

## **BOARD MEETING MINUTES--REVISED**

February 15, 2022

### **Call to Order**

Vice-President Williams 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 February 15, 2022. This meeting was also available to the community via Zoom.

### **Roll Call**

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

Absent: Rebeca Rivera, President

### **Face Mask Protocol**

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

### **Land Acknowledgement**

Vice-President Williams 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 on this land since time immemorial.”

### **Agenda Review**

No changes to the agenda.

### **Comments from the Community**

Vice-President Williams stated: “We will now turn to comments from the community. We are so grateful for community voice through public comment. So that everyone who is interested in addressing the Board has a chance to be heard and so that all community comments have equal time, each person will be allowed two minutes to speak and the Board would ask that you conclude your comments at that time. To monitor your time, please see the light indicators on the table or in a separate zoom window. The lights are green, yellow, and red. When the color turns red, you are out of time. The yellow light indicates when you are almost out of time. When you see the yellow light please make your concluding remarks. As a reminder the Board does not respond to public comments and your two minute comment does become part of the public record. Community members have an opportunity to give comments both in person or via Zoom. We will start with community members in person. For those in person, please sign in on the sheet provided. We ask that those giving a comment this evening please start by stating your name and relationship to the school district. With that, is there anyone in-person tonight interested in addressing the Board?”

The following individuals spoke in person:

- 1) Nigel Keifer, Taxpayer – Brought copies for all board members, student reps and the superintendent of a letter he sent in June 2021 but received no reply. Spoke out in opposition to Resolution 2021-7, [Support for Implementation of Anti-Racism for Shoreline Staff and Students], referring to it as identifying implementation of a Critical Race Theory (CRT) program for the District, which “the way I

understand it, that is transforming education to indoctrination of our youth . . . It's basically communist ideology pursued to tear down our society." He also spoke out against Black Lives Matter, calling it a "radical, neo-Marxist political movement with the same goal to tear down our society. In my opinion, it is un-American and immoral."

- 2) Ananda Scott, Parent, Special Education Visioning Committee Member – Spoke in support of the special education leadership and the work of the committee. Had been reflecting on the amazing changes around inclusiveness for all children over the years in the Shoreline program. She expressed gratitude for Rebecca Anderson, Scott Irwin and Hillery Clark for their work and for the work of the committee (presented later in the meeting). "It's a historic and joyous day!"

The following individual spoke over Zoom:

- 3) Adiel Pahlman, Parent – "The mask mandate is unconstitutional and the Governor does not have the authority to impose the mandate; the state legislature would have to debate and approve laws requiring masks in school. Just a reminder, mandates are not laws—they are recommendations." Told the Board that they are violating parents' rights under the Washington State Constitution to make health care decisions for our children; wearing masks has done nothing to keep people from getting sick so let people make the choice as to whether or not to wear them.

### **Approval of Minutes**

The minutes of the January 11 and January 25 Regular Board Meetings had been submitted to the Board.

MOTION NO. 30: Director Betnel moved that the Board approve the minutes of the January 11 and January 25 Regular Board Meetings as submitted. The motion was seconded by Director Jernigan and the motion carried unanimously.

### **Adoption of Consent Agenda**

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

- a. Approval of Final 2022-2023 and 2023-2024 School Calendars
- b. Approval of Updated 2021-2022 Transportation Trip Rate, Effective September 1, 2021
- c. Transportation Building Modifications and Access Improvement Project – Approval of Change Order #01 – Moon Construction Company
- d. Einstein Middle School Athletic Field and Track Surfacing Improvements, Construction Staging Restoration Project – Approval of Final Acceptance – KCDA/FieldTurf
- e. Einstein Middle School Replacement Project – Approval of Change Order #09 – Hoffman Construction, Inc.
- f. Kellogg Middle School Replacement Project – Approval of Change Order #09 – Hoffman Construction, Inc.
- g. Approval of 2021-2022 VEBA Memorandum of Understanding (MOU) with Shoreline Maintenance Employees
- h. Approval of Declaration of Covenant and Grant Easement for Stormwater Best Management Practices – Aldercrest Elementary School
- i. Approval of Declaration of Covenant and Grant Easement for Stormwater Best Management Practices – Parkwood Elementary School
- j. Approval of Extended Field Trips
- k. Approval of Personnel
  - 1) Certificated
  - 2) Classified
  - 3) Administrative
- l. Approval of Vouchers

MOTION NO. 31: Director Jernigan moved that the Board adopt the consent agenda, items 6a through 6l, and which is attached hereto and becomes a part hereof. The motion was seconded by Director Cohen and carried unanimously.

