

## **BOARD MEETING MINUTES**

March 8, 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 6:00 p.m. on March 8, 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 (*attended remotely*); and Meghan Jernigan, Member (*attended remotely*).

Absent: Sky Stark, Shorecrest Student Representative and Yubi Mamiya, Shorewood Student Representative

### **Face Mask Protocol**

President Rivera made the following announcement: "Face masks must cover the nose and the mouth. This includes when presenting or speaking at the microphone. Attendees may remove their mask to take a sip of water if needed. In accordance with Washington State Proclamation 2025-15, we are prohibited from allowing any individual to enter or remain in any indoor space, unless they are in compliance with the Secretary of Health's face covering order and subsequent amendments. If anyone is unable or uncomfortable wearing a mask for the duration of this meeting, they are able to attend virtually using the links available on the school board agendas web page on the District's website. If an individual is found not to be properly wearing their masks they will be reminded to do so. If they refuse to wear a mask or not wear it properly, the board meeting will move into recess and the meeting will be cleared of attendees. The meeting will then reconvene 30 minutes later in a 100% virtual format. Thank you so much for your cooperation."

### **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. 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?"

The following individual spoke in person:

- 1) Ananda Scott, Parent of two and President of Shoreline Special Needs PTSA (soon to be renamed to Shoreline Special Education PTSA) – Spoke in support of the special education vision that was on

the agenda for the Board’s approval at this meeting. She stated that she was full of gratitude and very proud to be part of a community that produced this vision. She also praised the outstanding leadership of the District.

The following individuals spoke over Zoom:

- 2) Sara Lawton, Parent of Disabled Student and Graduate of the District – Expressed appreciation for the work being done in the area of special education in Shoreline. She was initially disheartened when she brought her child to Shoreline as she felt it was the same as it was when she left 20 years earlier. However, she is very grateful for the changes that have been made and the direction the District is taking. She is “filled with hope for the future and moving forward.”
- 3) Jessica Mercer, Vice-President of Shoreline Special Needs PTSA – Expressed support for the special education vision and guiding principles recommendations brought forward for the Board’s approval. She felt the committee had done an amazing job in preparing a paradigm-shifting document. “This is what we’ve been waiting for . . . and the document means so much personally to my family and to our community here in Shoreline.” She encouraged the Board to also show their support for this work.

### **Approval of Minutes**

The minutes of the January 22 School Board Retreat (Study Session) had been submitted to the Board.

MOTION NO. 33: Director Betnel moved that the Board approve the minutes of the January 22 School Board Retreat (Study Session) as submitted. The motion was seconded by Director Williams and the motion 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. Approval of Special Education Committee Vision and Guiding Principles
- b. Acceptance of Gifts, Grants, Donations
  - 1) Edwin Pratt Early Learning Center - \$7,656.00 – Shoreline Public Schools Foundation – Preschool Scholarships (4)
  - 2) Highland Terrace Elementary - \$9,000.00 – Highland Terrace PTA – Library Materials Update
- c. Approval of Summer 2022 and School Year 2022-2023 School Board Meeting Schedule
- d. Approval of School Year 2022-2023 Tuition Rates for Shoreline Children’s Center Programs
- e. Authority to Enter Into Agreement with FLO Analytics for School Board Redistricting Master Services
- f. Authority to Enter Into Agreement with The Scholar First, Inc. for District Strategic Planning and Implementation Services
- g. Authority to Enter Into Agreement with Dr. Gene Sharratt and Dr. Kris McDuffy for Work Related to Administrative Organizational Structure Recommendations
- h. Transportation Building Modifications and Access Improvements Project – Approval of Change Order #01 – Long Building Technologies, Inc.
- i. Approval of Extended Field Trips
- j. Approval of Personnel
  - 1) Certificated – Recommended for Election, Leaves of Absence, Resignations
  - 2) Certificated – Out-of-Endorsement Assignments
  - 3) Classified – New Hires, Resignations
  - 4) Administrative – Recommended for Election, Resignations
- k. Approval of Vouchers

MOTION NO. 34: Director Williams moved that the Board adopt the consent agenda, items 6a through 6k, and which is attached hereto and becomes a part hereof. The motion was seconded by Director Betnel and carried unanimously.

