the district spring 2021 survey included a focus on critical thinking and problem-solving. Items included in the survey were:

- Before you start a challenging project, how often do you think about the best way to approach the project?
- How well can you figure out how to solve problems?
- How comfortable are you working on problems that take a long time to solve?
- When learning about a complicated topic, how likely are you to change your opinion when you need to? (Note: This question was not asked of third nor fifth graders)

Similar to our explanation in the last section of the report, students responded to these prompts on a five-point scale ranging from “not at all” (scored as a one) to “extremely” (scored as a five). Scores below reflect the aggregated response to the three questions.



As is evident from the data above, responses from students in 2021 were less favorable to those from the 2018 cohort, with the exception of high school students whose scores were slightly more favorable. All grade bands responded most favorably to the first question “Before you start on a challenging project, how often do you think about the best way to approach the project.”.

- **Effective Communicators**

The shift to fully remote learning required teachers to pivot quickly to digital communication tools. Over the past fifteen months, tools like Zoom, Microsoft Teams and See Saw have become the “new normal” manner of communication between schools and homes. In our summer 2020 planning effort, teachers, administrators and teacher leaders made a strong commitment to keep family engagement on the top of their list of priorities. New forms of communication between teachers, students and families have been aided through our technology 1:1 effort.

At Wade King Elementary, the focus on developing effective communicators includes students taking responsibility for sharing announcements in the schoolwide Friday News For Kids. They also share learning in the weekly Peek into the PYP and the Mindful Moment is typically student led. A couple of Wade King examples follow:

- News for Kids this week - <https://www.smores.com/ntj7s>
- News for Kids last week - <https://www.smores.com/v5xa8>

Our Family Engagement team also made communication a significant focus. Isabel Meaker’s team established a first Parent Leadership Academy, and this was made possible for many participants through newly learned tech skills that enabled remote connection. The team reported incredible success with 100 percent attendance to every meeting and was able to train and develop a second cohort of parents this year.

For many students, working remotely opened up new communication opportunities and possibilities. One of the teachers from the Bellingham Family Partnership Program (BFPP) provided a compelling example of a student who is differently abled she worked with in a middle school class focused on issues of social justice. The teacher reported, “Well into the semester, our class community was strong and had proven itself a safe place to share. I knew the next step

for me as a teacher was to let students lead. I supported (the student) with reviewing the American Disabilities Act with the class before she spoke. (The student) straightened her spine in her wheelchair and continued, ‘I know my grade schoolteachers (in my previous school) were trying to help me but each choice they made isolated me further. I ate slower than the other kids. Their answer was for me to eat lunch by myself. I moved slower than everyone else, their answer was to take my recess away. My clef palate made it challenging for people to understand what I was saying. Their answer was to have the kids start talking for me, then the teacher did too. They spoke over me and guessed at what I was trying to say. It was so frustrating I just stopped trying to talk. I felt very alone.’ The teacher went on to say, ‘I glanced at the other students in rectangles, each with their eyes compassionately fixed on (this student), as she vulnerably spoke. It was one thing to read about people’s struggles in books but here was a classmate who they felt close to, sharing her pain so openly.’ Powerful evidence of how a safe classroom space led by an outstanding teacher can enable and support a student’s ability to communicate things that matter.

- **Innovators and Creators**

Evidence of support for innovation and creativity clearly in evidence in the manner in which our district responded to the March closure of schools. Shifting to a completely remote model of instruction put teachers on a steep learning curve and demanded innovative thinking. Organizing to meet basic safety needs and protocols also required new ways of thinking and doing business. Illustrative case in point from our Promise stories. Just days after schools were officially closed due to COVID-19, students wanted to use their school’s 3D printers to make masks for essential employees who were facing a shortage of personal protective equipment (PPE). Career and Technical Education (CTE) teachers Riley Liddle (SQHS) and Paul Clement (BHS) were hearing from folks around the community asking about using CTE labs to print or otherwise manufacture PPE devices. Through online searches, the teachers and their students found a design created to fit the average person’s face. Using specialized software, the CTE classes went to work. Within the first four weeks they met their goal of making 300 mask frames, and by April 7, 2020, staff and students had fully assembled more than 80 masks, which were donated to Whatcom Unified Command. Read more about the effort here:

<https://promise.bellinghamschools.org/2020/04/08/teachers-and-students-use-3d-printers-to-meet-ppe-shortage/>

