

BOARD MEETING MINUTES

November 2, 2021

Call to Order

President Jernigan 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 November 2, 2021. This meeting was also available to the community via Zoom.

Roll Call

Meghan Jernigan, President; Rebeca Rivera, Vice President; Sara Betnel, Member; Sarah Cohen, Member; Emily Williams, Member; Sky Stark, Shorecrest Student Representative; and Yubi Mamiya, Shorewood Student Representative.

Land Acknowledgement

President Jernigan stated that she wanted to begin the meeting with “a brief land acknowledgement to recognize that we are collectively standing on the traditional lands of the Coast Salish people and here in Shoreline, that includes our local tribes, the Tulalip Tribes as well as the Snoqualmie Tribe, whose relationship with these waters and these lands dates back thousands of years.”

Agenda Review

None

Comments from the Community

President Jernigan thanked the community for their feedback and asked the individuals in the room wishing to address the Board to sign in with their name and their relationship to the District. “Each person will have two minutes to speak so please conclude your comments after the two minutes are up. As a reminder, the Board does not respond to community comments.”

The following individuals all spoke in person on behalf of Shorecrest basketball coach, Carlos Humphreys in regard to his leadership and his serving as a role model for student athletes. Comments included praise for his desire for athletes to have a fun and positive basketball experience, his exceptional 40-hour summer camps, the difference he made in their students’ lives, his motivation skills, high character, integrity, as well as the sharing of his love of the game of the basketball with kids. He welcomes all and sees value in all.

- 1) Susan Isara, Kellogg and Shorecrest Parent
- 2) Didn't give name, Parent
- 3) Maria Peterson, Parent
- 4) Angelina (no last name given), Student
- 5) Shannon Hertling, Parent
- 6) Jody Schindler, Shorewood Parent
- 7) Jon Friesch, Shorecrest Parent – also spoke about his daughter’s experience with bullying and lack of resolution with the District
- 8) Deb Fogg, Shorecrest Parent and former Shorecrest Student
- 9) Pattie Dodge, Shorecrest Parent
- 10) Stacey Chesnut, Shorecrest Parent and District Staff
- 11) Barry Isara, Kellogg and Shorecrest Parent
- 12) Gayle Tucker, Shorecrest Parent
- 13) Villy Isip, Parent
- 14) Rachelle Mitchell, Kellogg and Shorecrest Parent
- 15) Christina Slimp, Kellogg and Shorecrest Parent

Those attending this meeting via Zoom were given an opportunity to make public comments by signing in to the chat option. The following individuals also spoke on behalf of Coach Humphreys:

- 16) Martha Dimmers, Shorecrest Parent
- 17) Kim Wacker, Parent
- 18) Stephen King, Shorecrest Parent
- 19) Athena Dickerson, Westside Parent
- 20) Kim Mains, Kellogg and Shorecrest Parent
- 21) Tara Sanchez, Shorecrest Parent

Approval of Minutes

The minutes of the October 5 and October 19 Regular Board Meetings had been submitted to the Board.

MOTION NO. 13: Director Betnel moved that the Board approve the minutes of the October 5 and October 19 Regular Board Meetings as submitted. The motion was seconded by Director Rivera and the motion carried unanimously.

Adoption of Consent Agenda

President Jernigan 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
 - Syre Elementary - \$6,748.08 – Syre PTA – Various Classroom Grants
- b. Approval of the 2022 License Agreement with Global Spectrum L.P. for Graduation Ceremonies at the Angels of the Wind Arena, Everett
- c. Approval of Interlocal Agreement with Seattle School District for Title I Services
- d. Approval of 2021-2022 SEA Certificated Substitute Pay Rate Schedule
- e. Echo Lake Elementary Playfield Replacement Project – Approval of Change Order #01 – Premier Field Development
- f. Parkwood Elementary School Replacement Project – Sunshade Installation – Approval of Final Acceptance – JR construction Alliance Company, Inc.
- g. Adoption of District Instructional Materials Committee (DIMC) Recommendations
- h. Approval of Field Trips
- i. Approval of Personnel
 - 1) Certificated
 - 2) Classified
- j. Approval of Vouchers

MOTION NO. 14: Director Rivera moved that the Board adopt the consent agenda, items 6a through 6j, which is attached hereto and becomes a part hereof. The motion was seconded by Director Betnel and carried unanimously.

As of November 2, 2021, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: Reconciliation of Warrants Issued between October 15 and October 22, 2021 - General Fund Warrants #92358-92443, 92465-92471, 212200133-212200145, 212200148-212200150, 92472-92572, 92615 and 212200151-212200174, totaling \$629,037.71; Capital Projects Fund Warrants #92444-92450 and 92573-92581, totaling \$241,636.57; Student Body Fund Warrants #92451-92464, 212200146-212200147 and 92582-92613, totaling \$38,171.54; and Private Purpose Trust Fund #70 Warrant #92614 in the amount of \$33.09; for a grand total of \$908,878.91.

