



**OFFICIAL MINUTES OF THE REGULAR BOARD MEETING
BELLINGHAM SCHOOL DISTRICT BOARD OF DIRECTORS
May 18, 2022**

1.0 OPENING ITEMS

1.1 Meeting Date and Location:

May 18, 2022 – via remote Zoom meeting.

1.2 Call to Order/Roll Call:

Ms. Bashaw called the meeting to order at 6:00 p.m. Present: Directors Kelly Bashaw (President), Douglas Benjamin, Camille Diaz Hackler, Jenn Mason, Katie Rose, Superintendent Greg Baker and Sheri O’Day (recorder).

1.3 Audience:

Because of our current emergency status due to COVID-19, public participation is limited to written submissions only, and all written comments received will be shared with the school board directors. Each board member has seen all messages received.

1.4 Superintendent’s Announcements and Report: Summary of Dr. Baker’s comments:

- Dr. Baker acknowledged that there are several attendees this evening who have submitted letters regarding construction projects. Each board member has seen all submissions, but that will not be a point of discussion by the board this evening.
- The rate of COVID-19 cases around the district, county and country have risen. It is projected that we will continue to see cases, and our district will continue to follow the guidance of the health department.
- We are finalizing our budget plans for the 2022-23 school year. The state legislature finished its work earlier this year, and they have earmarked funds in some key categories: rebranding work for schools retiring Indigenous mascots, which is what we have done at Bellingham High School; nurses and mental health staff; enrollment stabilization; and cost of living salary increases for staff. To cover the salary increase, we need to redistribute funds from our local levy. Class sizes are returning to pre-pandemic levels; our high school library media specialists and instructional coaches are going to each teach one class, and we are not filling some vacant positions through attrition. We plan to invest in middle school campus monitors, an elementary intervention team and expand AVID and International Baccalaureate (IB) among other things. Dr. Baker responded to questions from the board and noted that a formal proposal for adoption of the 2022-23 budget will come to the board in July or August.
- Staff appreciation week was May 2-6, and Dr. Baker shared some of the ways that staff were recognized.

- The district’s two newest schools will have open houses for neighbors and families. The Parkview open house will be May 19, and the open house at Alderwood is scheduled for May 26.
- Roosevelt Elementary School recently celebrated 50 years by opening a time capsule. The celebration was attended by former students and staff, as well as current families and staff.
- Dr. Baker acknowledged that the Latinx school board linkage at Shuksan Middle School last week was a very powerful event.

2.0 CONSENT ITEMS:

Ms. Diaz Hackler indicated that a family member is employed by Construction Supply Co., and agenda item 2.2 contains an invoice from Construction Supply Co. To avoid a conflict of interest per RCW 42.23.030, Ms. Diaz Hackler will recuse herself from voting on item 2.2 (Approval of Expenditures and Payroll). Ms. Diaz Hackler made a **motion** to vote on item 2.2 separately. Unanimous affirmative vote.

Ms. Diaz Hackler made a **motion** to approve the following consent agenda items:

- 2.1 Approval of Minutes of the April 20, 2022 Regular Meeting; April 28, 2022 Special Meeting; and May 3, 2022 School Board Visit**
- 2.3 Resolution 9-22, Transfer of Funds from Capital Projects Fund to General Fund**
- 2.4 EL-2 Monitoring Report – Organizational Continuity**
- 2.5 Washington State School for the Blind Service Agreement (#2122-126)**
- 2.6 Northwest Career & Technical Academy Agreement (#2122-152)**
- 2.7 ParentSquare, Inc. Service Agreement (#2122-156)**
- 2.8 Municipal Research and Services Center of Washington (MRSC) Contract (#2122-160)**
- 2.9 City of Bellingham Recreational Services Interlocal Agreement (#2122-168)**
- 2.10 Hoquiam School District Interlocal Agreement (#2122-170)**
- 2.11 Equalis Group Cooperative Purchasing Agreement (#2122-171)**
- 2.12 Lyndale Glass Agreement – Squalicum High School Reglazing Project (#2122-174)**
- 2.13 Regency NW Construction Agreement – Transportation Office Remodel (#2122-175)**
- 2.14 NWESD 189 Interlocal Whatcom County Detention Center Agreement (#2223-003)**
- 2.15 Personnel Recommendations**
- 2.16 Personal Services Contracts**

Unanimous affirmative vote.