The Operations team demonstrated extraordinary innovation and creativity in supporting the district’s efforts to navigate the ever-changing conditions associated with the pandemic. This included efforts to loan furniture to students who needed desks, or other supports to learn remotely. This work partnership from our district facilities rental team, the warehouse, and our transportation team. Similarly, efforts to source, buy, store, and distribute personal protective equipment was conducted with grace by our COVID safety team, and primarily coordinated and implemented by Administrative Assistant Angie Ritchey. Preparing schools and classrooms for in-person learning meant installing a gazillion hand sanitizer spritzers, Plexiglass barriers, developing new cleaning processes, moving furniture in and out of storage containers -- all ably handled by the team at facilities. Finally, responding to ever-present and ever-changing questions about health and safety involved quick, responsive, and thoughtful work to assess and improve ventilation, student and staff access, and a host of other concerns. The Facilities team along with Director of Safety and Security Jonah Stinson led this, and did an excellent job of researching,

learning, and calmly seeking a feasible solution even in the face of sometimes extreme emotion from colleagues.

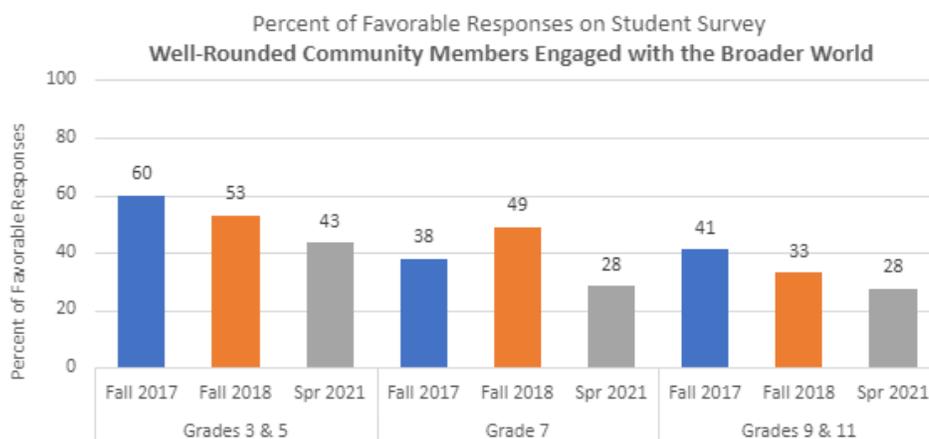
- **Well-rounded Community Members Engaged with the Broader World**

To report on this outcome, we sought out evidence regarding how well our students engage with the broader world, and ways they express or demonstrate interest in working for changes they care about in their world.

A subset of questions we asked students on the district spring 2021 survey included a focus on community membership and making a difference. Items included in the survey were:

- How much do you believe you can make a difference in your community and in the world?
- How often do you actively try to make a difference in your community and in the world?

Similar to our explanation earlier, students responded to these prompts on a five-point scale ranging from “not at all” (scored as a one) to “extremely” (scored as a five). Scores below reflect the aggregated response to the three questions.



It was, perhaps, not surprising to see numbers dropping at all three levels on these questions, but we wondered if students’ responses are in part a function of the challenging time we have been living through. Responses from our high school students on this set of questions were particularly concerning with only 28 percent of seventh, ninth and eleventh grade students responding favorably to the second question above “how often do you actively try to make a difference...” It made us reflect on how the feelings associated with surviving a pandemic may have dampened students’ notions of their own agency in the world. And this is certainly something to pay attention to as we move forward.

Concluding Statement

There are many good things happening for students in our district tied to The Promise outcomes we aim for. And despite the overwhelming nature of navigating the COVID pandemic, this report suggests there were many silver linings in our work as a school system since the last

writing of this report. As well, there are clear areas where more work is needed, as well as places where we need to stay the course with existing streams of work.

We believe that this Bellingham Promise Ends 1.0, 2.0 and 3.0 monitoring report, in combination with the ongoing exploration of outcomes that occurred during the course of board meetings, school visits and linkages this year, serves as evidence of a reasonable interpretation of these Ends and is supported by data that demonstrates progress toward achievement of these Ends. Further, we hope this report serves as a useful tool in support of the school board's ability to regularly review our Promise Ends to ensure they remain relevant and inspire meaningful work throughout the organization and community.