

BOARD MEETING MINUTES--REVISED

April 19, 2022

Call to Order

President Rivera called the Regular Board Meeting of the Shoreline Board of Directors to order in the Shoreline Room of the Administrative Offices at the Shoreline Center at 6:02 p.m. on April 5, 2022. This meeting was also available to the community via Zoom.

Roll Call

Rebeca Rivera, President; Emily Williams, Vice President; Sara Betnel, Member; Sarah Cohen, Member; Meghan Jernigan, Member (*attended remotely*); and Sky Stark, Shorecrest Student Representative.

Absent: Yubi Mamiya, Shorewood Student Representative

Land Acknowledgement

President Rivera took a moment “to collectively recognize that we are meeting this evening on the traditional lands of the Coast Salish people and here in Shoreline, that includes our local tribes, the Tulalip and the Snoqualmie Tribes, who have been stewards of this land since time immemorial.”

Agenda Review

No changes to the agenda.

Comments from the Community

President Rivera stated: “We will now turn to comments from the community. We are so grateful for community voice through public comment. Today will have two opportunities for public comment during our meeting. Now, for any and all comments from the community, and later, after report 7d, School Board Area Redistricting. After report 7d we will have a second opportunity for public comment related to that report.

So that everyone who is interested in addressing the Board has a chance to be heard and so that all community comments have equal time, each person will be allowed two minutes to speak and the Board would ask that you conclude your comments at that time. To monitor your time, please see the light indicators on the table or in a separate zoom window. The lights are green, yellow, and red. When the color turns red, you are out of time. The yellow light indicates when you are almost out of time. When you see the yellow light please make your concluding remarks.

As a reminder the Board does not respond to public comments and your two-minute comment does become part of the public record. Community members have an opportunity to give comments both in person or via Zoom. We will start with community members in person. For those in person, please sign in on the sheet provided. We ask that those giving a comment this evening please start by stating your name and relationship to the school district. With that, is there anyone in-person tonight interested in addressing the Board? Please sign in at the front.”

The following individual spoke:

- 1) Nigel Keifer, Community Member and Grandfather – Spoke at February 15 board meeting and delivered copies of his June 2021 letter addressed to the board and superintendent, criticizing Resolution 2021-7 (anti-racism) as well as the District’s support of the Black Lives Matter movement. He stated, “one of the Black Lives Matters’ 13 guiding principles states that they are committed to disrupting the Western-prescribed nuclear family.” He had not received a response to his letter. Concluded by speaking out against the District’s Director of Equity and Family Engagement.

Approval of Minutes

The minutes of the March 8 Study Session and March 8 Regular Board Meeting had been submitted to the Board.

MOTION NO. 39: Director Betnel moved that the Board approve the minutes of the March 8 Study Session and March 8 Regular Board Meeting as submitted. The motion was seconded by Director Williams and carried unanimously.

Adoption of Consent Agenda

President Rivera announced that the Board had an opportunity to ask questions on the consent agenda and have them answered prior to this meeting. The following consent agenda was presented for adoption:

- a. Brookside Elementary School Fire Alarm Replacement Project – Authority and Project Budget for Feasibility/Design Phase
- b. District-Wide Safety and Security Systems Project – Elementary Vestibules, Phase 2 - Approval of Change Order #01 – Kassel and Associates, Inc.
- c. High School Projector/Speaker Replacement Project – Project and Budget Authorization – Advanced Classroom Technologies and MicroK12
- d. Transportation Building Modifications and Access Improvement Project – Approval of Change Order #02 – Moon Construction Company
- e. Approval of Extended Field Trips
- f. Approval of Personnel
 - 1) Classified
 - 2) Administrative
- g. Approval of Payroll and Vouchers

MOTION NO. 40: Director Williams moved that the Board adopt the consent agenda, items 6a through 6g, which is attached hereto and becomes a part hereof. The motion was seconded by Director Cohen and carried unanimously.