As of March 8, 2022, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: Reconciliation of Warrants Issued Between February 4 and February 18, 2022 - General Fund Warrants #93979-94029, 212200542-212200558, 94054-94135, 212200561, 212200563-212200580, 94156-94275 and 212200586-212200609, totaling \$790,562.31; Capital Projects Fund Warrants #94030-94037 and 94276-94285, totaling \$304,692.20; and Student Body Fund Warrants #94038-94053, 212200559-212200560, 94136-94155, 212200562, 212200581-212200585, 94286-94294 and 212200610-212200613, totaling \$95,542.33; for a grand total of \$1,190,796.84.

## **Reports and Presentations**

### **First Reading: Interlocal Agreement with King County for the Partnership for Youth Justice**

*Presenters:*

*Nancy Elder, Shorewood High School Assistant Principal*

*David Elliott, Program Specialist, King County Juvenile Court Services (presented virtually)*

The purpose of this agreement is to engage more community partners in supporting youth in developing the skills to be successful in school as well as in the community. The proposal for this partnership came to the District's truancy specialist Alison Wycoff from David Elliott and his supervisor, Robert Gant. The District is looking at this partnership in order to provide support for students and families who need more than what can be provided through the school system, and to increase access to community partnerships in Shoreline/North King County.

The Partnership for Youth Justice is a voluntary King County funded program that provides access to many King County community partners. Supports include mentorship, mental health, housing, gang outreach, Reconnect to Opportunity, trauma-informed practices, healing practices and more. The goal is to create a web of support that honors the dignity, agency, belonging and safety for all young people.

Mr. Elliott provided some background for the partnership, which has been operating under the umbrella of the King County Juvenile Court since 1973. Before that, it had been founded in the City of Renton in 1953.

Other school districts that have signed on with the Partnership for Youth Justice include: Issaquah, Federal Way and Renton; Seattle is in the process. It aims to expand the Community Accountability Boards (CABs) to seek partnerships with school districts to support the overall well-being of students prior to any potential engagement with the criminal legal system. Currently, there are nine CABs geographically based throughout the county, seven of which are broken up geographically (Shoreline, Issaquah, central Seattle, Renton, Kent, Federal Way and Highline) and the remaining two are culturally specific to the Latino CAB and the East African CAB.

The key role of the CAB as a community service is to assist the youth involved develop skills to help them be successful and not lead to involvement in the system.

- 1) Increase skill development
- 2) To increase the young person's awareness of the relationship between root cause and behavioral concerns
- 3) To provide accountability and possibilities for the youth's behavior
- 4) To impress upon the youth that the community is concerned with his/her conduct
- 5) To facilitate resolution of the presenting problem
- 6) To stimulate and maximize the opportunity for citizen participation
- 7) To connect youth and family with needed community resources

The proposed pilot program would serve up to 20 students from Shorewood. Students and families would be referred to the program by school district staff. Staff will use the district equity tool to create a referral process to ensure that students are not disproportionately identified for referral. Participation in the program is voluntary for students and families. The school point people would be Nancy Elder and Alison Wycoff. Staff members are currently in the process of creating the system by which students would be identified appropriately within the guidelines of the anti-racism resolution. They will ensure that no BIPOC, special education or ELL students are disproportionately identified.

Director Jernigan asked if this program was connected in any way to the Shoreline-Lake Forest Park Youth Court. Ms. Elder responded that it is not a court and there are no police, no prosecutors, no criminals. The only court involvement is the financial support. Mr. Elliott added that participation in this program is totally voluntary and reiterated that it doesn't involve the court. The referrals are identified as young people who are struggling with behaviors in school and skill development; it helps stabilize placement in the school settings.

Director Cohen asked for more clarification of what a student would experience if they were identified for this program. The school would refer the student to the CAB (ideally, the Shoreline, Latino or East African CAB). Ms. Elder would speak to the student and explain the process and the agreement. There are two points of contact with PYJ—an advisor and a monitor. The advisor then talks with the family about the referral and why the student has been referred to the program. The CAB would interview the young person in an effort to get to know them. The focus is on client voice rather than what may have been written about them. High risk areas are identified and questions are asked as to where the client sees potential for growth moving forward. A separate interview is held with the connected adult, e.g. parent, in order to further identify high risk areas and potential for growth. Based on the information received, a school-based intervention agreement is drawn up for connecting the young person to the appropriate services needed. The monitor then connects with the young person on a weekly basis to ensure that there is engagement with the services. The monitor also connects with the school liaison to compare notes. Another key focus is to connect the school liaison to the treatment team/service provider so that when PYJ transitions out, there is a support team for the student in place.