As of February 15, 2022, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: January 2022 Payroll Warrants #447683-447714 and Electronic Transfers totaling \$12,039,520.72; Reconciliation of Warrants Issued Between January 21 and January 28, 2022 - General Fund Warrants #93750-93880, 93904-93957 and 212200497-212200538, totaling \$657,256.39; Capital Projects Fund Warrants #93958-93965, totaling \$451,569.39; Student Body Fund Warrants #93881-93902, 93966-93978 and 212200539-212200541, totaling \$26,151.99; and Private Purpose Trust Fund Warrant #93903 in the amount of \$50.00; for a grand total of \$13,174,548.41.

### **Reports and Presentations**

First Reading: Special Education Visioning Committee Recommendations for Program Vision and Guiding Principles

*Presenters:*

*Rebecca Anderson, Executive Director of Student Services*

*Dr. Scott Irwin, Director of Secondary Student Services*

The purpose of this meeting was to provide an overview of the committee's work; review the committee's recommendations; and discuss future work and next steps. The Board's approval of the vision and guiding principles will be recommended at the regular meeting on March 8.

Dr. Irwin provided the Board with some background history and the purpose of the two special education committees. In September 2018, the American Institutes for Research (AIR) presented the results of the Shoreline Special Education Program Review to the Board. As a result of that review, the Special Education Program Review Committee was convened during the 2018-2019 school year. In July 2019, the Board approved that committee's recommendations, one of which was to clearly define the Shoreline Special Education program vision and foundational guiding principles in order to provide a "guide" for decision making regarding instruction, supports, training, staffing, etc.

In September 2019, the Special Education Visioning Committee was convened. This was a collaborative effort by administrators, equity leads and family advocates seeking out parents and members of the community who perhaps had not engaged with the District as much in the past. The committee included the following 34 members by category:

*Parents:* Rebekah Hamon, April McGill, Heather Guiberson, Hayley Uhm, Ami English, Justin Hanney, Erin Acheson, Ananda Scott, Heather Warren, Katie Rohs, Karli Christiansen, RinaMarie Leon-Guerrero

*Elementary Teachers:* Faye Rasmussen, Allan Rand, Kelly Vihnanek, Laura Reed

*Classified Staff:* Diana Antunes

*Community Members:* Judy Schaad, Cassie Borges, Ariane Gauvreau

*Secondary Teachers:* Jodi Mackey, Carlotta Han, Alicia Favreau, Tammy Ceesay, Emily Hazard

*Occupational Therapist:* Nikki Martin

*Speech Language Therapist:* Leslie Galamb

*Teacher of the Visually Impaired:* Alena Roberts

*School Psychologist:* Erika Sundgren

*District Instructional Specialist:* Jessica Torvik Lee

*District MTSS Coordinator:* Jacqueline Estephan

*Principals:* Nancy Elder, Andrew Lohman, John Simard

At the time this committee was convened (2019), demographic information was not collected from committee members; however, moving forward, any future committee work will include that demographic collection.

The following is based upon committee member self-identification:

- More than 18% of the committee identified as BIPOC (this is very likely less than the actual number)
- More than 44% of the committee had children who had a disability and/or identified themselves as having a disability

Ms. Anderson shared the list of meeting dates, which reflected a long pause (February 2020 to October 2021) in the work due to COVID-19. The committee reconvened on October 5, 2021 and completed their work on February 1, 2022. Ms. Anderson extended her deep gratitude to the members for their participation and willingness to complete the work.

The committee’s “learning” included the topics listed below. There was an intentional focus on expanding the scope to include information at the national, state and district levels to ensure that the vision and guiding principles were comprehensive.

- Individuals with Disabilities Education Act
- OSPI Priorities for Students with Disabilities and WACs
- CEC (Council for Exceptional Children) High Leverage Practices
- Multi-Tiered Systems of Supports (MTSS)
- Shoreline Demographics and Data, including student CEE survey data
- Inclusionary Practices Project – partnered with Haring Center

For decision making, the committee agreement was 88% consensus level in order to forward the committee recommendations to Superintendent Reyes and the Board. Most passed with a higher percentage.