Ms. Mason made a motion to approve the following consent agenda item:

2.2 Approval of Expenditures and Payroll – April 2022

Affirmative votes: Ms. Bashaw, Mr. Benjamin, Ms. Mason, Ms. Rose.
 Abstention: Ms. Diaz Hackler.

3.0 POLICY GOVERNANCE REVIEW

3.1 Monitoring Report Ends 1, 2, 3 (combined report)

Ms. Bashaw acknowledged the combined Ends 1, 2, 3 [report](#). The board will discuss individual responses to the report at the June 8 meeting.

3.2 Revision to Ends 2.1, Student Competence

After review, a **motion** was made by Mr. Benjamin, seconded by Ms. Mason, to approve the updated Ends 2.1 policy as presented. Unanimous affirmative vote.

4.0 BOARD RESPONSE TO MONITORING

4.1 Board Response to Monitoring – EL-6, Academic Standards and Provisions

The board discussed the feedback contained in the combined monitoring responses for EL-6 ([Attachment A](#)). Ms. Bashaw will provide a final summary version of this document which will be submitted for approval at the June 8, 2022 regular meeting.

4.2 Board Response to Monitoring – EL-8, District Calendar

The board discussed the feedback contained in the combined monitoring responses for EL-8 ([Attachment B](#)). Ms. Bashaw will provide a final summary version of this document which will be submitted for approval at the June 8, 2022 regular meeting.

4.3 Board Response to Monitoring – Ends 2.1, Part 2, Student Competence

There was discussion regarding the summary of the board responses to the Ends 2.1, Part 2 report that was prepared by Ms. Bashaw. Following discussion, Mr. Benjamin made a **motion** to approve the monitoring response document ([Attachment C](#)). Ms. Mason seconded the motion. Unanimous affirmative vote.

5.0 INFORMATIONAL ITEMS

5.1 Annual Affirmative Action Progress Report – no action needed.

5.2 GP-7.2 – 2021-22 Annual Board Agenda, Revised – general review.

5.3 School Board Directors’ Reports. Highlights of comments:

- Ms. Mason thought the Latinx community linkage at Shuksan Middle School last week was amazing. She thanked Executive Director of Family Engagement Isabel Meaker and everyone who worked to put that evening together. She found it to be thoughtful, intentional and informative. A parent at Ms. Mason’s table had shared about the difficulties she encountered when she moved to the United States, and Ms. Mason wishes there were more mental health services available to parents. She also enjoyed the board’s visit to Carl Cozier Elementary, to see and hear their theory in action. The work around inclusion has been incredible.
- Mr. Benjamin thanked Dr. Baker for his report this evening. He agrees with Ms. Mason’s comments about the Latinx community linkage. He admitted that he is not brought to tears easily but was very touched by the presentation and the thank you notes that were provided to board members. The data from Dr. Veronica Vélez and the parent panel were amazing, and he encouraged the district to submit the presentation to WSSDA for their annual conference in November. It was great to be back at Carl Cozier Elementary for the recent school board visit. He reminded the board of the WSSDA Director Area 1 meeting in Anacortes on May 24 and hopes his fellow board members will be able to join him there.
- Ms. Rose echoed what Ms. Mason and Mr. Benjamin reported about the Latinx community linkage and the Carl Cozier visit. She learned so much at the linkage and

the food was great. Raising the expertise of the community has been a huge part of that work. A parent seated at her table had shared how impactful and valuable the work of the family engagement team has been in bringing a sense of community into the school. She was impressed learning at the Carl Cozier school board visit how powerful it is to have connections in place to support students and families.

