

## **BOARD MEETING MINUTES—REVISED**

September 12, 2023

### **Call to Order**

President Cohen called the Regular Board Meeting of the Shoreline Board of Directors to order in the Board Room of the Administrative Offices at the Shoreline Center at 6:00 p.m. on September 12, 2023. This meeting was also available to the community via Zoom.

### **Roll Call**

Sarah Cohen, President; Emily Williams, Vice President; Sara Betnel, Member; Meghan Jernigan, Member; Lily Fredericks and Aiden Rouhani, Shorecrest Student Representatives; and Esme Harkess and Mitchell Ichinkhorloo, Shorewood Student Representatives.

Absent: Rebeca Rivera, Member.

### **Land Acknowledgement**

President Cohen provided a brief land acknowledgement.

### **Celebrations, Recognitions, Introductions and Gratitude**

#### **Introduction of New Administrators**

*Brian Schultz, Assistant Superintendent of Schools, presented.*

Mr. Schultz spoke about the hiring process that took place over the spring and summer and then very enthusiastically introduced the following new principals to the Board, each of whom shared interesting facts about themselves:

- Cristi Camp, Shorecrest Assistant Principal
- Rosa Khim, Shorecrest Assistant Principal
- Dorian Manza, Einstein Principal
- Kelsy May, Kellogg Assistant Principal
- Jessica Torvik-Lee, Einstein Assistant Principal
- Chad Towe, Shorecrest Principal

Additionally, Superintendent Reyes introduced the following administrators new to the central office, who also shared interesting tidbits about themselves:

- Randi Seaberg, Director of Human Resources for Classified Staff
- Angela Von Essen, Assistant Superintendent for Business and Operations

#### **Administration of Oath of Office to Student Reps**

*Dr. Susana Reyes, Superintendent, presented.*

Superintendent Reyes administered the oath of office to junior student representatives Aiden Rouhani (Shorecrest) and Mitchell Ichinkhorloo (Shorewood).

#### **Highlights of First Week of School (video)**

*Dr. Susana Reyes, Superintendent, presented.*

Dr. Reyes shared a video, prepared by PIO Rachel Belfield, highlighting the first week of school at all of the District's schools. It can be viewed at <https://vimeo.com/864224405?share=copy>

### **Agenda Review**

None

**Comments from the Community**

President Cohen read the instructions for the community comment process.

The following individuals spoke in person and expressed their concerns about the lack of security personnel in the middle schools:

- 1) Megan Bean, Shorewood Paraeducator – The cost of settling a lawsuit would likely far outweigh the cost of one security monitor at each middle school.
- 2) Jennifer Planeta, Kellogg and Shorecrest Parent and Staff Member – Please communicate to parents what the plan is for middle school security.
- 3) Kimberly Short, Paraeducator – Two students at Kellogg won't use the restroom because they are afraid. Please get us security at our middle schools.

The following individuals spoke over Zoom:

- 4) Lenaya Waldron, Parent of Two Kellogg Students and Shorecrest Graduate, Staff Member, Kellogg PTSA Advocacy Lead – Please provide middle school families with a plan in the absence of middle school security monitors.
- 5) Kim Alford, Community Member, Einstein Office Staff Member – Thanked the Board, Superintendent, SEA, Assistant Superintendent, administrators for working closely with SESPAs to bring forward a tentative agreement. Also expressed her concerns about middle school security; hopeful that it can be reinstated.
- 6) Renee Calm, Parent – Offered her assistance in improving the District in terms of safety.

The following individual spoke in person:

- 7) Solomon Keen, Shorewood ASB President – Spoke in support of teachers and ELOs; teachers work very hard and they totally deserve the pay they receive.

**Approval of Minutes**

The minutes of the August 8 Regular Board Meeting and August 8 Study Session had been submitted to the Board for their review and approval.

MOTION NO. 1: Director Betnel moved that the Board approve the minutes of the August 8 Regular Board Meeting and August 8 Study Session as submitted. The motion was seconded by Director Jernigan and carried unanimously.