Reports and Presentations

Report on 2021 Summer School

Presenters:

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

Heidi Alexander, K-8 Summer School Principal

Jenn Zadow, High School Summer School Principal

Michelle Carroll, Special Education Summer School Principal

Jessica Jandayan, Director of Food and Nutrition Services

The 2021 Summer School ran from July 6-29. The K-8 program was held at Meridian Park and the high school program was held at Shorewood. Transportation, breakfast and lunch were provided. The District received generous support from the Shoreline Public Schools Foundation and foundry10 and also received funding from these additional sources:

- Student fees
- Title I Program
- Learning Assistant Program (LAP)
- Multilingual Learner (MLL) Program
- Special Education Program
- District funds*

*Summer School services are eligible for ESSER funding and will be charged to the extent possible.

The goals of the 2021 Summer School included:

- To provide an enriching learning experience for students most impacted by the school closure
- To provide intervention for students performing below standard and/or needed credit completion
- To provide academic and social/emotional supports for participating students
- To provide instruction to address identified gaps in IEP goal progress through recovery services (NEW)

This year, in response to the hybrid learning that students experienced last spring and to feedback from building principals and staff regarding family preferences, a scheduling change was made to Summer School.

- Longer days/shorter week
 - Shorter days in spring were a barrier for many working families
 - Offered longer day than the spring to help build stamina for fall
 - 3 days per week beneficial for families and staff commitments
- Need to provide time for social-emotional learning and making connections
- Research shows that effective programs supplement with enrichment activities

This year's Summer School served 734 students:

- 317 students attended K-8 Summer School (all in person)
- 59 students participated in Summer Reading Program
- 293 students participated in High School Summer School (many in person)
- 65 students participated in Recovery Services

K-8 Summer School at Meridian Park Elementary School

K-3 Literacy Program

Ms. Alexander began with a shout-out to Meridian Park staff for hosting Summer School in 29 classrooms (all but one wing was used); they were very gracious and very accommodating.

Planning in the spring for this year's Summer School program was more difficult than ever. It was hard to know where students were academically and emotionally. Most had not been to school in person for over a year; some were more hit by the inequities of the system than others and encountered barriers, and some had disengaged completely. So staff looked at the Summer Academy a bit differently this year. The goal wasn't necessarily to catch the students up but rather to help them experience belonging through relationships, give them collaborative activities and accelerate their learning through high quality, small group

tutoring. The longer days were meant to reduce some of the barriers and give students opportunities to connect and access their learning.

K-3 students who scored Intensive on winter assessments were invited to:

- Early literacy interventions – intentional targeted supports for students in a small group setting with systematic phonics focus (with para-educators in each class)
- MLL support with language acquisition (GLAD) and foundational skills
- SEL – extended day allowing for time to connect, time to access their learning, pave the way for fall
- STEM enrichment activities that integrated comprehension strategies into the curriculum

Ms. Alexander shared an email that was received from a Summer School teacher that said, “Our 6/7/8th grade students were silent day 1 and by day 2 there were real turn and talks, conversations and blossoming friendships, and we had students from 3 different schools who didn’t know each other. I think this is largely due to our schedule having sections of time for SEL which gave us time for community building.”

Ms. Alexander spoke about the two two-week STEM camps—one for 4th and 5th graders and one for 6th-8th graders. The only real difference between the two was the theme. There was a mini golf STEM camp for 4th and 5th graders and a coding class (SAM labs) focused on robotics and computer sciences (aligned with math and science standards) for 6th through 8th graders.

4th-5th Grade and 6th-8th Grade STEM Camps

Grades 4 and 5 students that scored Intensive (in previous years it was students who scored Strategic) on winter iReady math assessments were invited to the Mini Golf STEM Camp. Grades 6-8 students that scored Intensive on winter iReady math assessments were invited to the SAM Labs – Coding STEM Camp.

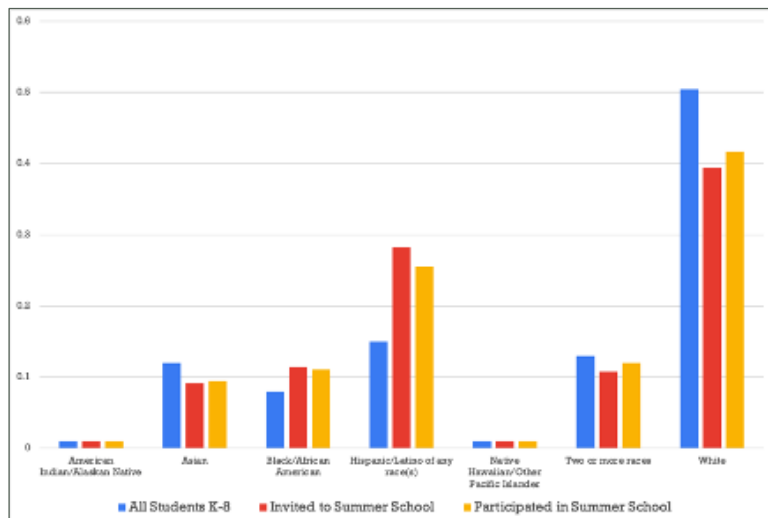
- Real life applications-project based learning
- Goal: Improving attitudes/dispositions towards math

6th-8th Grade ELA

Grades 6-8 students that scored Intensive on winter reading inventory assessments were invited to:

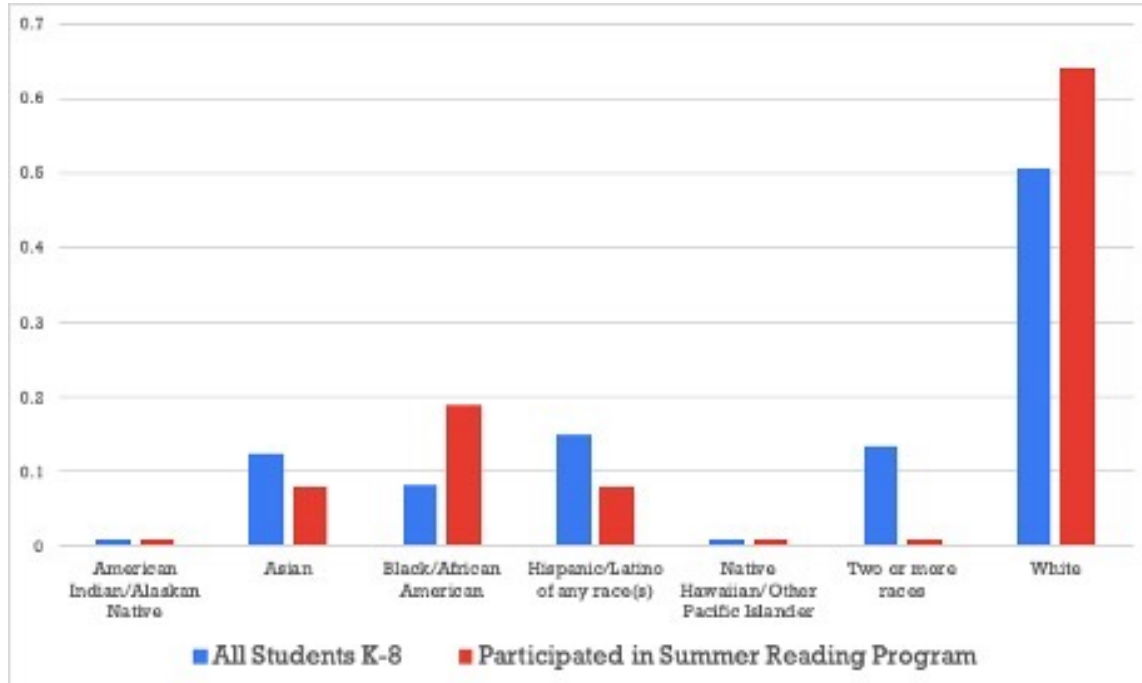
- Small group instruction built on academic needs
- Work on fluency, vocabulary, decoding, comprehension and writing every day
- Community time – strong connections and opportunities to build friendships

A total of 317 students attended K-8 Summer School of the 957 (33%) who were invited; the demographic breakdown is below. This was the highest percentage of participants to invitees ever. Typically, approximately 25% accept the invitations. One takeaway included goals to include family advocates more fully in the process next year as well as using ParentSquare for distribution of information.



Summer Reading Program – funded by Shoreline Public Schools Foundation and foundry10

- 59 fourth graders who had been receiving intervention
- Teachers selected high interest texts at each student’s reading level
- Teachers mailed letters and books to students throughout the summer
- Goal: Provide ongoing just-right reading practice over the summer



The Shoreline Public Schools Foundation donated an unprecedented \$50,000 this year to support our K-12 programming. In addition to the Summer Reading Program, this also provided scholarships at the high school level and also funded a partnership with the City of Shoreline to fund the extended day for our Multilingual Learners at the Ridgecrest Camp (new this year).

Reflections on K-8 Program

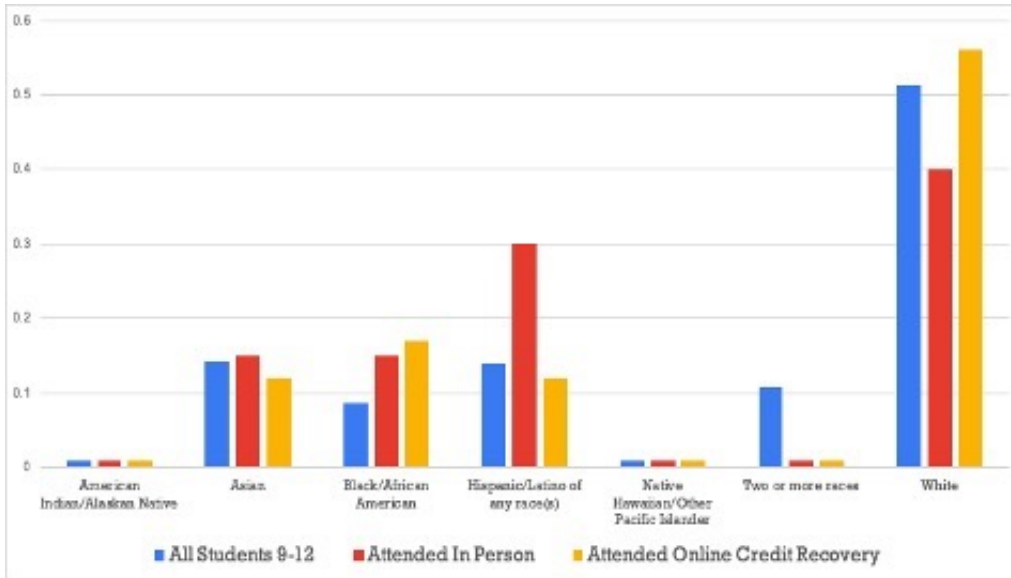
- Continue partnership with Foundation and foundry10
- Higher percentage participation than in previous years
- Maintain new schedule – 3 longer days per week
- Engage family advocates with earlier recruitment of students
- Explore possibility of extended care options