As of April 19, 2022, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: March Payroll Warrants #447741-447778 and Electronic Transfers totaling \$11,964,471.67; Reconciliation of Warrants Issued Between March 25 and April 1, 2022 - General Fund Warrants #94689-94766, 94791-94860 and 212200716-212200744, totaling \$570,859.40; Capital Projects Fund Warrants #94767-94772 and 94861-94864, totaling \$96,472.06; and Student Body Fund Warrants #94773-94790 and 94865-94877, totaling \$20,188.73; for a grand total of \$12,651,991.86.

Reports and Presentations

2021-2022 Academic and Student Well-Being Recovery Plan – K-5 Data Review

Presenters:

- Becca Anderson, Executive Director of Student Services*
- Chrisy Francescutti, Cascade K-8 Principal*
- Ellen Kaje, Ph.D., Director of Categorical Programs and Academic Support*
- Maria Stevens, Executive Director of Teaching and Learning*

Ms. Stevens began by providing an overview of the data points for grades K-5 that this presentation would include. A subsequent presentation later in the spring would include the data points for grades 6-12.

- Demographics – by race/ethnicity, program and gender
- Attendance – by school, grade, race/ethnicity, program and gender
- Discipline – by school, grade, race/ethnicity, program and gender
- Reading/Literacy – DIBELS and i-Ready by school, grade, race/ethnicity, program and gender (i-Ready is a computer-adaptive test)

- Math – i-Ready by school, grade, race/ethnicity, program and gender (computer-adaptive test)
- Student risk screening scale – a universal screening tool used to identify students who may be at risk for challenging behaviors. It may be used as one of multiple data sources to indicate student risk. Users rate students on a scale of 0 (never) to 3 (frequently) based on observation of each of the externalizing and internalizing behaviors.
- Comparisons (when possible) would be provided for:
 - Semester 1 – 2019
 - Semester 1 – 2020
 - Semester 1 – 2021
 - Fall 2021 and Winter 2022

Additionally, this presentation highlighted how the work connects with the anti-racism resolution that was adopted by the Board in April of 2021. Specifically, this is in relation to the following:

- Developing a systematic approach to assessing and monitoring district and school climate, ensuring that implicit bias, racism and oppression and it's potential consequences are understood and that Black, Indigenous and students and staff of color feel welcome, affirmed, supported and respected; and
- Reviewing and adjusting grading, discipline, and special education/program identification practices to remove the disproportionality that exists for BIPOC students [Black, Indigenous, Brown, Asian and People of Color].

To view the full 64-slide presentation, which includes a wealth of data slides, please visit the following: <https://app.eduportal.com/documents/view/829897>

Questions from board members on this presentation included:

What training is involved in the student risk screening tool and are there any specific trainings on reducing implicit bias; how does it look, broken down by race, ethnicity and gender? (President Rivera)

Ms. Anderson responded that was an excellent question and definitely something the team will expand upon as they collect and review the data. Ms. Stevens added that teachers have had quite a bit of training in the area of bias but she felt it would be helpful to engage in some reminder prep work prior to administering the tool in regard to how bias may play a part in the tasks at hand. There are pieces that could be further learned, reviewed and improved.

Is there a timeline as to when we might see whether these interventions with students of higher risk are meeting with success? (Student Rep Stark)

Ms. Anderson responded that this year, the assessment was only required in the fall. As we move into the next school year, we will be looking at using this tool possibly three times a year (October, January/February and end of year), as well as collecting that additional demographic information so more specific data and trends can be shared. Ms. Stevens added that there is much more specific information more readily available at the school level that isn't necessarily quantifiable in a district-wide report such as this one. Schools typically are identifying potential issues and working with families prior to those needs becoming problems.

The DIBELS had different expectations from the beginning of the year to the end of the year. Does the i-Ready have that same scheme? (Student Rep Stark)

Yes, they all move progressively so that if students make improvement, they hit the benchmark for the time period and they make additional growth (math and reading).

What are the factors behind the variation in the numbers of students meeting grade level standard in reading compared to those meeting grade level standard in math; also of note is that there is less of an improvement in math than reading post-COVID? (Director Cohen)

During remote learning, the District strongly emphasized literacy at the optimal times due to an understanding of the critical nature. More resources and intervention services are spent in the area of reading than in math;

this is where Title and LAP funds are primarily spent. There are not as many system-wide structures for remediation or support of students in math as there are in literacy. A tremendous amount of energy has been spent this year around literacy and improving practices in this area.