**Adoption of Consent Agenda**

President Cohen 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. Acceptance of Gifts, Grants, Donations
  - 1) Syre Elementary - \$10,000.00 – J. Marin Younker and Sameer Agarwal – Syre BLS Program
  - 2) Shorecrest High School - \$7,500.00 – Kevin Hansen – Shorecrest Cross Country Program
- b. Approval of Regional Education Agreement (REA) with Washington State Department of Children, Youth and Families (DCYF)
- c. Approval of 2023-2024 Insurance Renewals with Washington Schools Risk Management Pool (WSRMP) and Colony Insurance
- d. Approval of 2023-2024 Application for the State Transitional Bilingual Program (TBIP)
- e. Einstein Middle School Replacement Project Final Acceptance – Adoption of Resolution 2023-11, Acceptance as Complete – Einstein Middle School Replacement (New/In-Lieu) Project
- f. Kellogg Middle School Replacement Project Final Acceptance – Adoption of Resolution 2023-12, Acceptance as Complete – Kellogg Middle School Replacement (New/In-Lieu) Project
- g. Approval of Revisions to 2023-2024 Fee Schedule – Middle School ASB Cards and PSAT Fees
- h. Approval of Extended Field Trips

- i. Approval of Personnel
  - 1) Certificated
  - 2) Classified
- j. Approval of Payroll and Vouchers

MOTION NO. 2: Director Jernigan moved that the Board adopt the consent agenda, items 7a through 7j, which is attached hereto and becomes a part hereof. The motion was seconded by Director Williams and carried unanimously.

As of September 12, 2023, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: August 2023 Payroll Warrants #448288-448315 and Electronic Transfers totaling \$12,017,241.14; Reconciliation of Warrants Issued Between August 11 and August 25, 2023 – General Fund Warrants #102023-102085, 222301221-222301222, 222301223, 102092, 101093-102122, 102135-102152, 222301225-222301245, 102155-102223, 102241-102253, and 222301247, totaling \$1,199,647.69; Capital Projects Fund Warrants #102123-102126 and 102224-102230, totaling \$461,393.60; Student Body Fund Warrants #102086-102091, 222301224, 102127-102133, 102153-102154, 222301246, 102231-102240, and 102254-102255, totaling \$113,430.46; and Private Purpose Trust Fund Warrant #10213 in the amount of \$500.00, for a grand total of \$13,792,212.89.

## **Reports and Presentations**

### Generative Artificial Intelligence (AI) in Shoreline

*Presenters:*

*Eric Caldwell, Director of Technology*

*Paul Witzel, Digital Learning Specialist*

Generative artificial intelligence (AI) describes algorithms (such as ChatGPT) that leverage large datasets to create new content, including audio, code, images, text, simulations and videos. It has been around for awhile, e.g. translation services; however, ChatGPT only arrived on the scene just short of a year ago. The game changer has been the huge amount of data placed on the internet.

Recent breakthroughs in the field of AI are drastically changing the way we approach content creation. Generative AI has become ubiquitous in our world and it is used to create real estate listings, financial reports, computer code, college essays, weather imaging—nearly anything that can be derived from available data sets. Education is not immune to these changes. Generative AI presents new challenges and opportunities for teachers, students and administrators.

Some of the issues related to this topic include:

- Metaphysical – What is intelligence? What does it mean to be human? What is real and true?
- Existential – What role do humans play in content creation?
- Ethical – How do we deal with bias in data sets? What does responsible use look like?
- Transparency – What is the origin of the data sets used? Are content creators clear about use of AI in their creation process? How do you cite use?
- Intellectual property – Who owns the content created by AI? Who owns the content in the data sets used by an AI? How does licensing and royalties work? What is legitimately derivative and what is just a thinly veiled copy?
- Practical – How do we prepare the workforce to use generative AI effectively?
- Data Privacy – How is data provided by users protected?

The District has a limited ability to address many of these issues so the focus will be on the following: transparency/ethics, privacy, professional development, appropriate use, and guidance.

Mr. Caldwell reviewed with the Board what actions the District is currently taking as well as what will occur in the future.