High School Summer School – Jennifer Zadow

Ms. Zadow led this program again this year, but this time in person and on campus. Offerings included:

- Algebra
- Geometry
- English 9
- Literacy Support
- Apex Learning Lab

Additionally, Apex was offered online for a .5 credit recovery. There were a total of 124 students who attended the High School Summer School; 21 students earned in-person credits (Algebra, Geometry and English 9) and 52 students earned online credits in one or more courses. Any Apex course not completed and be resumed in the fall. The demographic breakdown was as follows.



Scholarships, as funded by the Foundation, were awarded to Shorecrest students in the amount of \$5,250.00 and Shorewood students in the amount of \$4,055.00.

Reflections on High School Summer School:

- Math and Literacy Credit Recovery was beneficial for graduation requirements
- Interest in increased offerings to reach more student needs

Dr. Kaje reviewed the results of the Shoreline Virtual Learning (SVL) program for initial credits. There were 169 out of 174 students who completed courses, up from 92 out of 95 in 2020.

- 156 received an A
- 6 received a B
- 5 received a C
- 2 received a D
- 5 received an F

SVL courses taken included:

- Intro to Fitness (69)
- Health (52)
- Lifetime Fitness (33)
- Geometry A or B (8)
- Digital Photography (4)
- Algebra II A or B (3)
- Civics (3)
- Web Design (2)

Recovery Services – Michelle Carroll

K-5 recovery services were held at Meridian Park and the high school recovery services were held at Shorewood. There were no services available for grades 6 and 7 due to staffing issues. This part of the program was intended to enable the student to make progress on IEP goals and in the general education curriculum due to gaps in service delivery due to COVID-19 health/safety limitations, over which the District had no control. Students that returned to school in March in a self-contained program had an IEP data review to determine eligibility. These decisions were based upon student participation during remote learning as well as progress towards individual IEP goals

Participation Rate in Recovery Services

| Percent | Grade | Special Education Program During School Year |
|---------|----------|---|
| 17% | PreK | Early Childhood Education |
| 12% | K-5 | Behavior Learning Support |
| 20% | K-5 | Blended, Life Skills and Intensive Learning Support |
| 9% | 8 | Life Skills |
| 42% | 9-12 (+) | Life Skills, Medically Fragile and Transition |

All the student learning was based on IEPs and was planned by the home school case manager. In addition to these services, of the 65 students, 48 also received communication services and 8 also received occupational therapy services.

Reflections on Recovery Services:

- Begin planning in January/February for upcoming summer
- Use early planning for early hiring of staff to ensure adequate staffing
- All staff favored shorter week with longer day and appreciated breakfast and lunch for students

Summer Food Service Program – Jessica Jandayan

This program is funded by the USDA. Breakfast and lunch was provided at Meridian Park Elementary and Shorewood High School from July 6 through July 30. As a result of a partnership with the Hunger Intervention Program, the District was able to extend the provision of community meals through the end of August. Home delivered meals were served from July 6 through August 13.

The Shoreline School District provided:

- Free meals to any child 18 years and younger
- Meals served to student enrolled in the Summer School Program (on campus)
- Meals served to children in the community at outdoor pick-up locations or for students who qualified for the home delivery option
- Served 6,516 breakfasts (all service types for July and August)
- Served 6,429 lunches (all service types for July and August)

Ms. Jandayan gave a shout-out to Michelle Carroll and Heidi Alexander, who were there every day to assist in getting students fed.

Director Betnel asked if Shoreline Virtual Learning was also available to students during the school year. Yes it is and typically students are allowed to take one half-credit at a time. This is in addition to their full schedule.

Student Rep Mamiya asked if we knew why so few attend compared to how many were invited. Students were invited based on their academic level. There are many reasons why students don't plan to attend school in the summer, e.g. family plans, working, etc. so the District never expects that all who are invited will register. Our full program is from September to June and this is just an additional piece. Typically, there are only about 20-25% of invitees who attend, but this year it is up to 33%. We never really expect for all to accept the invitation. This is partly attributable to the more friendly and accommodating schedule—extended day but fewer days seems to have addressed some child care issues.

Student Rep Mamiya stated that she had volunteered during Summer School one year and they had mini golf at that time. She asked how often it changes. Dr. Kaje responded that there is a rotation between mini golf and lemonade stands.

Student Rep Stark asked what happens when a student needs to take a course that is required for graduation but is not available or if the student just isn't able to complete. Dr. Kaje responded that most of the courses are available; if not completed, the student may end up coming back in the fall to finish. Theoretically, the student would have also had those opportunities during the school year.

Director Rivera asked if students were able to take more than .5 credits. Dr. Kaje stated they could take more, but they can only take .5 at a time. Some students do that sequentially and earn a total of 1.5 credits.