Are there thoughts about a comparable effort to the equitable learning practices on the math side that might come later? (Director Cohen)

Yes, there are intervention dollars for each building and there have been some innovative things being attempted at schools to address this need, recognizing that there isn't the same level of support in the area of math. At the next professional development day, there will be a share-out of things being done at various schools in order to learn from one another.

Do you have any idea of how many students in the district, K-5, opt out of these tests? Also, where are the scores for the Highly Capable students placed—with the Meridian Park data? (Director Jernigan)

We do have the number of students who didn't participate and typically, students don't opt out because the tests occur during the school day and it is part of their regular program. The students who don't participate are those who have an IEP or because of the program they are in, e.g. dual language where items are substituted. Additionally, efforts are made to reach the students who were absent when testing occurred. The program scores, including Highly Capable, are pulled out at the building level (Meridian Park) by Principal Tadlock but they weren't for this report because it wasn't done for any other program.

Do the DIBELS come with the terms minimal risk, negligible risk? (Director Jernigan)

Yes

Is the DIBELS data what is used to invite students to summer learning? (Director Betnel)

For the upcoming elementary summer program, we are focusing entirely on literacy again, so the winter data is used. The names of students in the "intensive" category are pulled and staff members check with the buildings to determine if those students are still of the greatest need for extra support. That data is also used to help inform other interventions throughout the school year, e.g. Title I and LAP services.

In terms of the discipline data and the disproportionality, how do teams work with students who have been suspended in order to have successful re-entry experiences, and what kind of self-reflection or action is happening when we see the disproportionality. (Director Betnel)

Intense conversations take place among school staff regarding what it means for a student at the end of the suspension when considering student discipline; the goal is always to have the student included in the instructional program. Staff wants to make sure they can access anything that they might be missing. Often, staying at the school but not in the classroom is an option (not sending them home to an empty house). If a student is being excluded for a reason, we want them to know that it will not be ongoing—it is temporary. We don't exclude or suspend students lightly because we believe there are bigger repercussions. And typically, prior to getting to this stage, there have been a number of interventions and supports put in place; lots of frontloading and post-discipline efforts implemented to assist students.

In your review of the data, were there things that jumped out at you as it relates to the anti-racism resolution and our goals to improve outcomes for our BIPOC students? (Director Williams)

A lot of resources have been spent on the focus on literacy and foundational skills, but the work isn't done. It takes time and resources for individuals to change their behavior, especially well established behaviors. People want to do right by kids but it takes a long time to add new things to our skillset. We're going to have to continue to focus our energy on growing our practice, understanding how to use data, how to have students work in small groups and how to extend learning for those who are ready and how to help those who are struggling. This is the work of addressing the needs of our students. We need every student to be literate, to be able to read, write and communicate. This is the gateway to everything they want to do, in school and out of school. Teaching students to be successful in math and helping them with their social emotional needs

are also very important. All these things require a balancing act. We have to be very intentional and very focused on how we lift up our teachers to do this work so they, in turn, can lift up our students. The professional development in the area of literacy coming from the Teaching and Learning Department always ties in with race and equity and asks the question regarding how best to reach those students who are most in need of being reached.

Was there a reason why only Semester 1 discipline data was included in this report? (Director Williams)
We don't yet have Semester 2 data for this year. As a result of COVID, the last solid data was from Fall 2019.

Dual Language Program Update

Ellen Kaje, Ph.D., Director of Categorical Programs and Academic Support, presented.

Shoreline's Dual Language Program, located at Briarcrest Elementary School, is in its 5th year and currently serves students in grades K-5. In 2022-23, students in the dual language program will be moving into 6th grade at the middle school level. Briarcrest operates an 80/20 dual language model, where 80% of the core instruction in kindergarten takes place in Spanish and 20% in English. In an 80/20 model, the language allocation gradually shifts until it reaches 50% Spanish and 50% English in 3rd grade, where it remains throughout the duration of the program.