Director Betnel asked about getting a list of service providers and inquired as to whether or not there was an approval process for providers who want to be associated with PYJ. Mr. Elliott responded that essentially all of the service providers have been contracted or referred to the court. Providers include Ryther, Catholic Community Services, Community Passageways, Alive and Free and many more. During the pandemic, there has been some unfortunate isolation; however, now many of the service providers are now available online. Families in Shoreline have access to providers in Renton, Kent, eastside, etc. Ms. Elder stated she would provide a link to the providers; Mr. Elliott stated that again, it was essentially all providers.

Director Betnel asked what the capacity would be once the District moves beyond the pilot. Would it still be 20 or would it be more? Mr. Elliott responded that since this is a pilot, some details are still being ironed out; however, he does see capacity for expansion moving forward. There does appear to be much need for this service so the CAB capacity also needs to be proportionate.

Director Williams asked how outcomes would be quantified moving beyond the pilot. Ms. Elder stated that they want to track who they are referring, the nature of the referral or why they are being referred—the who and the why and the demographic data. They want the whole picture of each student and then track the progress or change across time. The hope is to see measurable change in skills and behaviors and have clear data from the start of the referral to involvement in the program. Mr. Elliott added successful completion of the intervention agreement. The court would want to track the engagement in services and whether or not the students continue with the services once the bridging connection is transitioned out.

Director Williams asked if the negative outcomes would also be tracked in terms of providers not working successfully for the students and then possibly ending up in the court systems. All outcomes will be tracked. It isn't always known at the school level if there's court involvement for a student. But staff will do their best to track all outcomes.

Director Williams asked what circumstances were in play at Shorewood that created the outreach for this partnership. Ms. Elder responded that it was a result of the relationships with students and the truancy situations. There is a small population of students who need more than what's available to offer from the District. Having done this work for many years, Ms. Elder pointed out that it is dependent on a the truancy officer, an administrator or counselor—someone that has a connection with a community resource. This partnership brings a system of resources as opposed to just a person in a position having knowledge of a resource.

Director Williams asked if the 20 spots were only for Shorewood. Yes, they are starting with Shorewood but anticipate expanding to Shorecrest and the two middle schools at a future date. We have 20 spots allocated but we don't know if all will be used. The goal is to get it started, do it right, do it well, make sure there is a good process and then expand. Mr. Elliott added that the people that work on the CABs are well qualified and have experience working with students and families.

Director Betnel asked if being in this partnership would prevent the District from entering into agreements with any of the individual providers. The answer was no. Director Betnel also asked for the definition of ARY, which was explained to be At Risk Youth.

President Rivera asked what approach would be taken with students who are not in the court system and how will we keep students from identifying themselves as eventually being connected to the juvenile justice system in some manner. Ms. Elder stated that one of the keys to doing this really well is around the conversation with the student, e.g. how do we help you? how do we help you help yourself? It's about the resource and not about who is paying for the resource. There will be students who decline the support. There will be a dialogue with the student and with the family regarding figuring out what it takes to be successful in school and in life. Staff want to be sure to listen and hear what they say and take that student-centered approach to let them know that they have a voice and they have a choice in the process. Mr. Elliott reiterated that this work takes place under the umbrella of the court but it is really about community engagement around supporting young people and connecting them to support services. The lens is skill development; every young person, regardless of whether or not they are involved with the criminal justice system, needs skill development and support to make them successful.

Director Williams asked if this was going to be the only presentation on this topic (first reading) or would there be an additional presentation. Superintendent Reyes responded that it could come back as a single action item where the Board would vote on it individually or it could be placed on the consent agenda. Typically, interlocal agreements are on the consent agenda.

Program Alignment and Coherence Team (PACT): Course Development, Staffing and Schedule Building  
*Presenters:*

*Maria Stevens, Executive Director of Teaching and Learning*

*Brian Schultz, Assistant Superintendent*

*Lisa Gonzalez, Shorecrest High School Principal*

*Nancy Elder, Shorewood High School Assistant Principal*

Ms. Stevens shared the mission of the Program Alignment and Coherence Team (PACT):

- To align academic programs within the district and work to ensure the coherence between schools, grade levels, and within curricular areas