Director Rivera also asked if they expected to receive another \$50,000 in donations from the Shoreline Foundation for next year's program. Typically, the District receives \$25,000 to support Summer School. The Foundation has always been supportive; for 2020 and 2021, they basically just asked what was needed. There are other sources of district funds; however, we are limited in what can be purchased, e.g. can't buy books to give to kids. Director Rivera asked if, in the past, students were able to choose their own books. Dr. Kaje responded no; we have had teachers who knew the students and they selected books based on that knowledge.

Director Cohen asked if the high school program was the same length as the elementary program. Yes, they were both four weeks. She also asked if taking Algebra, Geometry or English 9 in summer school was equivalent to a full semester. The response was yes and it is also the second time students have encountered the content. It is more of a compressed course where the teachers identify the critical standards necessary for the students to be successful in their next math course.

Director Williams expressed her appreciation for the demographic information that was provided and the deep analysis of what our families are requesting in terms of flexible schedules and meals. She was also appreciative of learning why some families are not participating. She asked if there was any background for the increased engagement in the Summer Reading Program among Black students. The students served in the Summer School program are typically students that are served by our Learning Assistance Program (LAP) during the school year, so these were students that had scored "Intensive" (two years below) on our district literacy assessments. The work is ongoing so students who were being supported/served during the year continued to be supported in Summer School. LAP funds are also used for transportation costs.

Ms. Carroll stated that staff had been surveyed at the end of Summer School and almost everyone indicated they wanted to come back again next year.

Student Rep Stark inquired as to how students with a 504 are served. Ms. Carroll replied that those students' accommodations are met in the general education classrooms.

The Board was very appreciative to all the staff for the incredible work that was accomplished in this program. Superintendent Reyes shared that she visited Summer School on her very first day with the District in July and it was a wonderful experience.

Status Report on Resolution 2021-7, Support for Implementation of Anti-Racism for Shoreline Staff and Students

Dr. Susana Reyes, Superintendent

The Board adopted Resolution 2021-7 on May 3, 2021 and was drafted in collaboration with staff of color and included input from students, staff, community of color and the Board. The resolution supports the implementation of anti-racist practices and accountability in the experience of staff and students. This presentation outlined the timeline for the implementation of components of the resolution.

On page two of the resolution, Superintendent Reyes spoke to what she referred to as the preamble or overarching goals for the work to be done, which includes the following steps the District will take:

- Develop a systematic approach to assessing and monitoring district and school climate, ensuring that implicit bias, racism and oppression and its potential consequences are understood, and that Black, Indigenous and students and staff of color feel welcome, affirmed supported and respected
- Take timely action, that will not further victimize or harm people, to reduce the impact of racism from within the district and the community it serves
- Assume proactive responsibility for teaching students and staff about racism’s causes and effects

Resolution Components and Timeline (all current and ongoing work):

| Resolution Component | Checkpoint | Timeline |
|---|-------------------|--|
| Develop and revise the Student and Staff Rights and Responsibilities Handbook and discipline policies | N/A | November 2021 – January 2023 (Tentative) |
| Review and adjust grading, discipline, and special education/program identification practices to remove the disproportionality that exists for BIPOC students [Black, Indigenous, Brown, Asian and People of Color] | May 2022 | Present and ongoing |
| Establish Anti-Racism Hate and Bias Plan in each school that includes staff training and accountability measures | N/A | November 2021 – January 2023 (Tentative) |
| Implement processes for both staff and students to report and receive support when racist incidents occur | N/A | November 2021 – January 2023 (Tentative) |
| Develop a plan for and allocate resources for ongoing anti-racism training for all staff, students and the Board of Directors | May 2022 | Present and ongoing |
| Hold students accountable for interpersonal racist acts with consequences that could include restorative justice and progressive discipline, consistent with the District’s Policy and Procedure 3300 and 3310 | May 2022 | Present and ongoing |
| Guarantee that retaliation against anyone who reports racist incidents will be investigated and addressed | October 2022 | Ongoing |
| Hold staff accountable for interpersonal racist acts including discipline according to the relevant collective bargaining agreement when appropriate | May 2022 | Ongoing |
| Make staffing, budgetary and policy adjustments as needed to support anti-racism implementation | May 2022 | Present and ongoing |
| Recruit, hire and retain racially diverse staff [in proportion to our student demographics] | May 2022 | Present and ongoing |
| Create a mechanism for community and family engagement and authentic and equitable partnership | May 2022 | Present and ongoing |

Superintendent Reyes reviewed the next steps in the process:

- Hold a future Board study session with staff to review each area more deeply and to engage in conversation and dialogue about this work
- Explore ways in which to measure the outcome of the work (by asking the following questions):
 - How will we know we have made strides in becoming an anti-racist organization?
 - What does it look like?
 - How will we respond when an anti-racism culture, climate and experience for student and staff is not fully present?
- Provide updates bi-annually

President Jernigan acknowledged the density of the resolution and the work ahead. She wants to be sure that as May 2022 approaches, the superintendent and staff have all they need to fully implement the resolution; she specifically mentioned the bullet point about recruiting, hiring and retaining racially diverse staff. She recommended a study session taking place sooner rather than later.