The original vision statement was approved by the committee prior to the COVID-19 closure. Changes were made once the committee reconvened and was then re-approved. The committee’s recommendation is as follows: *“The Shoreline School District’s vision of special education is to provide high-quality, individualized, equitable, inclusive education to all students. All students will learn the academic and work-life skills to achieve student-centered post-secondary success.”*

Ms. Anderson and Dr. Irwin reviewed, in detail, the five guiding principles approved by the committee and recommended for the Board’s approval. Credit was extended to Curtis Campbell, Public Information Officer, for his work in creating the poster document containing the vision and guiding principles.

### **Equity**

- The school community addresses and learns about how systemic racism and ableism impact student progress, engagement and belonging, and have steps in place to disrupt systems of racism and ableism.
- Dismantle segregated special education classrooms to ensure a culture of belonging for all students.
- Acknowledge implicit biases and eliminate attitudes and stereotypes associated with disabilities.
- Actively seek and incorporate student voice as it relates to special education services.
- Students and families see themselves represented in the schools through materials, communications, and curriculum.
- School personnel and families understand and use the least dangerous assumption when making educational decisions.

### **Inclusive Education**

- All students, regardless of their designation to receive special education services, will be provided with targeted services, supports, and accommodations; allowing them to learn in the general education classroom, interact with peers, and engage in the core curriculum.
- All school cultures and environments prioritize the meaningful inclusion, access, support and participation of all students.

- Differences are valued as assets that strengthen our learning community.
- All students and families have a sense of belonging and are respected members of the learning community.
- All students are provided the resources and experiences to develop an understanding of the broad range of post-secondary opportunities.

### **Multi-Tiered Systems of Support**

- Develop and implement Multi-Tiered Systems of Support to consistently meet every student's needs and accelerate student academic, social, emotional, and behavioral learning
- Provide high-quality core instruction using evidence-based curriculum
- Ensure all instruction is individualized to be responsive and flexible models of intervention are provided
- Provide professional development and collaboration in research-based practices (i.e. Universal Design for Learning, Positive Behavior Intervention and Support, Specially Designed Instruction, etc.) to all staff ensuring they are equipped to provide instruction to all students regardless of disability, in the least restrictive environment
- Opportunities have been identified to embed or target IEP goals within the context of general education

### **Partnerships**

- Students, families and caregivers, staff, and communities are valued and engaged in planning for student success
- Culturally responsive communication is utilized to facilitate authentic collaboration
- Students are given intentional opportunities to be involved, provide input and/or lead their IEP meetings

### **Student Outcomes**

- Instructional programs are student-centered, build autonomy and prepare each graduate for a successful transition to post-secondary life, work and learning
- Students will build skills and confidence to navigate an interdependent world and develop a sense of belonging throughout educational settings and the larger community
- Students will successfully transition throughout the various levels of the education system (preschool, elementary, middle, high school and transition programs) and into post-secondary pursuits including higher education, vocational schools and employment

Future work and next steps include:

#### *Education/roll out to stakeholders*

- K-12 staff
- Building administrators
- Families/caregivers/community

#### *Develop a five-year plan for special education*

- Collaboration with Inclusionary Practices Project at UW Haring Center
- Integration/updating of Special Education Review Committee recommendations

#### *Continued collaboration with upcoming district work to ensure integration*

Director Williams asked for more information regarding the CEE survey data, specifically related to feedback from Black and Latinx students and how that data would be used in future strategic planning and future work. Ms. Anderson responded that they had shared the demographic breakdown with the Board and that currently Shoreline has approximately 12% of students identifying as having disabilities and predominantly those

students are not identified as being Black or Latinx. Reviewing the data is certainly an ongoing process along with reviewing how our students are served in regard to least restrictive environment. However, staff continues to monitor whether we are serving our students differently throughout the school year, especially since Shoreline had previously been identified as being disproportionate. She offered to bring more data to the second reading.

