

BOARD MEETING MINUTES

May 10, 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 May 10, 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; Sky Stark, Shorecrest Student Representative; and Yubi Mamiya, Shorewood Student Representative (*attended remotely over Zoom*).

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.” President Rivera expressed her excitement about the update that would be presented at this meeting on the Ethnic Studies resolution, which will, in part, review the District’s implementation of the *Since Time Immemorial* curriculum, which covers Coast Salish history, perspectives and culture.

Agenda Review

The Board wanted to ensure that community comments related to agenda item 6a (revised from 9b), Adoption of Resolution 2022-3, Non-Supervisory and Supervisory Certificated Employee Reduction Authorization for the 2022-2023 School Year were informed and specific to the resolution. Therefore, there would be two separate opportunities for community comment. The resolution action item (now 6a) had been moved ahead of reports and presentations and would include time for community comment. A second opportunity for comments on all other topics would be held after reports and presentations.

MOTION NO. 41: Director Cohen moved that the Board approve the changes to the May 10 agenda as presented. The motion was seconded by Director Jernigan and carried unanimously.

Approval of Minutes

The minutes of the March 22 and April 5 Regular Board Meetings had been submitted to the Board.

MOTION NO. 42: Director Jernigan moved that the Board approve the minutes of the March 22 and April 5 Regular Board Meetings as submitted. The motion was seconded by Director Betnel 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. Adoption of District Instructional Materials Committee (DIMC) Recommendations
- b. Acceptance of Gifts, Grants, Donations
 - Lake Forest Park Elementary - \$7,240.00 – LFP PTA – Field Trips and Safety Patrol Volunteer Recognition
- c. Approval of Revised 2022-and School Year 2022-2023 School Board Meeting Schedule
- d. Shorecrest High School Science Classroom Conversion Project – Total Project Budget and Award of Contract – Regency NW Construction, Inc.
- e. Approval of Declaration of Covenant for Maintenance and Inspection of Stormwater Facilities and/or BMPs with City of Shoreline for Echo Lake Elementary School
- f. Approval of Extended Field Trips

- g. Approval of Personnel
 - 1) Certificated
 - 2) Classified
 - 3) Administrative
- h. Approval of Payroll and Vouchers

MOTION NO. 43: Director Betnel moved that the Board adopt the consent agenda, items 5a through 5h, which is attached hereto and becomes a part hereof. The motion was seconded by Director Williams and carried unanimously.

As of May 10, 2022, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: April 2022 Payroll Warrants #44779-447812 and Electronic Transfers totaling \$12,260,756.07; Reconciliation of Warrants Issued Between April 8 and April 22, 2022 - General Fund Warrants #94878, 94880-95011, 21220745, 95043, 95044-95124, 212200747-212200795, 95134-95244 and 212200812-212200845, totaling \$2,002,066.92; Capital Projects Fund Warrants #95012-95014, 95125-95133 and 95245-95250, totaling \$422,541.29; and Student Body Fund Warrants #94879, 95015-95042, 212200746, 212200796-212200811, 95251-95286 and 21220084-212200851, totaling \$116,812.53; for a grand total of \$14,802,176.81.

Action Items – Part 1

Adoption of Resolution 2022-3, Non-Supervisory and Supervisory Certificated Employee Reduction Authorization for the 2022-2023 School Year and Opportunity for Public Comment (prior to adoption)
Marla S. Miller, Deputy Superintendent, presented.

While the Board does not need to adopt the final budget until August, RCW 28A.405.210 requires school districts to notify certificated employees by May 15 if all or a portion of the employee's contract will be non-renewed for the coming school year. The timing of this board action is driven entirely by that timeline, and there is not an option to wait until after May 15. Because RIF notices must be issued by May 15, this resolution requests authority to reduce more certificated contract FTE than is ultimately expected to be necessary in order to balance the budget. The District will continue to monitor enrollment and projected revenue, as well as vacancies created by leaves, resignations and retirements and will work to minimize actual position reductions to the extent fiscally responsible and sustainable.

