Parent Advisory Committee (PAC) to the Superintendent: Key Communications March 29, 2018

Each school has two representatives on this committee. Laura Lawyer and Holly Miller are co-chairs:

We are here to learn, have discussions and give input to the superintendent. **Hease bring information back to each** of our schools, share it, and take back questions or concerns from other parents.

Please arrange for a parent substitute to attend PAC if you are unable to attend.

Welcome and Introductions

Holly Miller, co-chair, welcomed attendees and asked them to introduce themselves and share highlights of their plans for spring break. The room was nearly full.

<u>Update</u>

Dr. Baker thanked people for attending and welcomed

An attendee commented on **homework** and asked about changing expectations at different school levels. Mike Copland spoke to the issue, noting that sixth grade is treated as a transition year, with increasing expectations for work completed / prepared beyond the school day.

Another attendee asked about the appropriate role of **parent dubs as fundraising partners**. Dr. Baker spoke to the possibility of coming back together summit to identify and clarify who pays for what (district vs. foundation vs. PTAs/PTOs and/or booster clubs). Dr. Baker noted a tension in a recent meeting with booster club representatives wanting more district support, darity, and equity while also wanting to protect their existing freedom and flexibility. There was a lot of energetic conversation around this topic; after some

perhaps by convening a parent club council with the district and foundation at the table with parent club leaders for each school. Parents appreciated this idea and requested that high schools be included; perhaps this convening can be coordinated by level.

The group talked about **upcoming leadership changes** at the elementary level. Dr. Baker described the hiring and selection process, which started with a nationwide posting. Over 60 candidates applied for the first elementary principal opening; the interview team included staff, administrators, parents, and others from across the district. When a second elementary principal opening came up soon after the initial process, it made sense to make good use of the process that had just been completed. He also spoke to his use of the word interim, which is generally used in situations where someone has been promoted from within or otherwise progressed through a shorter community engagement process. Most of the time, the person hired as interim in situations like these will become the permanent hire for that position.

Dr. Baker was asked about upcoming initiatives and his longer-term vision. He commented that this is a season of focusing on implementing current initiatives well, from facilities to promise kindergarten to technology 1:1. In terms of true blue-sky dreaming, he talked of hopes to one day develop a program that makes it easier for more Bellingham students (all who want them) to be able to take advantage of international learning opportunities.

School Safety

Dr. Baker introduced Jonah Stinson, Director of School Safety and Emergency Management, to share information about how the district thinks about and plans for events that affect student safety.

Jonah noted that his presentation is focused on the topic of active, targeted school violence rather than a broader presentation on school safety in general. He invited attendees to think about the many potential threats and emergencies that schools might face, along with their relative risks and likelihood of occurrence. He shared data to show that the chance of death due to violence in schools has been steadily dropping over the last 20 years; it is now one in 3-4 million. Youth are 40 times more likely to be a homicide victim outside of a school than in one. We are seeing the typical increase in threats and conversations about shooting/ violence in the aftermath of the Parkland shooting. It is important to keep this risk in context.

He noted that the Bellingham Promise and our related focus on school culture, equity, and character is an important part of how we think about student safety and violence prevention.

Run, hide, fight: Based on secret service advice, current thinking about active shooter response has evolved to a run, hide, de,

then fight as directly and aggressively as you can to surprise and disarm the attacker.

BPSSafety Measures:

Running Start allows qualified high school juniors and seniors to attend college classes, typically on the commun