Director Jernigan asked for an example of what it means to provide culturally responsive communication in our district (listed above under partnerships). Ms. Anderson responded that they are making sure that communications go out to all families with equitable access. All students, regardless of disability, are receiving the same invitation to participate in activities and that those messages are being provided in a mode of several different languages.

Director Betnel expressed her gratitude for those spots where the guiding principles give clear direction in terms of knowing in the future that certain things were accomplished, e.g. the dismantling of segregated special education classrooms. With the Board's approval of the vision and guiding principles, there is a commitment being made to this work and to do this authentically, there needs to be an allocated budget to support it.

Director Cohen expressed the hope that there would be appropriate resources/funding to accompany the vision and guiding principles to ensure implementation.

Dr. Irwin concluded with a warm shout-out to all the committee members who not only participated pre-pandemic but also returned this past fall to finish the work.

#### December 2021 Financial Update and January 2022 Enrollment

*Presenters:*

*Marla S. Miller, Deputy Superintendent*

*Mark C. Spangenberg, Director of Finance and Business Services*

There were no significant changes to the Cash Flow Report since the November update. The total fund balance for December was \$13.2 million. Projections will be adjusted throughout the year.

Ms. Miller shared the January enrollment report. In particular, she asked the Board to pay attention to the fifth column from the right, which compares the total FTE numbers for January 2022 to January 2021—the difference is (140.95). This will assist in preparing for the next budget study session on March 8.

#### **Board Requested Discussion and Future Topics**

Director Betnel requested a future study session (or possibly multiple sessions) in order to further discuss special education programming, services and current student information.

#### **Action Items**

##### Adoption of New Policy 2195, Academic Acceleration

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

RCW 28A.320.195 – Academic Acceleration for high school students requires school districts to adopt an academic acceleration policy in an update to the 2013 recommendation. Shoreline did not adopt the original “encouraged” academic acceleration policy; it was optional at that time.

The new required academic acceleration policy is intended to increase access and participation in dual credit high school and college credit courses, to eliminate barriers, real or perceived, that may prevent students from enrolling in rigorous advanced courses, including dual credit courses. This has been occurring in

Shoreline for quite some time. Many years ago, it was pretty standard for students to need a certain score to enter AP classes, and thus, many students weren't allowed to participate. Shoreline has had open enrollment in AP and Honors classes without any specific criteria for grade point average. All students have been able to sign up and enroll in those classes. However, this policy is now mandated and that is the reason for bringing it before the Board. Of note, last year Shorecrest was recognized by OSPI for their increase in BIPOC students participating in AP courses. This is not reflective across the state of Washington.

Academic Acceleration – Part 1 – Students who meet or exceed the state standard on the eighth grade or high school statewide student assessment (SBA and WCAS) will be automatically enrolled in the next most rigorous level of advanced courses or program offered by the high school in the corresponding subject area: English language arts, mathematics and science.

Academic Acceleration – Part 2 – Students who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses. The ultimate goal is for the student's automatic enrollment dual credit courses.

Academic Acceleration – Part 3 – Notify students and parents/guardians regarding the academic acceleration policy via the Registration Guide. Parent/guardian will be given the opportunity to opt out of participation in the academic acceleration process and enroll in an alternative course or program that aligns with the student's high school and beyond plan goals.

Academic Acceleration – Part 4 – Will begin in 2022-2023.

The policy is derived from the model policy offered by WSSDA. The new policy, if adopted, would be implemented in the spring 2022 registration process.

Director Williams asked about the parent education process. What opportunities are available to assist parents in engaging with their students in this process? All secondary schools have evening events that include this in their messaging. In Shoreline, potential problems aren't typically encountered until the junior year because the ninth and tenth grade standard classes in English language arts and science are honors for all for all intents and purposes. Formerly, there was a tiered system where some would choose honors and some would choose standard but those have been combined so there's no place for a student to opt in or opt out in the ninth and tenth grade years. In the junior year, math splits out into three or four different options that are all important and viable. Four years ago, students had to make a decision in ninth grade but now it's not until the junior year. The plan is for students leaving their tenth grade year to be prepared to do an AP language course in their junior year—they don't have to but they are prepared for it because everything in their career has led them to that point.

Director Cohen asked if there were any needs around additional training for counselors and teachers in order to fully implement this policy. Ms. Stevens responded that it very much takes everyone and everything being on the same page—teacher, counselor, forms—all being used to assist students in making the right choices that flow with their individual pathways. These things are automatic and typically, when choices are taken away, students tend to notice more.