Reduced Educational Program for 2022-2023

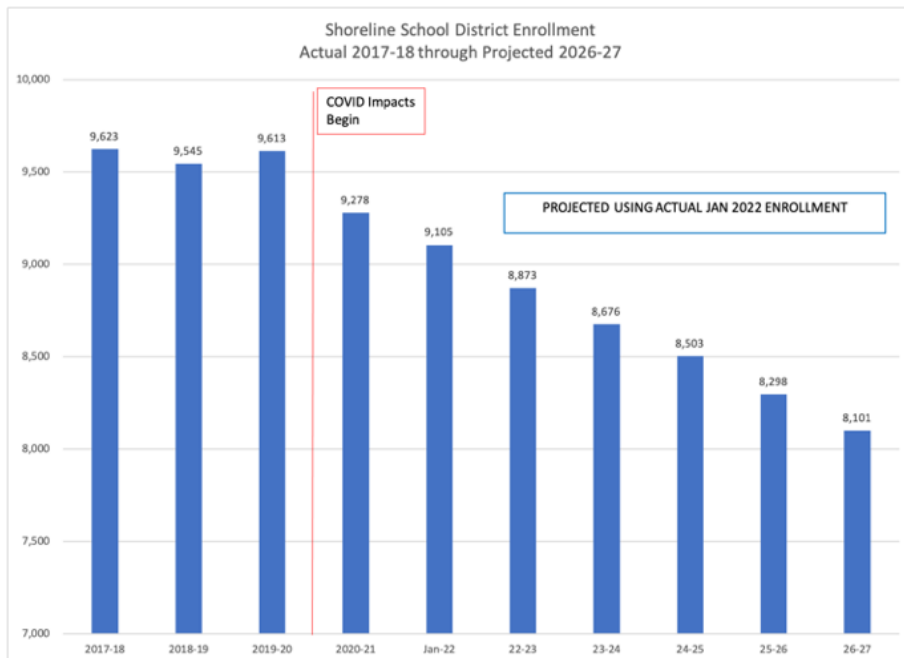
Enrollment is projected to continue to decline for the 2022-2023 school year, as well as throughout the required 4-year projection:

- 2019-2020 – 9,613 student FTE (inclusive of Running Start)
- 2020-2021 – 9,278 student FTE (inclusive of Running Start)
- 2021-2022 – 9,105 student FTE (January 2022 actual, inclusive of Running Start)
- 2022-2023 – 8,873 student FTE (projected, inclusive of Running Start)

Projected revenues for 2022-2023 are not sufficient to maintain current educational program and staffing for the coming year. The District is projecting a need for a minimum of 2.7% reduction in General Fund expenditures to balance the budget.

President Rivera added that part of the predicted enrollment decline is due, in part, to the low kindergarten numbers projected for the fall, compared to previous years. Ms. Miller added that when that happens in kindergarten, it impacts each successive year. Staff have been watching kindergarten registration very closely and it became very clear after spring break that we were not on pace to meet this year's kindergarten numbers, much less the projected numbers for next year. Currently, it is projected that we will be down 88 kindergarten students from projected; a drop that has a significant impact on total enrollment.

Part of the budget adoption process includes the requirement for a 4-year projection of enrollment, revenues and expenditures. The chart below reflects the projected enrollment decline over the next four years (a loss of 1,000 students).



Ms. Miller reviewed the final version of the 2022-2023 Prototypical School State Staffing Allocations Compared to Shoreline School District Use. This document outlines the actual state allocations for school-based general education positions. The state funding for each, based on their funding model is as follows:

- Principals/Certificated Administrators 60%
- Certificated Librarians 60%
- School Nurse 50%
- Social Workers (Drug/Alcohol) 50%
- Psychologists 60%
- Counselors 60%
- Classified Assistants (no special ed) 50%
- Office Support 50%
- Custodians 50%
- Classified Safety 50%
- Parent Involvement Coordinators (Family Advocates) 50%
- Certificated Instructional Coaches 0%
- Certificated Planning Period per Cert 72%

The levy funds approximately 20% of the General Fund and is now completely driven by enrollment. This is a change from the past when it was based on property values in the district. So as enrollment declines, we not only receive less state apportionment but we also qualify for less levy revenue, regardless of what the voters approve. The prototypical school funding model produces a pool of funds and there are some hard rules that schools must follow in terms of funding staff at a certain level out of that pool, but then districts make decisions about which positions they are going to fund. All districts must prove that they have the number of teachers per student that the state requires. Fortunately, the state has recognized that the cost of living has increased faster than the funding of the COLA over the past few years; however, to make it up in one year and put that burden on all school districts' levies was not anticipated. It was a final, almost

eleventh-hour change in the state’s budget so it was not something that was factored into our earlier budget expectations for the General Fund.

In the chart below, the left side reflects the expected revenue changes from 2021-2022 to 2022-2023, totaling \$2.9 million. The right side of the chart reflects the expected changes in expenditures, which is a \$7.3 million increase. The bottom of the right side (fund balance) reflects the \$2.7 million one-time enrollment stabilization for 2022-2023, which helps offset the gap between revenues and expenditures. This number was not revealed by the state until sometime on May 3, although it was not yet known at the time of the May 3 study session. The chart also reflects the results of the RIF recommendation if fully implemented— administrator staffing of (\$269,365) and certificated staffing of (\$1,461,145).