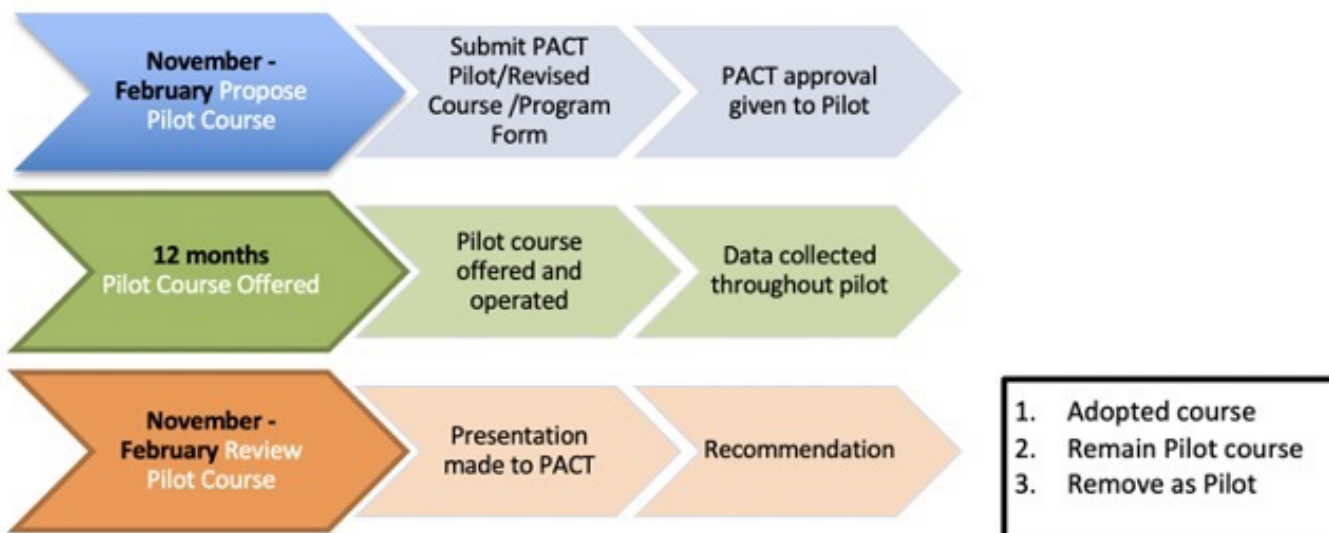
- To oversee the development and adherence to common standards, curriculum maps/pacing guides and assessments
- To establish a clear shared definition of career and college readiness, and provide rigorous academic pathways to prepare for a four-year college and beyond

Ms. Stevens reviewed the PACT course proposal process. Often the proposals come from a single school or they may come from a team of teachers or from an administrator, with the objective of becoming a pilot in Shoreline. It may be at a single location or at multiple locations. The proposal may be presented to another school so everyone is aware and a decision can be made as to participation. There are various steps taken throughout the process and then in the end, there is a vote on whether or not to be a pilot. Pilots don't come to the Board at this point, but rather later after the pilot has been run, data has been collected and it moves back to PACT for a decision to continue as a pilot or run it as a course.

- 1) Complete PACT form
  - o Include syllabus, demonstration of need and interest
- 2) Collaboration and notification
  - o Directors, instructional specialists, building leadership teams (at both schools)
- 3) Submit form
- 4) Present pilot course proposal to PACT

The following PACT submission timeline was shared with the Board.

Submissions Due	PACT Meeting	Submissions Accepted	Approved course to be offered	Pilot review and recommendation	Course Catalog for upcoming school year
November	December	Yes	Fall of the following year	Yes	Included for next year
January	January	Yes	Fall of the following year	Yes	Included for next year
February	April	Yes	Fall of the following year	Yes	Not included
March	April	Yes	Spring of the following year	No	Not included
May	May	Yes	Spring of the following year	No	Not included



Throughout the operation of the pilot course, the school(s) are required to collect information and data to share with PACT at the conclusion of the trial period. The data and information is to center the needs of students and impact and should continually call into the review process the Race and Equity Decision Making Tool. Board policy also requires a review of courses that may need to be eliminated from the course catalog. Sometimes courses are eliminated because the state changes the standards and sometimes it is because there just aren't enough students taking a course over time.

Mr. Schultz explained the staffing allocation process. He reported that this process has been particularly challenging over the last couple of years—trying to predict the impacts of a pandemic on enrollment. The allocation is usually received in late April with the deadline to staff being the first week in May.