In anticipation of the transition of the dual language program to the secondary level, former Superintendent Rebecca Miner articulated a Superintendent's Charge in February of 2021 to convene a stakeholder advisory group, consisting of parents, dual language teachers, other classroom teachers, counselors, MLL staff, classified staff, registrars, and administrators in order to plan for Spanish and English dual language programming at the secondary level. The co-chairs were Ellen Kaje and Heather Hiatt (Kellogg Principal).

The charge for the Dual Language Transition Team included the following components:

- Research best practice models for secondary Dual Language (DL)
- Recommend a location for programming
- Create a vision for Shoreline's secondary DL program
- Make recommendations regarding course offerings and scheduling, eligibility and student recruitment
- Identify professional learning needs for successful implementation

Kellogg has been chosen as the middle school site for the continuation of the DL program because Kellogg is the home school of over 80% of the DL participants. The next step was to determine a vision for the program. The vision as recommended by the DL Transition Team is as follows: Kellogg is a multicultural community that promotes *academic excellence*, elevates *multilingualism* and cultivates *social justice*. The three pillars of DL are included in this vision.

Dr. Kaje reviewed the proposal for sixth grade.

Course Offerings

Classes in Spanish: (this embraces the Honors for All rigor and challenge for Spanish and English courses)

1. Humanities – 2 periods (Social Studies and Spanish Language Arts)
2. Science

Classes in English:

1. Math
2. PE/Health/Computer Science/Art
3. Elective Wheel or Yearlong Music
4. Roundtable – ELA standards

Student Eligibility:

1. In dual language program in elementary (Briarcrest)
2. Spanish-speaking 5th grade multi-lingual learners in other buildings
 - English/Spanish literacy assessment (for information only)
 - Offer summer school prep class for students currently in 5th grade if needed

Native English speakers are not added on later because they don't have the time to develop the literacy and language of Spanish throughout their school career.

Student Recruitment:

Staff have been using ParentSquare, phone calls and other tools to invite families to the following events over Zoom

- New family information session – February 16
- Kellogg DL information night – March 4
- Registration due – March 11

President Rivera asked about meeting standards for English. Looking at the standards in both languages, most of them overlap.

Student Rep Stark asked if the implementation has significant enough differences between the languages, e.g. metaphors and similes, such that it requires more dedicated time for the crossover pieces in either language. At the elementary level, the process has involved bilingual units. For example, they may start with social studies in Spanish and then do the bridge by applying those concepts in English so that they get the academic language in the other language. But the standards aren't taught twice. Dr. Kaje doesn't imagine this requiring additional time.

Director Betnel asked if we know how many staff across the district speak Spanish. We know how many have a Spanish endorsement or a multi-lingual endorsement as well as those who have reported that they speak Spanish. It is not a large number, but it is growing from year to year and Dr. Kaje has been working with HR on this piece, but she is also actively working on staffing for next year. Director Betnel asked if this was an opportunity for professional development. It would be but as we're recruiting for teachers in the program, we are looking for a really high level of proficiency. It would be nice to have staff in the buildings that speak Spanish and contribute nicely to a bilingual environment, but it's difficult to learn enough Spanish to be a truly effective dual language teacher without the native proficiency and deep academic language. As staff turn over and positions have become available at Briarcrest, new hires are often dual or multi-language speakers.

Director Cohen stated that it looked as though students would be in one pullout class for science and humanities and then be distributed into other classes. That is correct. There is one cohort of students who will be together for humanities and science; the hope is that they are not together in the other classes to the degree possible. This allows the students to get a broader exposure to the rest of the building.

Director Cohen asked how many students were needed to support this program. Dr. Kaje responded that the same class size ratio was being used for DL as is used in the general ed program across the district. Additionally, limited transportation is provided through a hub process. It is expected that all current 5th graders in the program will continue on at Kellogg.

First Reading: District Instructional Materials Committee (DIMC) Recommendations

Maria Stevens, Executive Director of Teaching and Learning, presented.

Ms. Stevens reviewed the two DIMC recommendations moved forward for the Board's review at the March 22, 2022 DIMC meeting.