Shoreline School District No. 412		Updated 5/10/22	
2022-23 General Fund Budget Development Planning		Net Revenues minus Net Expenditures Plus Use of Fund Balance \$ (1,543,373)	
State revenue estimates from 4/21/22 F203, based on projected 22-23 enrollment		Projected Enrollment Increase/(Decline) including add'l K shortfall* (239,00)	
REVENUE CHANGES FROM LAST YEAR		EXPENDITURE CHANGES FROM LAST YEAR	
Increases/(Decreases)		Increases/(Decreases)	
State Apportionment (IPD, prototypical school formula, MSOCS)	\$ 7,314,965	Staff Compensation Increases (COLA plus negotiated increases)	\$ 5,852,571
Safety Net Funding (budget 1/2 of 3yr average)	\$ 125,000	Liability Insurance - WA State R&M Management Pool	\$ 245,000
Local Enhancement Levy (OSPI updated estimate)	\$ 439,705	Utilities	\$ 500,000
21-22 One-Time ESSER Revenue (update)	\$ (4,684,543)	Non-Recurring ESSER Costs	\$ (250,000)
Net Loss of Federal Meals Reimbursement	\$ (250,000)	ORCA Cards (Legislature providing free to students)	\$ (17,000)
		City of Shoreline Surface Water Management Fee (depends on curriculum credit)	\$ 200,000
		Restore Minimum Fund Balance (brings to 4.5%)	\$ 4,250,000
		Enrollment-Driven Staffing Reductions (fewer students - fewer classrooms)	\$ (1,728,910)
		Reductions to balance the budget:	\$ -
		Administrator Staffing	\$ (269,365)
		Certificated Staffing	\$ (1,461,145)
		Classified Staffing	\$ -
		Materials, Supplies, Contracted Services, Capital Outlay	\$ -
Net Difference Revenues	\$ 2,945,127	Net Difference Expenditures	\$ 7,321,151
		FUND BALANCE (RESERVES)	
		State Enrollment Categorical Stabilization for 2021-22 (one-time funds)	\$ 74,528
		2022-23 Enrollment Stabilization (one-time funds)	\$ 2,758,123
			\$ -
		Net Difference Reserves	\$ 2,832,651
			*Kindergarten enrollment shortfall as of 4/18/22 (559 enrolled, 647 projected) -88,00

2022-23 Budget Illustration 2022-23 Budget Summary 5.10.2022

In response to a question from Director Williams about ESSER funding, Ms. Miller explained that when the Board adopted the General Fund budget for the 2021-2022 school year, the District expected to fully claim all of the ESSER funds that had been awarded to Shoreline School District. As reflected in the chart above, more than \$4.5 million in ESSER funds are being used to balance the budget. These funds will not be continued into 2022-2023. At the state level, predictions for what revenues will be have consistently been coming in higher than forecasted. If the economy continues at the same rate and the pandemic doesn’t come back in full force, that trend may continue. Additionally, the Senate and House have both indicated that they will continue to improve funding for some of the positions in the prototypical school model. It wasn’t all done at once but will continue into the next year. COLA (cost of living adjustment), on the other hand, changes every year; this year, it will be 5.5%. Again, in looking back at the state funding for positions in the

prototypical school model, if the state is funding 60% of a particular position, their funding for that position will increase by 5.5% and the 40% that is funded by the District is also increasing by 5.5% (from the levy). There is no state funding for the instructional coach position. Approximately 40% of levy funding goes to special education because we have federal and state mandates that are not funded, so the levy has to pick up the difference.

Another line item on the chart above, in terms of balancing the budget, reflects a restoration of the minimum fund balance to 4.5% (board policy is 4-5%). The last budget adopted by the Board was approximately 2% lower. If the enrollment continues to decline as noted on the chart on page 3, there will not be additional funds to use towards fund balance.

Ms. Miller was asked by President Rivera to explain the implications of the district going below its targeted fund balance amount. The monthly payroll is over \$12 million. Normally, the funding from the state and the levy covers those costs. The last time there was a significant recession at the federal level, we stopped receiving that funding mid-year. Districts had to figure out how to pay staff out of the fund balance. Fortunately, that doesn't happen very often, but if it does, we need to be able to meet payroll and pay our bills. Fund balance is also the primary predictor for banks and bond holders in determining the resilience of a school district. If there is a downturn in the economy, is there enough fund balance to continue to meet our obligations? The outstanding indebtedness with bonds is backed by the General Fund. In the event that we could not pay bondholders, the General Fund is the backup for paying those costs. The fund balance is reviewed by the rating companies every time we sell bonds. They then determine the bond rating and the type of insurance that is needed. Additionally, the legislature enacted a tool (at the same time they began the requirement for four-year projections when adopting budgets) for determining when a district is in financial crisis—the fund balance is one of the predictors.