Director Rivera suggested the possibility of having two study sessions instead of one due to the broad scope of the work. In regard to the January 2023 timeline for the completion of the new Students and Staff Rights and Responsibilities Handbook (for use in the fall of 2023), Director Rivera asked if there might be at least some sort of a revised handbook available for the 2022-2023 school year. Superintendent Reyes suggested that might be a good topic for discussion and analysis at the study session. Currently, there are already pieces in place in terms of the student handbook that is sent out every year and the individual school handbooks. Director Rivera expressed hope that since the development of the resolution included input from staff and students of color, this process around the handbook would also include those voices.

Director Cohen requested that the upcoming study session include a review of the alignment process for the ongoing work, particularly in regard to the creation of new pieces, e.g. handbook.

Director Williams asked if others who are involved in the work, such as Human Resources personnel who are involved in recruiting, hiring and retaining, would also be included in the study session. Yes, Superintendent Reyes would include the student reps and the administrative staff she has been working with on this topic over the last several weeks. If the Board wanted to broaden that on a community level, that could be explored. President Jernigan added that the language of the resolution essentially originated with the Equity and Family Engagement Department, so Dr. Brandon-Felder also needed to be part of this conversation.

Director Betnel expressed her appreciation for the emphasis in the resolution on accountability. Additionally, she thought a listening session during this process might also be a good idea, specifically in terms of hearing student voice on what it means to them to be part of an anti-racist organization. Student Rep Stark added that staff voice would be of utmost interest as well.

In reference to slide #9 regarding holding students accountable for interpersonal racist acts with consequences, Student Rep Stark asked what restorative justice and progressive discipline means in this context and how that could look. Superintendent Reyes responded that could be included in the upcoming study session.

Student Rep Mamiya gave her full support to the anti-racism resolution work. She shared that she had pushed out a survey on this topic to her entire school (Shorewood) and she received a significant number of responses from students, staff and parents. There were several people who commented on the portion of the resolution related to recruiting more diverse staff members. The overall summary of what she heard was concern about the quality of staff being compromised because of the District's desire to choose more diverse staff. She reiterated that this was not her personal opinion. They wanted the District to be transparent regarding the selection criteria for choosing staff.

Superintendent Reyes concluded by giving credit to her leadership team for their assistance in putting this presentation together.

Update on Process for Appointing Pro-Con Committee Members for February 2022 Election Local Voters' Pamphlet

Marla S. Miller, Deputy Superintendent and Curtis Campbell, Public Information Officer, presented.

The Washington State Legislature approved ESHB 2421, requiring all counties to print and distribute a local voters' pamphlet (LVP) for each primary and general election. Prior to approval of this legislation, individual counties were allowed to determine whether to print a pamphlet. Beginning in 2021 King County now additionally requires all school districts to seek volunteers to write pro and con statements for the local voters' pamphlet for every ballot measure submitted to the voters on February and April special elections.

Shoreline School District's Board of Directors approved resolutions at the August 24, 2021 board meeting to place two replacement levies on the February 8, 2022 special election ballot. In alignment with the requirements of King County, the District called for volunteers interested in serving on either the pro or con committee to prepare the statement to be published in the local voters' pamphlet for the February 2022 election. The District solicited volunteers by placing a legal notice in the Seattle Times, the District's newspaper of general circulation in the District, and by calling for volunteers through the District's community newsletter and social media. The law provides that, in the event no volunteers apply for either or both committees, the District must notify King County and the County may decide to appoint committee members.

The District received no applications from volunteers to serve on either the pro LVP committee or con LVP committee. The District will follow the county's instructions to notify elections officials that no volunteers have come forward and therefore no volunteers have been appointed by the Board.

President Jernigan asked if we knew the date by which the County would notify the District if they decided to appoint committee members. Ms. Miller responded that she thought it was December 10. Director Cohen asked if the voters' pamphlet would be blank if the County decided not to appoint a committee. Ms. Miller believed that it would note that no statements were submitted. In response to Director Betnel's question about whether the County would appoint committees for both sides (if at all), Ms. Miller stated she thought that was a fair assumption.

Ms. Miller gave credit to Curtis Campbell for his outstanding work in getting the message/invitation to serve on the pro and con committees well circulated. The Board agreed.

First Reading: Revisions to Policy 9250, Naming of School Facilities
Brian Schultz, Assistant Superintendent, presented.

This is a first reading of a revision to existing Policy 9250, Naming of School Facilities. The revisions include language that brings the policy in closer alignment with the recently revised (October 2021) Washington State School Directors' Association policy. Also included is additional language to the policy stating that any names considered shall be "free from bias, cultural appropriation and derogatory connotations or effects associated with race, creed, color, national origin, gender, sexual orientation, or disability".

The additional language listed in the above paragraph was prompted by a request from a board member during the October 5 first reading of new Policy 9251, Naming of School Mascots, Symbols and Other Images, Publications or Identifiers Associated with Schools. It was recommended that both Policy 9250 and 9251 include this language. Additionally, under "Names to be considered for a new school shall be limited to," it was recommended that the last bullet be struck from the policy—"names that are easily pronounced and not easily confused with something else."

Included below the proposed policy was the exact language from the recently revised WSSDA policy (in red) as an alternative option. President Jernigan stated she felt the proposed revised policy, above the WSSDA language, was more tailored to Shoreline's needs and also encompasses the spirit of the WSSDA verbiage. Director Rivera agreed and stated that she believed legal counsel had also approved of using the revised proposed policy. Superintendent Reyes confirmed.