- Ms. Diaz Hackler apologized for not attending last week’s school board linkage. She noted that land may stay stable, but the borders we create can move. She shared that Ms. Meaker has been a great resource to the Bellingham Public Schools community and for her own family, and she cherishes her as a counselor and friend. She also enjoyed the visit to Carl Cozier and is excited for students and staff there to receive a new school.
- Ms. Bashaw enjoyed the Carl Cozier visit, where her children attended elementary school. The visit was powerful, and she was impressed with the passion of the staff and is hopeful about the new model of inclusion. She thanked Ms. Meaker, her staff and Dr. Vélez for the Latinx community linkage. She was blown away by the food, and the conversations at her table were powerful.
- Dr. Baker asked that Ms. Meaker come forward, and she joined and talked about how families are now staying longer in our schools, or will leave and return, largely due to the amount of support they receive here. Ms. Meaker appreciates the support of the school board. She shared that Ricardo Sanchez, a parent who addressed the board at the linkage meeting, is appreciative of Dr. Baker and other leaders in the school district who work in service to the community.

6.0 NEW BUSINESS

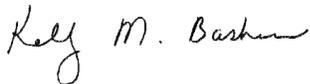
6.1 n/a

7.0 CLOSING ITEMS

7.1 Board Assessment of Meeting: Ms. Rose assessed the meeting, with an overall rating of 3 (*good*).

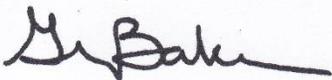
7.2 Adjournment: The meeting adjourned at 7:10 p.m.

Approved:



Kelly Bashaw, Board President

Attest:



Greg Baker, Secretary to the Board

Minutes approved: June 8, 2022

Monitoring Response Document – INITIAL COMPILATION

Policy Monitored: EL-6, Academic Standards and Provisions

Date Report Submitted: 4/20/2022

Date of Board’s Monitoring Response: 5/18/2022

Below are my responses in connection with the report:

<u>Ends Reports:</u>	<u>Executive Limitations Reports</u>
<p>1. The Board finds that the Superintendent:</p> <ul style="list-style-type: none"> a. has achieved the goals established in the policy. b. is making reasonable progress towards achieving the goals. c. is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas.* d. is <i>not</i> making reasonable progress in achieving the goals established. * e. cannot be determined* 	<p>1. The Board finds that the Superintendent:</p> <ul style="list-style-type: none"> a. is in compliance. KB DB CDH JM KR b. is in compliance, except for items(s) noted.* c. is making reasonable progress toward compliance.* d. is <i>not</i> in compliance or is <i>not</i> making reasonable progress toward compliance.* e. cannot be determined*
<p><i>*see comments below (No. 3)</i></p>	

2. Please note commendable progress over the last year.

KB:

- Dual language education task force.
- Inclusive education practices across all sites as part of University of Washington Haring Center.
- Instructional coaches across all elementary schools.
- Really Great Reading program.
- i-Ready Early Literacy Screener.
- Desmos math curriculum.
- BPS hired a second mental health specialist.
- Growth and expansion of CTE.
- Expansion of IB program.
- Implementation of new Since Time Immemorial curriculum.
- BFPP numbers jumped from 220 pre-pandemic to 500 during the height of the pandemic and has now settled on 420 this year.

DB:

- New work exploring options for dual language education.
- Expanding instructional coaches program.
- Expanding early literacy curriculum.
- Appreciate the continued effort to expand onsite mental health services.
- Thank you for the push to resume board school visits and student roundtables.

CDH:

- The board is impressed with the Promise K growth. More children will benefit from such a great program.
- The board is pleased with efforts so far towards maintaining good mental health for students. We would like to encourage more efforts, especially since there are probably problems that are not yet fully realized.

JM:

- Broadening work with UW around inclusive education in our District.
- Implementation of new early literacy intervention program.
- Expanded efforts around mental health, including adding a second mental health specialist.
- Continued expansion of CTE classes, which has already been an area of huge growth.
- Expansion of the IB program.
- Implementation of common high school grading practices, an effort that has great potential to eliminate confusion, streamline standards, and address inequities.
- Great response to the unique needs for families that came about during the pandemic, including growth through the BVL program, BFPP, and technology solutions.