Director Betnel asked Ms. Miller to speak about the impacts of the District moving to a 4% fund balance as opposed to 4.5%, which is still in the minimum range of the policy target. The calculation on the chart is based on total anticipated expenditures of approximately \$166 million. Staff are here to recommend and do what's prudent. Ms. Miller stated a rule of thumb that has held pretty true over the last few decades—about 70% of the revenue generated by a student is in staffing support for that student; about 30% goes into everything else—buildings, support staff, insurance, utilities, legal costs, etc. If enrollment declines and you reduce staff, that still doesn't cover the other 30%. For the future, it would be difficult to try to restore fund balance at the same time that enrollment is declining and less revenue is already being generated. Expenditures may go down but compensation continues to go up.

The idea behind the resolution was to indicate that the District is trying to not reduce classroom teaching staff because doing so would increase class size. Hopefully, this will not be a long-term issue and the District will be able to get back to adding services and staffing.

Overview of Shoreline's General Fund:

- 87% of the budget funds wages, taxes and benefits for District staff
- The remaining 13% funds non-staffing costs, including such mandatory expenditures as: utilities, legal fees, property and liability insurance, and contracts with other school district and educational agencies for legally-mandated instructional services for students whose special needs cannot be met by district programs
- General Fund levy collections are now also driven by student enrollment, rather than by assessed property values; reduced enrollment = reduced levy funding

Reduced Educational Program for 2022-2023:

- Reductions will need to be made in certificated and classified staffing, as well as non-employee related areas, to balance the budget

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- State law requires notification by May 15 to any certificated staff member whose contract may be reduced for the coming school year
- To meet the state deadline, the Reduction in Force (RIF) recommended in Resolution 2022-3 sets a maximum full-time equivalency (FTE) of certificated positions that may be reduced for the coming school year
- Final reductions will be offset by resignations, retirements, and leaves that may mitigate the number of positions that need to be reduced. District staff will monitor the budget and reduce actual RIF, if possible.

Resolution 2022-3 recommends Board authorization of a **maximum** reduction of 25.15 FTE for non-supervisory certificated positions (RIF categories per SEA CBA):

- 7.0 FTE in grades K-6 classroom positions
- 1.0 FTE in grades K-6 subject area specialty positions, e.g. music, PE
- 3.5 FTE in grades 7-12 classroom positions
- 13.65 FTE in other non-supervisory P-12 certificated specialty positions (9.25 FTE instructional coaches and 4.4 FTE TOSAs that are funded from levy basic education non-categorical funds)

Resolution 2022-3 also recommends Board authorization of a **maximum** reduction of 2.0 FTE for supervisory certificated administrator positions.

Next steps in this process include:

- After positions to be reduced have been confirmed, the District will follow negotiated agreements to determine which individuals have contractual rights to alternative assignments and which are notified of a reduced contract for 2022-2023
- 5/15/22 – RIF notifications are delivered
- 6/21/22 – Status report to the Board, including recommended additional classified and non-employee reductions as necessary to balance the budget
- 7/19/22 – First reading of the General Fund budget prior to adoption
- 8/23/22 – Recommended second reading/final adoption (after public hearing) of the General Fund budget for 2022-2023

Comments from the Community – Resolution 2022-3 Only

President Rivera stated: “We will now turn to comments from the community, **specifically regarding Resolution 2022-3, Non-Supervisory and Supervisory Certificated Employee Reduction Authorization for the 2022-2023 School Year**. We are so grateful for community voice through public comment. Today we will have two opportunities for public comment during our meeting. Now, for any and all comments from the community, and later, after report [6b] on School Board Area Redistricting. After report [6b] we will have a second opportunity for public comment related to that report on school board area redistricting as well as any other topic.

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. Additionally, public comments must comply with District Procedure 1441P, including that they may not be abusive or obscene, or substantially disrupt the meeting. 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.”

In regard to the RIF resolution and the list of possible cuts shared at the May 3 study session, the following individuals spoke on behalf of instructional coaches, TOSAs, librarians, the need for reductions to match district goals, family advocates, new elementary science curriculum (current is outdated), Equity and Family Engagement Department, serving students furthest from educational justice, anti-racism instruction, pausing on restoring 100% fund balance but not pausing on the needs of students, staff and families, use of ESSER funds, opening enrollment to out-of-district families and using the Race and Equity Decision-Making Tool, to name a few.