1) *Bad News for Outlaws*, by Vaunda Nelson:

Intended use:

- Supplemental – included in Pacing Guide – Folktales Unit
- To be used in 5th grade
- Large and/or small group instruction
- Book format only at this time

DIMC review:

- Appropriate for intended use
- Text supports the inclusion of diverse voices
- Identified as a priority lesson/text within 5th grade – Unit 4
- Unanimously approved by DIMC

2) *Rachel the Clever* by Moses Goldberg

Intended use:

- Supplemental – included in Pacing Guide
- Accessible via EPIC (online free resource)
- To be used in 5th grade
- Large and/or small group instruction

DIMC review:

- Appropriate for intended use
- Text supports the inclusion of diverse voices
- Identified as a priority lesson/text within 5th grade – Unit 4
- Unanimously approved by DIMC

President Rivera asked how many copies of *Bad News for Outlaws* would be purchased by the District. Ms. Stevens responded that the Instruction Department doesn't purchase supplemental offerings but funds have been allocated to various teacher groups in English, e.g. Humanities at the middle school level. There is a variety of ways to obtain this book as well as other supplemental items. DIMC tries to identify options on EPIC, where there is no cost. Sometimes, librarians purchase copies that are available for classroom use. Teachers can also apply for grants through the Shoreline Public Schools Foundation, which requires board-approved materials.

School Board Director Area Redistricting: Review of Maps and Opportunity for Public Comment
McKay Larrabee, Senior GIS Analyst, FLO Analytics, presented.

Ms. Larrabee began by reiterating that this process does not affect where a student attends school; this process affects school board director districts only—not attendance areas, and is required every 10 years in conjunction with the decennial census (RCW 29A.76.010). Shoreline has five geographic regions or districts, one for each board seat. Candidates for school board must run for the seat of the director district in which they live. Each position is elected by all district voters, so each of the five directors represents the entire district in their board actions.

The process begins with data collection. From the data, springboards are prepared and shared with the Board—this was done at the study session on April 12. Draft maps are then submitted for board review and then a final map is selected for subsequent approval. All along the way, public comments are solicited.

Redistricting requirements include:

- Districts **must** be population balanced
- Districts **must** be contiguous
- Redistricting **must** be drawn in compliance with all local, state and federal laws, including the Federal Voting Rights Act

- Redistricting **must not** be done to favor or disfavor a protected class or political party
- Districts **should** be as compact as possible
- Districts **should** preserve communities of mutual interests
- Districts **should** preserve the use of existing natural boundaries
- Districts **should not** split census blocks

When balancing population, we must consider total population. This reflects the principle that an elected body represents all residents, not only those who are eligible to vote. The total population is divided by five (number of districts). The percentage deviation of the most and least populous districts is added together to determine the deviation range, which must be below 10%--should be below 5% and ideally 0%.

A community of interest is a population that shares common social and economic interests that should be included within a single district for purposes of its effective and fair representation. There are no concrete rules on how to define a community of interest. Redistricting should preserve communities.

Another part of the redistricting criteria includes Voting Rights Act and demographics. A majority group is defined as 75% of population make up the majority in 75% of the districts; a minority groups is defined as 25% of population make up the majority in 25% of the districts. In Shoreline there is no voter dilution because as a whole, 62% of the population is white and doesn't reach the threshold for a voter-diluted district.

The overall deviation of the current director district configuration is 3.1%, which is under the desired 5% and is actually quite rare. The existing configuration is one of the draft maps. The presentation included a demographic slide, which reflected the total population by race/ethnicity as well as by CVAP (citizen voting-age population). To comply with Section 2 of the Voting Rights Act of 1965, which protects against vote dilution on the basis of race and ethnicity, FLO reviewed the geographic distribution of the CVAP by race and ethnicity using interpolated data for 2020 using American Community Survey data. No minority group or coalition of minority groups appear to be sufficiently large or geographically compact enough to constitute a majority in a prospective district.

The slide on population change indicates that there has been equal growth across the district, which contributed to the low overall deviation of 3.1%. The most amount of growth was in district 5.