- 26:1 staffing ratio impact: (as a reminder, the state funds for five periods but students take six periods)
  - Average class size > 30-33 across the schedule
  - Courses with less than 20-25 requests not sustainable
  - Overloads (triggers are noted in teachers' contract; however, class size is primary driver)
- Staffed for 6-period day (last year there was a 3-period day provided as an accommodation during the pandemic)
- Students need 24 credits in four years to graduate
- Match building allocation to existing staff by department and endorsement to determine needs and surplus
- Participate in district staffing process – historically, a conservative approach is taken in the spring; may change in August as numbers become more defined but District honors the teacher contracts

Ms. Gonzalez explained the schedule building process as one that she very much enjoys; it is a lot like a gigantic Sudoku puzzle. To be successful, it is necessary to start with a solid registration season. Registration starts in February and goes through the month of March. The foundation of this process is a common, shared registration guide—middle schools share the same course catalog and both high schools share the same guide. All registration information is placed on the district website and families are communicated to via broadcast messages so that parents/guardians are prepared to assist their students in this process.

Ms. Elder added that this very evening was dual enrollment night at Shorewood where information was being shared on Running Start, College in the High School and CTE courses that are dual enrollment. All the means and modes were being used to inform students and parents about registration season—Parent Square, Canvas and the SIS (student information system)--to broadcast registration information so that informed decisions can be made.

Ms. Gonzalez spoke about the classroom presentations that are facilitated by counselors and school admins that include information on:

- Graduation requirements – Core 24 – High School and Beyond Plan
- Transcript audit and graduation progress check in
- Registration forms, dates and processes explained
- 8<sup>th</sup> grade classroom visits coordinated

Shorecrest was having a similar “help session” this same evening in order to assist families in the registration process. Additionally, earlier in the day, there was an AP Fair, encouraging students to take AP courses. Elective teachers created and shared videos on the electives available; all departments are given the opportunity to share so that students are aware of everything that is available.

Ms. Elder stated the importance of informing students of the wide variety of choices available to them and how the choices go together in terms of meeting graduation requirements and post-secondary plans. For example, CTE courses are grouped in categories and students can meet a particular pathway requirement

if they take a specific series of classes. Helping students understand this is a key component of the registration process.

Schedule building is next and includes the following steps:

- Evaluate student requests; all students have extra requests (alternates) – 7.5 credits/student
- Share registration numbers with departments
- Gather department feedback
- Evaluate conflicts and “bad breaks” to determine which courses will run or not run; if singletons (classes that there is only one of) or doubletons (classes that there are two of) run in conflict with each other, students won’t be able to take the rigorous coursework they need or want to take; this may include upper end AP, World Language, Music where there is only one section during the day—for example, can’t put AP Calculus BC up against orchestra. Bad breaks are when courses that are really important to a school’s program and must be run but the numbers aren’t favorable.
- Balance requests with student and programmatic needs/graduation requirements/staffing

Ms. Gonzalez added that on the flip side of the singletons and doubletons, they start building the schedule around the students who are at the greatest need for support and/or intervention. For example, a special education student may need a math skills course and there may be only one or two sections. Those things are built into the schedule first because these are the students who need the least amount of schedule conflicts and they may need to get into very special and targeted classes throughout the day. The same is done with MLL (multi-lingual learners) students. Additionally, there is a common goal at both high schools to keep freshman and sophomore classes small.

Core values and priorities include:

- Keeping building staff whole (limiting splits between schools and departments)
- Supporting growing programs that have been invested in, e.g. AP Computer Science, Engineering, and multi-year programs that students have invested in, e.g. Music, World Language
- Providing stability in staffing; tempering big swings in numbers
- Considering students’ needs to fulfill graduation requirements (Core 24) and assure student access to courses/programs they need and also want to take
- Minimizing schedule conflicts, e.g. limiting singletons when possible, to ensure student access to courses
- Considering numbers of preps that teacher(s) can sustain plus valuing teachers’ skill sets and interests

Schedule building:

- Hand schedule special groups and courses FIRST—special ed, MLL, singleton AP courses, World Language, Music, etc.
- Build and balance rest of schedule
- Begin scheduling runs to finish balancing the schedule and classes
- Live in the Conflict Matrix (for Shorewood, this is 700 pages of data); double-checking and moving students around
- Match staff to schedule
- Build singleton and doubletons
- Hand schedule students whose schedules are not filled
- Finalize the schedule

Ms. Gonzalez stated that in her 12 years as an administrator in Shoreline, she has never been unable to run a course because she couldn’t find a teacher to teach it with the appropriate skill set. That said, there are other things that have impacted offering a course, such as low registration numbers, lack of facility space, or



caps on the number of bodies that can be placed in a room due to safety concerns. If there is student interest, staff does whatever they can to offer classes. Ms. Elder agreed.