In Person:

- 1) Connie Berkbigler - Preschool Teacher, Edwin Pratt ELC
- 2) Brett Vlahovich - Community Member and Shorecrest Teacher
- 3) Kelsey Graves - Middle School Parent and Staff Member
- 4) Erin Kirkpatrick - Parent and Highland Terrace Teacher
- 5) Julie Fredrickson - 30-Year Teacher, 24 in Classroom and 6 as Elementary STEM TOSA, Parent
- 6) April Eslami – Parent, Community Member and Advocate for Equity
- 7) Lori Scobie - Instructional Coach
- 8) Christina Torres - Brookside Librarian and Parent of 3
- 9) Melissa Sargent - Community Member, MLL TOSA (30-year staff member and on the list to be cut)
- 10) Jenn Zadow - Community Member and Special Education TOSA
- 11) Name not given – Shorewood Sophomore
- 12) Anne Dame - Einstein Librarian
- 13) Rebekah Gardea - Family Engagement Coordinator
- 14) Name and relationship to district not given
- 15) Amanda Workman – Shorewood Librarian
- 16) Matt Reiman – SEA President
- 17) Beth Ma – Shorewood Senior

Over Zoom:

- 18) Maris Abelson – Parent
- 19) Michelle Harris – Parent of Virtual Online Learning Students (planning to return to Shoreline)
- 20) Erin O’Connor – Kellogg Librarian, Parent
- 21) Diana Ma – Parent
- 22) Jennifer Etter – TOSA and Parent (Educator in Shoreline for 20 years)
- 23) Xandra Peter – Staff Member

The Board engaged further in a thoughtful and meaningful discussion about measures that might be taken in order to balance the budget and minimize the amount of cuts. Much of the discussion focused on the ending fund balance and whether or not that should be lowered to possibly 4.25% or 4% of total expenditures. Ms. Miller offered that 4.25% would likely be only a negligible difference and reminded the Board that a decision on the ending fund balance was not part of the adoption of Resolution 2022-3. The full discussion can be viewed at: <https://vimeo.com/708783456>. In the end, the decision was made to vote on the resolution with the following direction to staff from the Board:

- Establish the General Fund balance target at 4%, which is within board policy (4% to 5%), and will allow for fewer FTE reductions specific to the 13.65 FTE listed in the resolution
- In an effort to possibly increase enrollment, accept boundary exceptions (process and timing to be determined)

- Begin a process to engage stakeholders in a review and exploration of “right-sizing” our district budget and school district system in light of the future enrollment forecast
- Provide a mechanism for community feedback that incorporates those most impacted

As noted earlier, Resolution 2022-3 recommends Board authorization of a **maximum** reduction of 25.15 FTE for non-supervisory certificated positions (RIF categories per SEA CBA):

- 7.0 FTE in grades K-6 classroom positions
- 1.0 FTE in grades K-6 subject area specialty positions, e.g. music, PE
- 3.5 FTE in grades 7-12 classroom positions
- 13.65 FTE in other non-supervisory P-12 certificated specialty positions (9.25 FTE instructional coaches and 4.4 FTE TOSAs that are funded from levy basic education non-categorical funds)

Resolution 2022-3 also recommends Board authorization of a **maximum** reduction of 2.0 FTE for supervisory certificated administrator positions.

The Board expressed gratitude for the staff, students and community members who had shared their thoughts and concerns on this topic as well as their continued engagement in the Board’s and District’s work.

It was the recommendation of the Superintendent that the Board adopt Resolution 2022-3, which authorizes the District to issue reduction in force to reduce a maximum of 25.15 FTE non-supervisory certificated employee contract, and a maximum of 2.0 FTE supervisory certificated employee contracts, as presented, along with the additional direction shared by the Board during this meeting (see four bullets above).

MOTION NO. 44: Director Betnel moved that the Board adopt Resolution 2022-3, which authorizes the District to issue reduction in force to reduce a maximum of 25.15 FTE non-supervisory certificated employee contract, and a maximum of 2.0 FTE supervisory certificated employee contracts, as presented, along with the additional direction shared by the Board during this meeting (see four bullets above). The motion was seconded by Director Williams and carried unanimously.

In order to allow the Ethnic Studies Update presenters to move ahead of the second action item, President Rivera asked for a motion to amend the agenda.

MOTION NO. 45: Director Betnel moved that the agenda be amended to allow the Ethnic Studies Update to proceed prior to the Board Redistricting action item. The motion was seconded by Director Williams and carried unanimously. (It should be noted that Director Jernigan was out of the room at the time of this vote.)

Reports and Presentations

Ethnic Studies Update – Instructional Implementation and Professional Development

Presenters:

Dr. Tanisha Brandon-Felder, Director of Equity and Family Engagement

Maria Stevens, Executive Director of Teaching and Learning

Xavier Reyes-Jech, Shorecrest Student

Ellie Coleman, Shorecrest Student

Ms. Stevens began by announcing that due to the late hour, the presentation would begin on slide 17 in order to move up the segment that would be shared by our two visiting students.

Dr. Brandon-Felder recognized and thanked the Ethnic Studies Fellows and supporters who were in the audience.