Director Cohen brought up the possibility of having recommendations for high schools include "shore" in the name, but also expressed her agreement with the proposed policy.

Student Rep Mamiya asked if once any revisions are adopted by the Board, this information could be officially disseminated (specifically to Shorewood) in order to acknowledge this important way of moving forward and committing ourselves to avoiding cultural appropriation. Mr. Schultz responded yes and stated it could be

done as simply as him sharing it with the principals or it could possibly be Student Rep Mamiya working with her principal or other staff responsible for school newsletters, public address system announcements, etc. He offered to discuss together in order to determine what might be the easiest and most effective way of getting out the information.

Student Rep Stark asked if a school's student body, parents and alumni wanted to name/rename a school after an American military leader who may not necessarily embody all of the qualities that the District may want to communicate, would that still be allowable? Director Rivera responded that in her opinion that scenario would fall under the second bullet that acknowledges individuals who have attained prominence in the area of government, as long as other criteria were met. Student Rep Stark's follow-up question to the Board was in regard to whether or not the Board felt that having a military leader's name on a school would create the best educational environment for our students. Director Rivera responded that was a great question but also hypothetical in that she didn't know what types of names would be proposed to this Board in the future. She preferred not to name it specifically in the policy but didn't want to indicate an exclusion to it either. Superintendent Reyes added that the accompanying procedure would more fully outline the process for vetting.

Director Betnel spoke about the community process that was engaged in the naming of the Edwin Pratt Early Learning Center. It is the Board's desire to have a policy that supports a community process and one that does not prescribe in such a way that would limit beyond what we understand to be harmful, e.g. cultural appropriation. She sees the revised proposed policy language as supporting a healthy framework and the WSSDA language as being more limiting.

Mr. Schultz stated he would move forward with the Board's recommendations for a second reading and recommended adoption at the November 16 regular meeting. If the Board had any additional concerns or questions, they were encouraged to bring them forward.

Board Requested Discussion and Future Topics

Superintendent Reyes reported that there had been an optional study session scheduled for November 16 on the topics of policing in schools and the SRO program. At this time, there is nothing to report on policing in schools. However, there were discussions at the May 3 and May 17 regular meetings regarding the Board's intent to review the SRO program during this school year in order to determine whether or not to reinstate the program in coming years. Superintendent Reyes encouraged the board members to go back and review the minutes from those two meetings. She also stated that in her meetings with board officers, she would review the timing and the type of report (study session or regular meeting). She recommended a January or February timeline. If the District were to reinstate the SRO program, the City would need sufficient lead time for hiring, training, contract details, etc.

Director Cohen added that those May discussions around SROs also included the possibility of providing information that would be helpful for the Board, e.g. what other districts that have discontinued SRO programs are currently doing as well as our own information from schools regarding incidents and identification of needs. Student Rep Stark reported that it also might be a good idea to include questions around the SRO program as well as security and discipline policies/actions in the high school longitudinal perception surveys that occur in the spring among students, parents and faculty. This could provide an up-to-date understanding of perceptions. In response, President Jernigan recapped that the 2020-2021 school year began virtually and with no SRO in place. She agreed that Director Cohen's request would be valuable information for the Board to review in determining whether or not to reinstate the SRO program, particularly in regard to what other districts are doing to support student safety that doesn't involve a local police department. In May, the Board did receive information on student perspectives on the SRO program and it was that feedback that

resonated most loudly with President Jernigan around Native American and Black students who felt deeply uncomfortable with police presence in our public school system.

Director Rivera mentioned that she had been the one who had requested a study session on policing in our schools. It was not necessarily connected to the SRO program but rather it was in response to concerns she was hearing from the community around the role of police in schools. In conversations with Superintendent Reyes, she had been assured that the District is looking into those concerns in an effort to remedy them, so she is comfortable with waiting to have the SRO conversation. Director Williams echoed her concerns as well for the overarching umbrella of policing, of which SROs are a part, but she would like a larger conversation on the impacts of policing in schools as it relates to the school to prison pipeline, particularly for our Black and Brown students. She has also heard community concerns about students feeling uncomfortable with the presence of police in and around our schools as well as staff calling police for various reasons.

Action Items

None

Reports and Communications – Board Members, Student Reps and Superintendent

Director Betnel reported on the WSSDA General Assembly that she had just recently attended. Directors from across the state came together to review newly proposed or revised legislative positions, which WSSDA would advocate for on behalf of the membership of school directors across the state as well as permanent positions (positions of foundational values that guide WSSDA's work but also inform the membership).

The Shoreline School Board brought forward two positions--one was a permanent position around student voice and governance that passed with a large majority, and the second was a legislative position that our board helped co-author around attracting, recruiting and retaining diverse school board members, which also passed without amendments and will assist WSSDA moving forward with some keen advocacy that will support existing members as well as new members.

The next step will be the prioritization process; Director Betnel will share with the Board a list of positions that were adopted. WSSDA asks the local boards to prioritize that list and submit back to them so that they can prioritize from the cumulative body the top choices. She thanked the Board for their participation in determining positions. President Jernigan acknowledged that she hadn't realized that WSSDA cannot testify for or against bills until they receive this important feedback from the collective body.