Draft maps 1 and 2 were reviewed with the Board. Draft map 1 is the current configuration with the 3.1% deviation, primarily attributed to district 3 being under the ideal population by 180 people and district 5 being over by 263 people. Draft map 2 brings decreases the deviation to 1.4% and comes from district 3 being over by 136 and district 4 being under by 70.

Ms. Larrabee outlined the opportunities for public comment:

- Board meetings – April 19 and May 10 – review of draft maps; May 24 – adoption of final map
- Public comment periods
 Draft maps: April 13 – April 26
 Final map: May 16 – May 24

The District will collect feedback and public comments, and FLO will incorporate that information into the analysis and explain to the community how their input was used to inform the final maps. Distribution of information has been done through the District's website, Friday Updates (ParentSquare) and Shoreline Area News.

Next steps include the selection of the final draft map with opportunity for public comment at the May 10 regular board meeting. Written public comments will be taken from May 16 through May 24 and the Board will adopt the final map at their regular meeting on May 24.

There were no questions from board members; President Rivera stated that she had appreciated their in-depth conversation on this topic at the April 12 study session.

President Rivera opened up another community comment period by giving clear directions (as done earlier in the meeting as well). She asked if there was anyone either in person or over Zoom that wanted to make a comment. There were none.

Board Requested Discussion and Future Topics

While she supports full freedom of speech in public comment, Director Betnel asked what was within the Board's capacity to address character assassinations and accusations made during the comments from the community portion of the meeting (as happened earlier in this meeting). President Rivera stated that the topic would be discussed in the next agenda meeting and brought back to the Board.

Action Items

None

Reports and Communications – Board Members, Student Reps, Superintendent

Director Betnel reported that she had attended the Kellogg musical and the science fair at Brookside; both were joyful community events. She and Director Cohen met recently as part of the Board's Communications Committee and have brought recommendations to the Board in regard to email communications; she would appreciate any feedback that the Board may have. President Rivera suggested that it might be a good idea to bring those forward as an agenda item at an upcoming board meeting. Director Betnel also announced that the WSSDA Positions proposal window would be closing the following day (April 20) at 5:00 p.m. There are several on which she has collaborated with directors in other districts and with Student Rep Stark. These can be brought forward as supported by our Board. She and Student Rep Stark have been working on a position regarding preventing and responding to sexual harassment, sexual assault and abuse. There is also a multi-district position on climate resiliency and a revision to a permanent position brought forward last year on student voice. The student rep network (including our own Student Rep Stark) did comprehensive work on this position this year.

Student Rep Stark announced that they had been working with Director Betnel on the WSSDA permanent and legislative positions. They also reported that the position (mentioned above) regarding sexual harassment, assault and abuse was intended to be a permanent position on its own but rather got folded into another position with revisions. Shorecrest recently reinstated their annual "Lip Dub". This year's offering was done in two takes and will be released on Friday (April 23). Sky recommended going on YouTube and viewing some of the fun Shorecrest lip dubs from years past. The annual pep assembly would also be taking place on Friday, which would include a "Miracle Minute", where students/staff can donate to a charity chosen by student leaders. This year it will likely go towards supporting survivors of the recent attacks in Ukraine. An informational meeting for students interested in becoming school board student representatives for next year is coming up and there were interested students in the audience at this meeting. Empathy and Wellness Week took place the previous week.

With spring break rapidly approaching, Superintendent Reyes took a moment to recognize the ongoing work of the District's incredible staff. She wished everyone a wonderful and restful spring break.

Executive Session

President Rivera announced at 8:10 p.m. that the Board would be convening an Executive Session for the purpose of receiving and evaluating complaints or charges brought against a public employee for approximately 60 minutes (no action would be taken). The Executive Session began at 8:20 p.m.; at 9:15

Regular Minutes – April 19, 2022

p.m. President Rivera announced the meeting would be extended by 35 minutes; at 9:50, President Rivera announced the meeting would be extended by 10 minutes.

Adjournment: 9:50 p.m.

Rebeca Rivera, School Board President

Attest: May 24, 2022

Dr. Susana Reyes, Secretary
Shoreline Board of Directors

All documents referenced in the minutes may be viewed in the Superintendent’s Office during normal business hours.