KR:

- Task force to explore dual language programs has exciting potential for a new way to continue to strengthen home-school connections.
- Valuable partnerships with UW to provide quality professional development around inclusive practices.
- Appreciate expansion of instructional coaches and building strong leadership teams that leverage skills and resources within elementary schools.
- Continued systemic commitment to improving math instruction.
- Grateful for ongoing expansion of mental health and wellness efforts continue to feel especially prescient.
- Appreciate how many updates are reflective of the districts careful, intentional approach in implementing curricula, systems, and instructional methods, while also allowing the room to adapt to new norms and lessons that came out of the pandemic.

3. Please note areas for additional improvement.

KB:

- None.

DB:

- None.

CDH:

- Assistive technology – this is both an acknowledgment of progress made and a question if all students are being served that need assistance. Having a child in Special Ed always made me wonder if there was more that we could do at home to help maintain progress. Especially over breaks. It makes me wonder if families have access to tools and if they have to ask or how that works.

JM:

- None.

4. Comments on the report itself.

KB:

- Appreciate the links and highlighting when BPS is doing something new.

DB:

- The succinct and outline format makes for an efficient read.

CDH:

- Lots of work is covered – great job as always.

JM:

- “New” and “updated” notes are helpful!

5. Possible changes to the policy.

KB:

- None.

DB:

- None.

CDH:

- None.

JM:

- None.

Monitoring Response Document – INITIAL COMPILATION

Policy Monitored: EL-8, District Calendar
 Date Report Submitted: 4/20/2022
 Date of Board’s Monitoring Response: 5/18/2022

Below are my responses in connection with the report:

<u>Ends Reports:</u>	<u>Executive Limitations Reports</u>
1. The Board finds that the Superintendent: <ol style="list-style-type: none"> a. has achieved the goals established in the policy. b. is making reasonable progress towards achieving the goals. c. is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas.* d. is <i>not</i> making reasonable progress in achieving the goals established. * e. cannot be determined* 	1. The Board finds that the Superintendent: <ol style="list-style-type: none"> a. is in compliance. KB DB CDH JM KR b. is in compliance, except for items(s) noted.* c. is making reasonable progress toward compliance.* d. is <i>not</i> in compliance or is <i>not</i> making reasonable progress toward compliance.* e. cannot be determined*
<i>*see comments below (No. 3)</i>	

2. Please note commendable progress over the last year.

KB:

- An added emphasis on EDI which has been woven into professional learning plans.
- Working on reducing time that teachers are out of the classroom for professional development.
- Eighteen vaccine clinics.
- Family Resource Centers have become COVID testing sites.
- Partnered with World Relief to support our first refugee family.
- Nuestras Voces group formed with parent leaders from last year’s Parent Academy.

DB:

- There is clear evidence that the superintendent and district worked very hard and maintained flexibility in meeting the unprecedented and unpredictable demands of the pandemic on the school calendar.
- The many robust communication methods out to the community regarding the calendar continues to grow and is impressive.

CDH:

- The one thing I would like to highlight is that such great progress has happened with professional learning. The board is super impressed with all the work that has been accomplished. Truly outstanding.

JM:

- Adapting and responding to the additional, unique needs of students coming back to school in Fall 2021 (with respect to the pandemic), including shifting schedules to allow for more planning, deploying instructional coaches, and having “all hands-on deck” to cover staff shortages due to illness
- The Family Engagement Team once again shows how critical they are to the backbone of our District and family wellness. The work of this team to meet student/family needs is a really strong point for this District and something to be proud of.
- Continued work to engage our Latinx community, particularly in recognizing the deep and often disproportionate ways these families have been impacted by COVID.
- Lots of prompt and clear communication done around inclement weather/calendar changes.