Xavier Reyes-Jech from Shorecrest High School stated that this was the first year that Ethnic Studies was offered at both high schools. He voiced his support for the course becoming a requirement for graduation. For him, Ethnic Studies has not only shown him mirrors into his own culture and history, but windows into the lives and experiences of others. “This class is meant to facilitate growth and compassion and empathy that actively makes our world a better place. By learning about the life experiences and hardships of people who are different from you, it is easier to have compassion and empathy with the drive to make change in the world.” Xavier described himself as one who primarily focuses on what he needs to do to graduate and not on much in the way of extracurricular activities. However, “I have never been so driven and inspired to participate in something at Shorecrest and even the school district. This is something that is actively opening students’ eyes and inspiring them to make this world a better place. We need to educate our youth in a way that not only gives them the knowledge but also the tools to make positive change in the world. This is why I think Ethnic Studies should become a graduation requirement.

Ellie commented that there are many stories about Ethnic Studies and she was going to share her perspective. “Ethnic Studies, from the beginning, is a class about agency . . . We took our education into our own hands because we desire it, because we deserve it. Throughout the semester, we are encouraged to challenge notions and narratives and to challenge ourselves, to grow with our precious knowledge. There is no doctrine in Ethnic Studies—it is a class of self-discovery . . . We explore new perspectives and listen to the stories of people who do not often have the platform to speak. It’s transformations and revelations, learning about our people who are rich and diverse and our history which is complex and beautiful . . . It’s about building bridges where none exist. That is the story about Ethnic Studies, that is the truth I bring. I believe this class should survive. I believe it should be a graduation requirement. Ethnic Studies is a lesson in empathy, and it’s important to be empathetic and to be human, to know about ourselves and to know others. It’s important and I think it’s necessary.”

The presentation resumed from the beginning of the PowerPoint. The components of implementation of Ethnic Studies are:

- Professional learning
- Culture, community and partnerships
- Curriculum and instructional materials
- Implement system-wide – class/course, school and district
- Systems for support and reflection

Dr. Brandon-Felder shared the components of *professional learning*.

- Ethnic Studies Fellow Cohort #2
- Ethnic Studies Fellow Cohort #1 Extension
- Ethnic Studies Roundtable
- AA&PI (Asian American and Pacific Islander) professional development series (Kyle Kinoshita, Shoreline resident and former Shoreline teacher was in the audience)
- STI (Since Time Immemorial) webinars paid participation
- Community Circles training
- Grading for equity in grades 6-12
- Anti-racism building based learning (goes hand-in-hand with Ethnic Studies)
- XITO Conference
- Ethnic Studies 101
- Race and Equity 101, 201 and 301
- Why STI? Collective Knowledge Through Healing
- Black Voices

Dr. Brandon-Felder shared the components of *culture, community and partnerships*.

- Review data and information from families, students and staff collected to inform future instructional practice as we plan for the 2021-2022 school year
- Cultivate inclusive schools and classrooms via Family Affinity Groups and Family Advocate work
- Layered and differentiated connections with families that honor their identities, diversity and culture
- Continue connection and collaboration with local tribal liaisons – to listen to the voice and strength of the Native community
- Tulalip Tribal Curriculum Work Group
- Sno-King Counties Ethnic Studies Consortium (meets monthly)
- Alternative Facts: The Lies of Executive Order 9066, in partnership with City of Shoreline (May 18)

Ms. Stevens shared the components of *curriculum and materials*.

- Review and update Pacing and Unit Guides
- Update K-5 social studies/history
- Identify resources for substitution and expansion across content and grades (DIMC process)
- Community Circles and social-emotional learning monthly instructional guide
- Ethnic Studies book bundles (for ES Fellows and schools)
- BLM in Schools Week toolkit
- Black Voices
- Instructional materials adoptions include OSPI Screening for Biases Content and authentic inclusion of diverse perspectives/stories

Ms. Stevens shared the components of *implementation system-wide*.

- Implement social-emotional learning Community Circles
- Implement Start Smart with lessons centering identity and diversity
- Teachers use the developed Pacing and Unit Guides
- Teachers use range of materials supporting student-centered instruction and learning
- Teaching for Black lives
- Continued use of BLM Year of Purpose Curriculum Guide as part of Pacing Guide and Unit Guide
- Expansion to course at Shorecrest
- Ethnic Studies Fellows round tables
- Grading for equity in grades 6-12 (trying to honor the diversity of our students and what they bring to the classroom and trying to create space where students can tell their stories)

Ms. Stevens shared the components of *systems for support and reflection*.

- Job embedded coaching and support
- Data driven evaluation of an reflection on student success throughout the year
- Review student feedback collected via Center for Educational Excellence (CEE) survey
- Funding for equity leads, Ethnic Studies Fellows program
- Ethnic Studies round tables
- Hired social studies instructional specialist (TOSA)
- Funding allocated for teachers to participate in OSPI STI training webinars

Progress in the five components of implementation for *Since Time Immemorial* was also shared with the Board.