Director Betnel also shared that she attended one of the State Board of Education's Ethnic Studies Graduation Requirement listening sessions. The State Board recently sent some materials on this topic that she will share with the superintendent and fellow board members. Earlier in the day, she was privileged to visit Briarcrest with Superintendent Reyes. She extended gratitude to Principal Dalasta for taking the time to give them a tour and share the community that resides in that building. The energy is clear and the walls were lined with student art; students were connected and engaged with each other and the staff in their learning. A particular highlight was visiting the Dual Language program in person after hearing so much about it over the last couple of years. Mr. Dalasta shared a couple of highlights, one being that the curriculum alignment work that was done last year during remote learning has been substantive in supporting equitable literacy practices that are being actualized this year. Mr. Dalasta also emphasized that due to the COVID protections in place, there is an impact on attendance. So much gratitude was extended to the school nurse and all the nurses in the District who are doing an amazing job during this challenging time; a shout-out was also given to the in-district COVID testing currently in place.

Director Rivera expressed her gratitude to Student Rep Mamiya for taking the time to facilitate a survey at her school and for sharing the results from the Board. She spoke to the fear around a perception about hiring for diversity and not for skills. There are many reasons for hiring and retaining diverse staff of color, one of which is understanding that if the staff demographics are different from the community demographics, that indicates a problem as well as issues around hiring practices such as implicit bias (which the District is working hard to eliminate). Another reason is in respect to retention issues—if we hire faculty of color, but we have an unsafe environment, we will see folks leave. So not just hiring people of color but also retaining them is very important. And yet another reason for the difference in staff make-up versus community make-up is in respect to mentoring—individuals like to mentor those that look like themselves. Additionally, students of color, particularly Black students, are much more likely to pursue a career in education if they have a Black teacher. Student Rep Mamiya expressed her agreement with Director Rivera's comments and the importance of recruiting and retaining diverse staff. She also shared her personal experience as to the small number of educators of color in her school environment. Students can relate more deeply with people who look like them and have shared experiences regarding how the world treats them as a result of how they look. She stated that she would share Director Rivera's comments with her school community.

President Jernigan announced that November was Native American Heritage Month and she thanked Curtis Campbell for sharing information out to the whole community. As the first school board director in the City of Shoreline who is an enrolled member of the Choctaw Nation where she grew up [Oklahoma], President Jernigan announced that she was so grateful to have recently worked with the City on an exhibit that just went up in the Spartan Recreation Center; some of it spotlights local Indigenous leadership, including Shoreline City Councilman Chris Roberts (also of the Choctaw Nation) and Chief Sealth's great (times 13) granddaughter, Edie Loyer Nelson, who lives in Shoreline. Also featured is art on loan from the Snoqualmie Tribe.

Student Rep Mamiya reported that the largest component of her survey results from Shorewood were in response to Director Betnel's request on legislative priorities. Feedback was received from approximately 80-90 people (5% of population). Her summary of statistically significant results included: 90% of respondents wanted greater funding for mental health supports for staff and students (parents want more trauma-informed time in school to recognize what students have experienced during the pandemic); nearly 80% of respondents were in support of the development of a diverse educator and support policy that helps recruit and maintain diverse staff; around 75% support fully funding food service and transportation costs.

Student Rep Stark is still collecting data on the legislative priorities and will touch base with Superintendent Reyes and President Jernigan regarding how best to communicate the results. A large tent has been deployed between the main Shorecrest building and the gymnasium to accommodate students eating outside during inclement weather. There are some continuing safety concerns with the student parking lot along with the student pick up/drop off area, e.g. left turns taking place where not allowed, etc. The school is still trying to fill a security officer position to help alleviate this situation (formerly handled by SRO); however, two hour positions at \$15/hour are difficult to fill. Superintendent Reyes came to the school and spoke with club leaders and ASB officers the previous week; there was a desire to make it a regular event. Additionally, Dr. Brandon-Felder facilitated a training on the Race and Equity Decision-Making Tool with the advanced leadership class the previous day (November 1). The students were very engaged in the training and the teacher is already integrating the content into the curriculum. The previous week there was a launch of four sexual assault related programs that included a poster/flowchart in each classroom describing the process for proper reporting; a video walking the entire student body through the process was shared by Assistant Principal Shawver. Student Rep Stark also reported on a peer-to-peer education group that visits classrooms to supplement the current SRE (sex and relationship education) curriculum. This group had its first meeting and it went well. More participants are expected at the next meeting.

Minutes – November 2, 2021

Superintendent Reyes reported that she had been visiting students and staff in schools. The District is continuing to work through the myriad of challenges that the pandemic has presented to us, and our staff is doing an incredible job. All are working very hard to ensure that school feels normal for all of our students and they feel welcome, secure, cared for and supported, but unfortunately it still isn't normal. She extended her gratitude to all the principals and staff in our schools that are supporting our students in an effort to ensure they have positive learning experiences.

Director Rivera expressed her appreciation for the work the student reps were doing in gathering input for the legislative priorities and asked that they be shared with the full board when complete.

Executive Session

None

Adjournment: 8:58 p.m.

Board President

Attest: December 7, 2021

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.