Now:

- Currently we block access to ChatGPT and many other generative AI tools for students but not for staff. This is primarily based on the age requirements for most of these tools (typically 18)
- The tech TOSAs have created a course in Canvas for teachers “AI TOOLS IN INSTRUCTION”
- Our Tuesday Tech tips for staff have included quick snippets on generative AI for teachers
- The tech TOSAs have connected with librarians to have further in-depth conversations about AI in education
- Our tech TOSA team is educating themselves on the evolving landscape of generative AI in education
- Ongoing review of district practices that protect student privacy

Future:

- Policy 3302 (student ethics and honesty) needs to be updated – looking for guidance from WSSDA and other relevant sources
- Developing a course for administrators on appropriate use of generative AI tools to improve their efficiency
- Continued conversations with teachers and administrators about opportunities and concerns
- Explore ways to prepare students to appropriately use generative AI – this is more long to medium term – this involves two main areas: 1) What does everyone need to use this tool and how do you validate what you’re getting and how do you deal with copyright laws; and 2) What does this look like in terms of developing the workforce; what tools do students need as they go out into the workplace?

In response to a board member question, Mr. Caldwell provided an additional slide that showed examples of possible use by teachers. At the end of the AI Tools course, teachers were asked how they are using generative AI. Most of their ideas centered around initial drafts that could then be edited and refined. Some examples they gave:

- Create writing prompt ideas for third graders
- Write a reader’s theater play with three parts for second grade students
- Create a unit plan analyzing Goldilocks and the Three Bears using third grade Common Core standards
- Plan an EscapeRoom unit for high school seniors
- Create a rubric for a Socratic Seminar
- Create practice sheets for grammar correction

The timeline for developing staff guidance is targeted for mid-October to early November. It’s more difficult to predict how long the development for student guidance and materials will take, but Mr. Caldwell is thinking it might be the end of the school year before a solid, comprehensive product might be completed. However, conversations and work will be taking place all along the way.

Student Rep Fredericks expressed her appreciation for the staff viewing AI as a tool that students will be using regardless of how some may feel about it. Student Rep Rouhani shared that he self-taught and has used ChatGPT quite a bit. For example, he used it when he felt as though he didn’t fully understand a chemistry question. It can produce an inaccurate answer so it’s important for students to learn the skills to question for validity and then discern if something is right or wrong.

Student Rep Harkess shared that she had a beneficial experience last year when she used AI to prepare a draft script for AP Psychology. She feels it can be useful but also damaging in some ways. It’s great for initiating brainstorming but not so good for obtaining answers instead of learning the topic. Student Rep Ichinkhorloo agreed and also noted that he appreciated the part of the presentation regarding teaching the

teachers how to help the students in using AI. Some don't realize the consequences of using AI to do their work for them. He also appreciated the partnership with the librarians.

Director Jernigan asked if it was true that AI consumes a lot of water, which is used to cool down the machines/computers that are processing the information. Mr. Caldwell responded that it takes a lot of computing power to do this work; there are large server farms that generate significant heat. Water is one way that cooling is done.

President Cohen used the analogy of teaching math before calculators were widely available versus the much more conceptual way of teaching math now. She wondered if a similar change might need to happen around generating language. This touches on how we think about teaching outside of technology.

Director Williams asked what other districts are doing. Mr. Caldwell responded that it was really all over the map. Additionally, there are conversations about more caution versus less caution. Transparency is the key. We need to know why we're using these tools and we need to be honest as to why we are using them.

Director Betnel asked how the Board could support this work--resolution-wise, policy-wise, possibly funding-wise. Mr. Caldwell stated there were two main areas. One is the policy question in terms of the hard guidelines to provide to schools and staff, e.g. what goes into a student handbook. This gives a larger umbrella of guidance for folks in our institution. Many of the issues are outside of our control, so it has to be done with advocacy. The other area is direction around legislation for holding institutions accountable. How does access for all continue as these tools become more accessible?

Mr. Witzel encouraged board members to try ChatGPT. It may be difficult for some of us to have a conversation with a computer, but that is where the power of ChatGPT comes in—the interaction with it as the user refines the prompt in order to dig out what's needed. This will help board members to relate to the topic as we have these ongoing conversations. Mr. Caldwell continued, “the questions that we ask, the prompts that we drive the responses from often have a lot of biases as well. As you change those prompts, you get a radically different answer which may be much more respectful of diversity simply because you haven't asked the right questions. That comes from our own thoughts about how we ask questions. Are we inclusive when we are going to generate information?”