Professional Development

- STI Webinars paid participation
- Train the Trainer in STI
- Why STI? Collective knowledge through healing
- Attendance at the annual Washington State Indian Conference

Culture, Community and Partnerships

- Continue connection and collaboration with local tribal liaisons – to listen to the voice and strength of the Native community
- Tulalip Tribal curriculum work group
- Sno-King County Ethnic Studies Consortium
- Indigenous Affinity Group

Curriculum and Materials

- Replacement of text with authentic inclusion of diverse perspectives/stories (via DIMCO)
- Auditing units and lessons for K-5
- Collaboration with social studies teachers on adjusting grades 6-12 units

Implementation System-Wide

- Teachers use the developed Pacing and Unity Guides
- Teachers use new texts and resources providing diverse perspectives, stories and culture specific to Tribes

Systems for Support and Reflection

- Hired social studies instructional specialist (TOSA)
- Funding allocated for teachers to participate in OSPI STI training webinars
- Auditing units and lessons for K-5

Ethnic Studies and Anti-Racism Resolution – Dr. Brandon-Felder highlighted the areas that are reflective of the work in both areas.

- Materials and resources – DIMC and Ethnic Studies books for Fellows and schools
- Restorative practices, racial healing circles (conversations just beginning; will include collaborative work between deans and counselors and the City)
- Recruit, hire and retain racially diverse staff—BIPOC Administrative and Certificated Staff Job Fairs
- Develop a plan for and allocate resources for ongoing anti-racism training for all staff, students and the Board of Directors
- Create a mechanism for community and family engagement and authentic and equitable partnership
- Make staffing, budgetary and policy adjustments as needed to support anti-racism implementation – College Spark AR grant
- Review and adjust grading, discipline and special education/program identification practices to remove the disproportionality that exists for BIPOC students

Dr. Brandon-Felder shared her favorite quote from the student voice slide regarding the Ethnic Studies class. “This is the worst class to fall asleep during.”

Amy McClellan, secondary ELA TOSA, Humanities teacher, Ethnic Studies Fellow, who helped develop the framework for the program, and Ethnic Studies Liaison, joined the presenters. She shared quotes from teachers that reflect that Ethnic Studies is about an everyday way of being; it is a stand-alone class, it should be a graduation requirement and should be implemented all the way through a student’s education.

Dr. Brandon-Felder provided an explanation for the words on her email signature line, “I am my ancestor’s wildest dreams.” She is the product of a father who grew up on a plantation. Her grandfather was an illiterate sharecropper in Louisiana, who never learned how to read. He was a rare sharecropper in that he was able to buy the land on which he worked. He was not only able to get out from under an oppressive labor system, but he was also able to move to the next town over and build a house with his own hands for his family of seven. He was able to make sure that all of his children graduated from high school and went to college. One of his sons, Dr. Brandon-Felder’s father, was the first in the family to migrate west. He served in the military and later became a law enforcement officer and retired as a detective. Tanisha holds a doctorate in

education, which is something that wasn't supposed to happen according to her grandfather's narrative. In this way, she is her ancestor's wildest dreams.

Dr. Brandon-Felder shared a slide reflecting some of the highlights from this year, e.g. two BIPOC Job Fairs (certificated and administrative), Asian American Pacific Islander Experience PD Series, Washington Ethnic Studies Now, Since Time Memorial and Demystifying Ethnic Studies, to name a few.

Educator Professional Learning: The Data

Training	Number of Participants	Certificated	Classified
AA&PI	145	117	28
Ethnic Studies Fellows Cohorts 1 and 2	68	8 instructional coaches 7 inst. specialists	2
Ethnic Studies 101: Demystifying ES	41	41	N/A
Race & Equity 101	513	399	114
Race & Equity 201	99	64	35
Race & Equity 301	79	54	25

Educators engaged in professional learning: 945 considering duplicates, about 80% of staff have been engaged in sort of training. It is estimated that based on this, 3,000 students have been impacted by the learning of educators!