Director Jernigan asked if it was true that tenth graders take one test on one day and if they do well, they accelerate to advanced classes; and whether or not that is what this policy is addressing. What are they opting out of? Ms. Stevens responded that they may opt out of a class that may not match their individual pathway, e.g. pre-calculus; however, even if a student doesn't do well on that one test, they can still opt in; there is no barrier. This is what the high school and beyond plan is about—creating clarity for students as to how to maximize their free education experience so they get to where they want to be when they leave high school. In reference to the recognition by OSPI of Shorecrest's number of BIPOC students in advanced classes mentioned earlier in this presentation, Ms. Stevens stated she could provide additional information about the progress of those students in an upcoming Friday Briefing (per Director Jernigan's request).

Director Betnel asked what it means to successfully complete an advanced course, which then results in an automatic enrollment in the next class. It hasn't yet been defined but at this point, Ms. Stevens would say a passing grade. This however, doesn't impact the way Shoreline operates. Director Betnel also asked if a student opts out of a particular enrollment, is that per course, per semester or does that mean a student is opting out of being automatically enrolled in the next course. It would be per content area. Students can self-select as to which areas to continue with in the automatic enrollment process, for one or for multiple areas.

Director Betnel asked if the District anticipated applying this policy in other content areas beyond English language arts, math and science at some point in time. That is not the current thinking or plan. As it is, the junior year can be complex; staff wants to be sure they are not causing any harm in the process, and again students can opt into any course at any time. This does not preclude them from doing so. We are also waiting to see what the State Board of Education does with graduation requirements. Things are continuously moving and changing and we are continually being asked to do more with less resources.

Director Jernigan stated she had heard critiques from families about the high school and beyond plan being burdensome on families. What exactly is the purpose? High school and beyond plans take inventory on personality, learning styles and career opportunities in order to create the appropriate plan for moving forward, maximizing the courses available. It is all done within the school day and it is embedded in the advisory period (middle school) and in different parts of courses (high school). There isn't an element that involves doing things outside of the school. It's contained within the school experience during the day and can be accessed through Canvas in the evenings if needed. Ms. Stevens didn't see how this could be viewed as impacting families in a negative way. Student Rep Stark enthusiastically shared their positive personal experiences with the plan and the minimal involvement of parents/families. The high school and beyond plan assists students in better visualizing and understanding the components of living happy, productive and successful lives as good citizens that the community wants to develop. "It's a living document that doesn't force you to do anything." Student Rep Stark expressed full support for this policy and felt it could improve student outcomes.

Student Rep Mamiya also expressed full support for the policy. She spoke about the purpose of the legislation and its intent to remove barriers. She, as well as other students, feels that the grading system is both a perceived and a very real barrier. She wondered what the District's policy and guidelines are on grading and homework, etc. Ms. Stevens responded that was a larger topic to consider. There are courses in the District that originate with other entities, e.g. College in the High School, University of Washington, AP, dual credit and there are challenges that accompany them, such as very specific standards as to how to teach the courses in order to earn credits. They are not "Shoreline-owned" courses. There is some leeway but not a lot in those courses. It's as though students are taking the course at, for example, the University of Washington. Beyond that, staff members are working diligently to determine how best to measure student learning and not compliance. Education has for a long time been about compliance. There is still a lot of learning to do in order to make changes.

the recommendation of the Superintendent for the Board to adopt the recommended new Policy 2195, Academic Acceleration.

MOTION NO. 32: Director Jernigan moved that the Board adopt the recommended new Policy 2195, Academic Acceleration. The motion was seconded by Director Betnel and carried unanimously.

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

Director Jernigan inquired as to when the PACT (Program Alignment and Coherence Team) overview (previously postponed) would be presented to the Board. The pending portion of the agenda had it scheduled for the March 8 regular meeting as a report (rather than a separate study session).



Director Betnel reported that she had recently visited Edwin Pratt Early Learning Center with Superintendent Reyes. “I can’t say enough about what an incredible learning facility that is! It’s our one fully inclusive school in the district. It’s a beautiful facility in the way it is centered on our students and the way that it is fully integrated in every way—physically, educationally and socially.” She lifted up the staff and extended gratitude to Hillery Clark, Amy Vujovich and Stephanie Gregorich for conducting the tour.