### WSSDA Legislative Positions

*Director Sara Betnel, School Board Legislative Representative, presented.*

Each year, the Washington State School Directors' Association (WSSDA) holds a General Assembly when permanent and legislative position proposals are considered by the statewide membership. WSSDA is the state agency created by the Legislature (RCW 28A.345) “for the coordination of programs and procedures pertaining to policymaking and to control and management among the school districts of the state.” It is a membership organization comprised of all school board directors across the state. WSSDA is governed by bylaws, operating principles, and positions (permanent and legislative), all of which are voted on and adopted by the membership.

General Assembly is an annual meeting when membership has the opportunity to review, discuss, and vote on proposed revisions, additions to and removal of existing positions. The purpose of this meeting was to review this year's position proposals and obtain the board members' guidance on how to vote at the 2023 General Assembly being held September 22 and 23.

The two types of positions are permanent and legislative. Permanent positions communicate WSSDA's foundational core principles on issues of widespread concern for students, its membership, other education organizations, and the general public; they represent WSSDA's beliefs and values. Legislative positions

communicate WSSDA’s viewpoint (stance) on a spectrum of state and/or federal legislative issues. They are action-oriented and articulate desired legislative outcomes on behalf of the state’s public school districts. These positions, combined with WSSDA’s legislative priorities, form WSSDA’s advocacy platform.

Director Betnel reviewed the process for General Assembly and then discussed how the positions are used after Assembly. She also provided links to positions and a detailed spreadsheet. Director Betnel spoke specifically to two positions that she was recommending the Board “disagree with recommendation.” They were as follows:

- 1) Bylaws, Article XI. Meeting of WSSDA, Section 2, E, and Section 3 (weighted votes) – Director Betnel recommends “disagree with recommendation”—do not vote to eliminate weighted votes, partly because this is the only place in the General Assembly process where the number of students served is reflected in the voting process and outcomes. (Board supported Director Betnel’s recommendation)
- 2) Association Operations, Diversity (consolidation of other Diversity and Diverse and Inclusive Education positions) – this proposal misses some of the core elements proposed in the other positions and conflates valuing and supporting the existence of diversity in our schools with the importance of having diverse and inclusive education, which should be supported independently as value statements for the organization. Recommendation is to oppose this revision and to support the original position revisions/submission made by our district later in the agenda. (Board supported Director Betnel’s recommendation)

Director Betnel asked the Board if there were any additional positions they would like to discuss further. Director Williams asked for clarification on #11—Negotiations and Collective Bargaining, under “Staff”. The proposed revision looked to simplify the language of this position to remove some of the operational language that was “prescriptive to a process school directors” don’t engage in. In doing so, however, there is new language that implies elements of the collective bargaining process that are not solely within the control or purview of the board (e.g. the climate of the process). Therefore, it is recommended that our board propose and/or support a live amendment to say “WSSDA believes school directors should support the collective bargaining with employee groups by **understanding** (instead of trusting) the process and **encouraging** (instead of creating) a climate of transparency, respect, and collaboration in the service of students.” . (Board supported Director Betnel’s revision)

Student Rep Fredericks asked for more discussion about #47—Amplify Funded Staffing Levels (3) under Funding and Allocation—Proposed Amendments (Legislature) – proposed revision submitted by San Juan School District to add a bullet that defines some element of advocacy around amplify funding staffing positions. The bullet says, “Regardless of adjacencies, regionalization adjustments should be made to account for the unique circumstances of district, including those in a high property tax area (or near one), or in a community with the lack of access to housing or affordable housing. These circumstances make it difficult to recruit and retain staff due to the high cost of housing, the distance to travel from home to district, and/or a reliance on specific modes of transportation or transportation logistics.” There was concern from San Juan about their geographical isolation; however, that is not the case with other school districts. This proposal ultimately received a “do not pass” recommendation because it was very similar to other proposals which were more broadly focused. (There was interest expressed by the Board to pursue positions related to regionalization.)

At Student Rep Rouhani’s request, a discussion ensued regarding the verbiage in position #27, Equity-Based K-12 Education System, specifically around adding a phrase emphasizing “marginalized and disadvantaged students”. Possibly “**emphasizing**” could be used instead of “**including**”. Director Betnel stated she would recommend that revision.