Director Jernigan acknowledged that there had been concern in the school community about the foreign languages that are offered as part of the course catalog. She asked if the three languages offered were Spanish, French and Japanese. The response was yes, those languages are offered at all four secondary schools. Two years of World Language are required but three are recommended due to the high incidence of college attendance; it's a college recommendation.

Director Jernigan asked how the Race and Equity Tool had been applied to the World Language offerings. Ms. Stevens replied that the Race and Equity Tool had not been applied to a World Language during her tenure in Shoreline. This is typically done when a new course is brought before the team or when the team is reviewing a course for possible transition to a pilot. As has been said in the past, this comes down to the number of students who request the course and very often, that request starts in middle school and not at high school. As those students move up in our system, they have grounded themselves within a language and they typically stay with that language due to the number of graduation requirements. It would be highly unusual for a student to start Japanese in middle school and then switch to Spanish in high school.

Sometimes, students may select a multi-year course and the numbers are low, maybe 25. By year two, some of those students drop the course, leaving the numbers very low, possibly 19 or 20 and the course can no longer be run; it is unsustainable. The District doesn't force students to stay with something that is no longer of interest to them. There are a few students that begin their language pathway in high school; however, many begin in middle school. Ms. Gonzalez shared that at Shorecrest, Spanish, Japanese and French have all grown considerably in the last five years (especially with the advent of Core 24), particularly French due to the large number of East African families who prioritize their young people speaking French. The vast majority of students take three years of World Language. On the Shorewood side, Ms. Elder reported that they have not experienced the French surge that Shorecrest has, but "Spanish has exploded" and Japanese has lost a few. Mr. Schultz added that these three languages distinguish themselves from any other language. He also added that the District consciously attempts to help students get through three years and not leave them stranded after two because of low numbers. He shared his own experience at Shorecrest with having to phase out German and in his time at the central office of having to phase out Mandarin because of low numbers. Again, it comes down to student numbers and student interest.

Director Jernigan asked how families interested in Mandarin can understand what metrics need to be met in order to create and build a Mandarin series in our district. The Board has received significant feedback from the community indicating that there is interest. She also gave the example of Bellevue School District, which has a Mandarin program. Ms. Gonzalez shared her experience of being a principal at Kellogg Middle School. She never received requests for Mandarin higher than 11 students; that was the peak. The course was offered initially on the west side of the District only, in order to grow interest, but it never grew on the east side. She felt there was a perception that there was a lot of interest in the course, but in reality it wasn't showing through. Ms. Elder added that a first year, robust interest (over 40) is needed in order to sustain a program through subsequent years. Consistently, there needs to be more students enrolling than can actually take the course (due to schedule conflicts). Ms. Stevens stated that she couldn't speak to the success of Bellevue School District; however, they are a significantly larger district with much higher numbers of secondary students. It's difficult to compare ourselves to districts twice our size. Larger districts have much higher numbers with which to work. Ms. Elder added that when Mandarin was offered at Shorewood, there were 1,680 students; last week it was in the 1,490s. That decrease in the number of students can significantly decrease the number of student course requests and it impacts the program offerings.

Director Betnel asked how students learn about courses that are offered at one high school and not the other but are available to students at both. Both schools use a shared registration guide so students can see

what's offered at Shorecrest and what's offered at Shorewood. The admins review all the shared courses and then place them in third and fourth periods so that travel is possible between schools. Examples include Engineering at Shorecrest and Automotive at Shorewood, but extends also to some of the upper end AP courses, e.g. Chemistry and Physics. Offering the more specialized courses at one school or the other was an intentional part of the planning process when building the new high schools. Additionally, there are also courses available at the community colleges, e.g. Running Start.

Director Betnel asked how information was communicated in regard to courses in the upcoming year that may appear to be lacking in numbers. Counselors typically communicate with the students and families and review any alternate requests. Ms. Gonzalez reported that when numbers are low, she may run a class every other year, particularly given that students have four years in which to take classes. She used AP Comparative Government as an example and indicated that she communicates this option clearly to families. Ms. Elder added that in some key cases, they are able to get out and do some recruiting.