Director Jernigan agreed that Edwin Pratt is a wonderful school. She also lifted up Black Lives Matter Week at School. Both of her children had come home with some very deep learning and knowledge. She looks forward to seeing that program continue to thrive and expand.

Director Bentel offered a brief legislative report. This day was an important cutoff date in that all bills had to have moved out of their chamber of origin in order to move forward. She was grateful to report that many of the key bills central to Shoreline’s legislative priorities, e.g. mental health, enrollment, funding stabilization around staffing for physical, emotional, mental support staff are making it through. She would be sharing more through Friday Briefings. In honor of the previous week being School Counselors Week, she lifted up all that our school counselors have been doing through this difficult time. She concluded with a special tribute to Curtis Campbell, Public Information Officer. This was his last board meeting in Shoreline as he has taken a position in another district. Mr. Campbell’s one-person public information department has done an incredible job in helping our students to see themselves in our communications and has single-handedly implemented and administered the CEE (Center for Educational Effectiveness) school climate survey. She wished him all the best!

Director Cohen added that as a new board member, Curtis had been very helpful and welcoming. She also extended a thank you for the Black Voices series. She extended high praise for Kwame Alexander’s excellent presentation over Zoom. He spoke quite powerfully on many topics and engaged in questions and answers with students. Thank you to the Equity Department and everyone who made these events possible.

Director Williams also extended gratitude to Curtis Campbell, stating he was the first person she met in the new board member process and that he really set the tone for future interactions with the school district. She appreciates everything he has done for the Board.

Student Rep Mamiya expressed appreciation for Curtis Campbell as well as for the Black Lives Matter events at Shorewood, which was mostly integrated into second period on one day. Good conversations took place on the topic as well as on mental health, particularly since BIPOC students are disproportionately able to access those resources. She is looking forward to seeing how these events advance in the upcoming years, which she will hear about from her younger brother. Students are also very much interested in continuing the waiver for community service as a graduation requirement for the Class of 2023. And lastly, the ASB core officer elections are currently taking place at Shorewood.

Student Rep Stark, since the last meeting, was able to meet with Director Betnel and state legislators as well as State Superintendent Chris Reykdal, Governor Inslee and Lieutenant Governor Denny Heck (through WSSDA). Sky also spoke about some bonding activities that were occurring at Shorecrest in order to begin returning to pre-pandemic normalcy. *[There was an activity mentioned during this comment that was incorrectly stated as being initiated by ASB officers. However, according to Principal Gonzalez, “it is most definitely not endorsed, not sanctioned, and not coordinated as a school or ASB activity.”]*

Superintendent Reyes reported that she is continuing to meet with student clubs at Shorecrest and Shorewood. She gave a huge shout-out to our Department of Equity and Family Engagement, Dr. Tanisha Brandon-Felder, Kim Darcy, Rebekah Gardea and Kellogg Assistant Principal Melyssa Stone, who all worked very hard to make Black Voices Week an incredible success, with lots of positive engagement between students, staff and the community. She also thanked Jewell Parker Rhodes for her contributions to the

success of Shoreline’s events, specifically highlighting her book “Paradise on Fire”, which very effectively connects students to the Pacific Northwest and climate concerns. She also announced the beginning of the Equity and Family Engagement Department’s new professional development series on the Asian American Pacific Islander experience, led by Dr. Kyle Kinoshita; she had participated in the first session the previous afternoon/evening. Knowledge of this experience helps further our Ethnic Studies efforts. She concluded by thanking Curtis Campbell for his efforts, support and contributions to the entire school community.

**Executive Session**

Superintendent announced at 7:53 p.m. that the Board would be convening an Executive Session in order to (1) receive and evaluate complaints or charges brought against a public employee; and (2) to discuss with legal counsel representing the District matters related to potential litigation to which the District is likely to become a party for approximately one hour. The Board moved to another room (Spartan Room) and began the Executive Session at 8:01 p.m.

Adjournment: 8:34 p.m.

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Rebeca Rivera, School Board President

Attest: March 22, 2022

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Dr. Susana Reyes, Secretary  
Shoreline Board of Directors

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