**Board Requested Discussion and Future Topics**

Director Jernigan referenced the pending agenda item, school resource officers. The Board discussed this topic in detail and ended with a suggestion to broaden the scope of the upcoming presentation (no date scheduled as of yet) to school safety and roles and impacts of School Resource Officers.

Student Rep Fredericks asked about having two separate high school registration catalogs, specifically since not all classes are available to students from both high schools. The current catalog is misleading in that it indicates that there is equal access.

As a result of Eric Caldwell’s presentation on generative AI earlier in this meeting, Director Betnel recommended removing the pending agenda item, joint study session w/Edmonds School District re: artificial intelligence (AI). Board members were in agreement.

Board members and student reps were provided with a spreadsheet on costs to attend the upcoming WSSDA Annual Conference November 16-18. There is an early bird cost that ends after September 22, so there is some urgency around making decisions prior to that in order to get the lower price. The newly elected board member in the November election will also be encouraged to attend this conference and the pre-conference boot camp. A resolution will be brought forward [October 24] on the consent agenda for the Board’s recommended adoption to authorize the new board member to attend. Superintendent Reyes stated that the efforts towards restricting expenses as they relate to travel is not being applied to our students. We are planning on our students participating if they are available and able to attend.

The Board engaged in a lengthy discussion regarding various options of attendance. President Cohen stated that given the fact that because of the current budget situation, staff in the District are foregoing travel for professional development purposes, she encouraged all to think carefully about how best to maximize conference attendance prudently. As of this meeting, the full conference agenda had not yet been posted. Superintendent Reyes sent an email to WSSDA’s executive director requesting information on the agenda. Board members would review the agenda once available and apprise Superintendent Reyes of their conference plans prior to the early bird deadline of September 22.

**Action Items**

None

**Reports and Communications – Board Members and Superintendent**

Student Rep Harkess reported that fall sports had begun at Shorewood and all are doing well. The fall play has been announced and it will be *The Puffs*, a Harry Potter knock-off. Planning is in the works for this year’s homecoming activities; the Link Crew orientation took place the day before school started and the welcome back assembly on the first day of school. Students from Shorewood and Shorecrest attended Snohomish High School earlier in the day for leadership training. Picture day is scheduled for September 13; the club fair is scheduled for next week and Running Start commences in the next few weeks. Esme reported that she has questions from students that she will be forwarding to the Board and then concluded her report by extending greetings from former Shorewood student rep, Yubi Mamiya. The Board returned the greeting to Yubi.

Student Rep Fredericks reported that Shorecrest had several of the same activities as Shorewood. She will be joining cross country and will have some personal stories to share in the future. Some additional activities included the art club fair before school started, the senior prom fundraiser (Top Scot talent show) on September 20 and the PTSA barbecue. She also shared her positive experiences from the leadership conference at Snohomish High School.

Student Rep Rouhani announced that the fall play at Shorecrest will be *You Can't Take it With You*. Fall sports have begun and the football team is struggling.

Director Betnel attended opening of school activities at Kellogg and Shorecrest, including the PTSA barbecue and the club fair. She is looking forward to wearing her new Shorecrest swag to athletic events. There is a bus stop located right by her house so she is enjoying that energy as well. She volunteered at the Shorecrest picture day and encouraged others to do the same if they have availability. "It's a great way to get a sense of the student body at our schools." She concluded with expressing enthusiasm for the upcoming Shorecrest and Shorewood fall plays.

President Cohen shared that she also had been attending start of school activities. At Syre, she enjoyed "popsicles, lots of energy and good spirits!" She's looking forward to much more.

Superintendent Reyes had visited all the schools and expressed gratitude to staff and administrators for a smooth start to the school year. She also expressed her deep appreciation to SEA and SESP, along with the district's bargaining team and SPA and SCA for all the work that took place last week in reaching tentative agreements. The agreements will be placed on the September 26 consent agenda for recommended approval by the Board.

On behalf of the Board, President Cohen thanked all involved in these processes.

**Executive Session**

None

Adjournment: 9:39 p.m.

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Dr. Sarah Cohen, School Board President

Attest: October 10, 2023

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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.**