President Rivera asked how students can make requests for courses that are not in the course catalog. Ms. Elder shared an example involving AP Computer Science. Shorewood did not have this course so a group of approximately 45 students started a petition and took it to the principal. It then went through PACT and it was added to the course catalog. There are many ways to advocate; students, families, staff can all be part of the process. However, as Mr. Schultz stated, there is a big difference between a singleton course and one that extends over multiple years. In order to keep programs alive, an additional option at each school is "stacking" whereby one classroom may have multiple courses together at the same time, e.g. AP Japanese and Japanese 4. The teachers involved want this in order to keep their programs going; no teachers are forced to participate.

Director Williams asked how equity was applied to access to courses, specifically STEM courses in which they may be under-represented—women or people of color. Ms. Gonzalez responded that this really starts in middle school with lots of communication, feeder work and helping students with their High School and Beyond Plan--helping them think about what classes to take and what to dabble in. Sometimes there are prerequisites to courses that must be taken. For example, a student may have a passion for Culinary Arts, but they will need to start with Food and Nutrition as well as Cuisine and Culture. This all requires a significant amount of educating of students and talking with them, which is also balanced with patience as they may not always get to take a course when they want to. There needs to be communication, education and advocacy on the part of the student. Things are always changing and there are courses offered now that weren't several years ago. Staff are always looking at equity and doing their best to remove barriers. For example, there are no pre-requisites for taking AP classes—students can just take them. Ms. Elder stated that we are a 6-12 system and we need to talk to our students about being part of that system, all the while helping them engage so they can achieve at the highest levels.

Director Cohen asked if there were any hopes, opportunities, challenges the presenters would like to see during this process. Ms. Gonzalez responded that with Core 24 and the requirements for students, as well as a pandemic thrown in the mix, there is a strong focus on on-time graduation—pathways for students who may have stumbled as a result of the pandemic. How do we support them and how do we get creative when necessary? "I know what's on my mind and in my heart is finding ways to serve the students who struggle, who struggle to earn the credit in every class, every semester, all four years. . . We are trying to intervene and build a schedule with some fluidity and flexibility; we need to think outside of the box a little bit to support the students who might need something more or something extra." Ms. Elder echoed the same feeling around support for those students who really need the extra help.

Superintendent Reyes provided clarification about the process for a new course; that it is beyond just a request by a person or a small group of people. The numbers need to be there to move forward. Ms. Stevens

reiterated the same thought—"we can request a course but if we don't have kids registering for the course in abundance we can't keep it or run it."

Director Betnel shared that students have expressed their desires about expanding access to dual credit options but she was unclear as to how much of the determination of what a course qualifies for happens at the legislature level, OSPI level, district level. Ms. Stevens explained that CTE courses were created in conjunction with industry standards that are reviewed every 3-5 years (universal across the state). Industry folks come in and review, revise and create a standard for CTE courses that determines whether or not they are eligible for dual credit and that they meet a certain level of standard. AP courses are governed by the College Board and they create and produce the standards. When districts agree to run an AP course, they are agreeing on the syllabus that is used and they run the courses as designed by the College Board. It is very similar with the College in the High School courses through the University of Washington. These are outside entities that define the courses as being dual credit. We don't create the dual credit but rather we are connecting to an outside agency. The District also looks for opportunities where a CTE course might count as an outside credit or as a cross credit. For example, taking four years of music may also count as an art credit and a CTE credit. This is a complex system and no one entity runs it all. We try to take the best of what's out there and bring them in, expand the Shoreline program so students can maximize their experience.

Director Betnel further asked if, at some level, it could be the District that makes the qualifying determinations. Ms. Elder responded that possibly Director Betnel was confusing the dual credit term with two-for-one, which is different. Dual credit includes an additional entity and both can credit the course. An example for two-for-one is taking Video Production and getting to check the art box and the CTE box; the requirement has been met in both places.

Director Jernigan asked if the four years of music, which includes the art and CTE credits, are a two-for-one or is that different. Ms. Elder replied that they satisfy the CTE requirement but they don't get four years of CTE credit. Ms. Gonzalez added that you can meet graduation requirements without earning credits. Similarly, Washington State History (a graduation requirement), taken in middle school is listed on a student's transcript, but there is no credit attached. Ms. Elder gave high praise to the high school counselors who are so vital in helping students navigate their educational experience. Mr. Schultz reiterated the importance of families understanding that satisfying two graduation requirements does not mean a student gets two credits.

#### First Reading: District Instructional Materials Committee (DIMC) Recommendations

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

Ms. Stevens reviewed the three English Language Arts submissions recommended by DIMC. The first offering was *African American Folktales* by Dockrey Young.