Ethnic Studies Plans for 2022-2023

Professional Learning

- Add Ethnic Studies Fellow Cohort #3
- Add STI trainer via OSPI “Train the Trainer”
- Continue to:
 - Ethnic Studies Fellows Cohort #1 and #2 Extension
 - Ethnic Studies Roundtable
 - AA&PI professional development series
 - STI webinars paid participation
 - Community Circles Training
 - Grading for equity in grades 6-12

Culture, Community and Partnerships

- Continue to:
 - Review data and information from families, students and staff collected to inform future instructional practice as we plan for the 2022-2023 school year
 - Cultivate inclusive schools and classrooms via Cultural Wealth Ambassador Program
 - Layered and differentiated connections with families that honor their identities, diversity and culture

Curriculum and Materials

- Continue to:
 - Review and update Pacing and Unit Guides
 - Update K-5 social studies/history
 - Identify resources for substitution and expansion across content and grades (DIMC process)
 - Provide Community Circles and social-emotional learning monthly instructional guide

Implementation System-Wide

- Continue to:
 - Implement SEL Community Circles

- Implement Start Smart with lessons centering identity and diversity
- Teacher use of the developed Pacing and Unit Guides
- Teacher use of newly adopted materials supporting student-centered culturally responsive instruction and learning

Systems for Support and Reflection

- Continue to:
 - Provide job embedded coaching and support
 - Data driven evaluation of an reflection on student success throughout the year
 - Review student feedback collected via Center for Educational Effectiveness (CEE) survey
 - Fund for equity leads, Ethnic Studies Fellows program
 - Fund for participating in OSPI Since Time Immemorial trainings

Ms. Stevens concluded by sharing the timeline for Ethnic Studies.

Component	Timeline	Impacts on Work
Since Time Immemorial	2-5 years	<ul style="list-style-type: none"> • Staffing to Support • Time for collaboration • Access to PD offered by OSPI and district • Other mandates by state
Black Lives Matter	2 years	
Ethnic Study pedagogy	2-5 years	
DIMC	In process	

Teachers have full-time jobs and they are being asked to do more continually. The only way this is doable is with strategic and thoughtful planning and supports to help them elevate their practice along with the necessary time for them to collaborate with their peers, internally and externally. To change a system takes time.

Board members expressed great appreciation for the presentation and for the meaningful work that is being done in the area of Ethnic Studies—the broad and deep learning, the professional development, the student voices, the use of the Race and Equity Decision-Making Tool, etc. It is apparent from the comments received how important this work is and how much it is appreciated by the staff, students and the community. Additionally, as mentioned by Dr. Reyes and Director Betnel, the District is working within legal, contractual and funding constraints that do not fund, support or center this work but we continue to make it part of the Shoreline “way”.

Action Items - Part 2

School Board Director Area Redistricting: Identification of Map for Recommended Adoption on May 24
Dr. Susana Reyes, Superintendent

Redistricting is the process of reviewing the areas of voting districts for potential adjustments so that all districts have the same approximate number of people. There are five Board of Directors districts in the Shoreline School District, one for each board seat.

During the September 21, 2021 regular board meeting, a report on the school board director area redistricting process, timeline, and requirements under RCW 29A.76.010 was presented. Additionally, a school board study session to review possible map options was held on April 12, 2022. The same presentation was shared at the Tuesday, April 19, 2022 regular board meeting. The two draft maps have been shared with the community and public comment opportunities have been provided. To date, no public comments have been submitted in writing nor during the public comment section of the school board meeting.

Superintendent Reyes shared the two maps with the Board and they were asked to choose one to move forward for recommended adoption at the next regular meeting on May 24. On the equal population criterion, Draft Map 1 contains an overall deviation of 3.1% and Draft Map 2 contains an overall deviation of 1.4%.

It was the recommendation of the Superintendent that the Board identify one of two maps for recommended adoption at the May 24 regular meeting.

MOTION NO. 46: Director Betnel moved that Draft Map 2 be selected as the one to be published on May 16 and then moved forward for recommended adoption at the May 24 regular meeting. The motion was seconded by Director Jernigan and carried unanimously.

Comments from the Community – Part 2

The following individual spoke over Zoom:

- 1) Steve Hamai, Kellogg Parent – Stated his support for the important work being done in the Equity and Family Engagement Department and for the leadership by Dr. Tanisha Brandon-Felder. It is apparent that the District could benefit from expanded Ethnic Studies requirements and courses. He appreciated the demonstration of relationship building and student voice in the presentation.

Board Requested Discussion and Future Topics

None

Reports and Communications – Board Members, Student Reps, Superintendent

Director Betnel announced that she and Superintendent Reyes would be participating in tours of Edwin Pratt Early Learning Center and Parkwood Elementary on Friday, May 13 with two legislators from the 32nd District.

Director Jernigan announced that she was looking forward to attending *Spongebob: The Musical* on Friday evening.

Student Rep Stark shared information about the Unity Festival (fashion show, great food and powerful performances) that occurred earlier in the evening. Additionally, on Friday, there would be a meeting for student rep candidates interested in serving for the 2022-2023 school year.

Superintendent Reyes thanked all for participating in this meeting.

President Rivera announced that the Board’s first community listening session would take place on Monday, May 16 @ Shorecrest High School from 6:00-8:00 p.m.

Executive Session

None

Adjournment: 10:52 p.m.

Rebeca Rivera, School Board President

Attest: June 29, 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.