KR:

- Appreciate the willingness to adapt to the pandemic impacts, including postponing projects, providing more family engagement time, and teaching and learning staff stepping in to help with absences.
- Vaccination clinics and testing were a wonderful way to support families and provide new, unexpected engagement opportunities.
- Testing, vaccination, refugee support, Latinx community engagement, and support for families through FRC highlights not just how deeply students’ ability to learn and thrive is impacted by the community but also how deeply important public schools are to our community as a whole.

3. Please note areas for additional improvement.

KB:

- None.

DB:

- None.

CDH:

- The one thing I wonder about is finding the last day of school, late in the school year, in all languages. With inclement weather changes and COVID changes, I tried searching and only came up with the original version that was published at the beginning of the year. Perhaps my Spanish isn’t good enough to look properly.

JM:

- None.

4. Comments on the report itself.

KB:

- Appreciate the links to show all of the great work that the District is doing to support our students and families.

DB:

- Appreciate the clear distinction of new items from the routine.

CDH:

- Great job, as always.

JM:

- Thanks for the bold parts!

5. Possible changes to the policy.

KB:

- None.

DB:

- None.

CDH:

- None.

JM:

- None.

Monitoring Response Document

Policy Monitored: Ends 2.1, Part 2, Student Competence

Date Report Submitted: 3/16/2022

Date of Board’s Monitoring Response: 4/20/2022

The Board has received and reviewed the Superintendent’s Monitoring Report referenced above. Following the Board’s review and discussions with the Superintendent and his representatives, the Board makes the following conclusions:

<u>Ends Reports:</u>	<u>Executive Limitations Reports</u>
<ol style="list-style-type: none"> 1. The Board finds that the Superintendent: <ol style="list-style-type: none"> a. has achieved the goals established in the policy. b. is making reasonable progress towards achieving the goals. c. is making reasonable progress towards achieving the goals, but a greater degree of progress is expected in some areas.* d. is <i>not</i> making reasonable progress in achieving the goals established. * e. cannot be determined* 	<ol style="list-style-type: none"> 1. The Board finds that the Superintendent: <ol style="list-style-type: none"> a. is in compliance. b. is in compliance, except for items(s) noted.* c. is making reasonable progress toward compliance.* d. is <i>not</i> in compliance or is <i>not</i> making reasonable progress toward compliance.* e. cannot be determined*
<p><i>*see comments below (No. 3)</i></p>	

2. Please note commendable progress over the last year.

Students involved in CTE had a 90% graduation rate. The difference between low income and non-low-income students who are in the Asian and Hispanic/Latinx group vary greatly at 98% above their low-income peers.

There is evidence that overall graduation rates continue to improve, the impact of the pandemic notwithstanding. Greater progress has been made with Latinx, free and reduced lunch and IEP students.

It is encouraging to see the rate of students with an IEP engage in post-secondary opportunities, particularly compared to others across the State.

Despite being a small cohort, 100% of Black/African American students graduated from the class of 2020.

3. Please note areas for additional improvement.

Continue to work with our partners to increase FAFSA/WASFA completion rates.

Monitoring Response Document

Policy Monitored: Ends 2.1, Part 2, Student Competence

Date Report Submitted: 3/16/2022

Date of Board's Monitoring Response: 4/20/2022

As noted in the report, we still have more to accomplish in compensating for the impacts of race, language and socio-economic factors on graduation.

Continued improvement to close gaps in graduation rates, particularly for students with low incomes, while also recognizing the significant work that has happened in this area, with success.

4. Comments on the report itself.

The report has a remarkable depth of data, clearly a great deal of work has gone into the analysis.

Appreciated seeing the individual student comments, this gives a nuance statistical data cannot.

COVID has had such an impact, in ways we don't completely understand yet; appreciate pointing out where there looks to be a trend vs. acute shift.

5. Possible changes to the policy.

"All students will succeed and grow regardless of ethnicity, socio-economic status, English language proficiency or disabilities."

In light of more recent EDI efforts and the broadening of inclusion, should this language be expanded to include other identified groups such as LGBTQ+ for example?

Is there a grammatical problem with 4? Or a missing word?