#### Intended use:

- Supplemental – included in Pacing Guide
- Accessible via EPIC (online free resource)
- To be used in 5<sup>th</sup> 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 5<sup>th</sup> grade – Unit 4
- Unanimously approved by DIMC

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The second offering was *The Dragon Slayer* by Jaime Hernandez.

Intended use:

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

DIMC review:

- Graphic novel with two strong female characters
- Appropriate for intended use
- Text support the inclusion of diverse voices
- Identified as a priority lesson/text within 5<sup>th</sup> grade – Unit 4
- Unanimously approved by DIMC

The third offering was *Paradise on Fire* by Jewell Parker Rhoads. The author worked with Amy McClellan at Kellogg and students had an opportunity to meet with her.

Intended use:

- Supplemental – to be included in Pacing Guide
- To be used in 6<sup>th</sup> grade Humanities
  - Unit 2: Understand how civic responsibility (individual and collective) contributes to the overall health of civilizations
- Thematic topics explored are climate change, grief and resilience, race and class

DIMC review:

- Appropriate for intended use
- Text supports the inclusion of diverse voices and current/relevant topics
- Unanimously approved by DIMC

President Rivera asked for clarification around the terms “supplemental”, “priority lesson” and “Pacing Guides”. The Pacing Guide refers to scope and sequence in elementary. It literally paces out what occurs in each content area and each grade level so that the learning experiences are uniform across the district. It results in tightness, balanced with flexibility. Core instruction implies courses that everyone experiences, whereas supplemental texts are additional options. Priority lessons are texts that we want teachers to use and are considered “must do”.

Director Betnel expressed appreciation for the way the District is building relationships with authors and storytellers, which results in our students feeling connected with the texts. She called attention to a Rhode Island storyteller, Lenny Cabral, who her family had positively experienced virtually. She hoped he could be included in future opportunities for our students. Ms. Stevens stated that discussions had been taking place regarding continuing to use Zoom as a way to bring in these individuals with authentic stories into the classrooms. This is a way of engaging with the larger community beyond just field trips.

These submissions were presented for first reading and would be brought back for recommended adoption at the Board’s March 22 regular meeting.

**Board Requested Discussion and Future Topics**

None

**Action Items**

None

**Reports and Communications – Board Members, Student Reps, Superintendent**

Director Betnel provided a brief legislative update. The legislative session was scheduled to end on March 10. All the deadlines had passed for bills to move out of a committee or chamber so the legislature was fully engrossed in finalizing the interim budget. Several of the bills that Shoreline had been supporting and following made it through. She had extended an offer to meet with Superintendent Reyes and Deputy Superintendent Miller and possibly another board member to review the outcomes and financial implications of this session in order to prepare a joint report. In particular, she mentioned one bill that would require arts instruction in grades K-12 passed. Unfortunately, there was no funding attached to the bill. Another bill ensures and expands language access for families. Student reps on the State Board of Education will now have voting rights. And there is a bill that will support mental health as an excused absence; our local students reps have done considerable advocacy on both of these latter bills.

President Rivera reported that she very much enjoyed an orchestra concert at Kellogg recently. It was wonderful to attend in person with masks and social distancing. The Climate and Sustainability Resolution Committee, comprised of President Rivera, Director Cohen, Superintendent Reyes and student reps Yubi Mamiya and Sky Stark, have been meeting monthly and recently had added meetings with specific focus groups, e.g. teachers who teach about climate change and climate justice. Obtaining community input has been a wonderful component of the process. It is anticipated that the work will take a bit longer than originally anticipated. Hopefully, a resolution for the Board’s review will be ready in early summer.

Superintendent Reyes introduced interim Public Information Officer, Rachel Belfield, who comes to us from the Home Education Exchange (office manager). Next week, relaxed protocols for public safety will begin related to masks. Updated information will be provided at the end of the week. On March 26, a virtual job fair will be held from 10:00 a.m. to 1:00 p.m. On Saturday, March 12, Dr. Tammy Campbell, will facilitate a virtual school board retreat on the topic of strategic planning, also from 10:00 a.m. to 1:00 p.m. On Saturday, April 9, another school board retreat will be held for the purpose of discussing and determining a format for future community listening sessions.

**Executive Session**

None

Adjournment: 8:34 p.m.

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Rebeca Rivera, School Board President

Attest: April 19, 2022

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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.**