

BOARD MEETING MINUTES

November 15, 2022

Call to Order

President Rivera called the Regular Board Meeting of the Shoreline Board of Directors to order in the Board Room of the Administrative Offices at the Shoreline Center at 6:03 p.m. on November 15, 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; and Helen Murphy, Shorewood Student Representative.

Absent: Luke Smith, Shorecrest Student Representative.

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.

It is important that land acknowledgements not be performative, but that we strive to make changes that support Native students, Native education, and Native communities.

This month is Native American Heritage Month. This month our district is holding Native-focused activities and learning experiences throughout our schools (lists of activities provided to each director at this meeting). Over the long term, we are in the process of implementing the *Since Time Immemorial* curriculum, a curriculum on Tribal Sovereignty in Washington State and developed and endorsed by Washington State Tribes. We are also in the process of implementing Ethnic Studies into all of our classrooms. This curriculum will support the learning and experience of all students.”

Celebrations, Recognitions, Introductions and Gratitude

None

Agenda Review

No changes.

Comments from the Community

None

Approval of Minutes

The minutes of the October 18 Regular Board Meeting had been submitted to the Board for review and approval.

MOTION NO. 11: Director Betnel moved that the Board approve the minutes of the October 18 Regular Board Meeting as submitted. The motion was seconded by Director Williams 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. Authority to Bid Items as Required – September 2022 through August 2023
- b. Approval of 2022-2023 SEA Certificated Substitute Pay Rate Schedule

- c. Approval of Memorandum of Understanding with Shoreline Principals Association (SPA) and Shoreline Center Administrators (SCA)
- d. Approval of Interlocal Agreement with Seattle School District for Title I Services
- e. Briarcrest Elementary School Modernization Project – Authority and Project Budget for the Feasibility/Design Phase
- f. Acceptance of Gifts, Grants, Donations
 - 1) Cascade K-8 - \$6,500.00 – Cascade K-8 PTSA – Nature in our Neighborhood Class
 - 2) Cascade K-8 - \$5,900.00 – Cascade K-8 PTSA – Field Trips/Classroom Enrichment, Part 1
 - 3) Cascade K08 - \$6,900.00 – Cascade K-8 PTSA – Classroom Supplies
- g. Approval of Extended Field Trips
- h. Approval of Personnel
 - 1) Certificated – Recommended for Election, Leaves of Absence
 - 2) Certificated – Out-of-Endorsement Assignments
 - 3) Classified – New Hires, Resignations/Retirements
- i. Approval of Payroll and Vouchers

MOTION NO. 12: Director Jernigan moved that the Board adopt the consent agenda, items 7a through 7i, which is attached hereto and becomes a part hereof. The motion was seconded by Director Cohen and carried unanimously.

As of November 15, 2022, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: October 2022 Payroll Warrants #447966-448003 and Electronic Transfers totaling \$12,377,624.21; Reconciliation of Warrants Issued Between October 21 and October 28, 2022 – General Fund Warrants #97746-97824, 97848-97870, 97872, 222300154-222300156, 222300147, 97873-97945, and 222300159-222300184, totaling \$681,515.15; Capital Projects Fund Warrants #97825-97827, 97871, and 97946-97948, totaling \$177,096.65; and Student Body Fund Warrants #97828-97847, 222300158, 97949-97954, and 222300185-222300192, totaling \$52,512.90; for a grand total of \$13,288,748.91.

Reports and Presentations

First Reading: 2022-2023 School Improvement Plans

Presenters:

- Mike VanOrden, District Academic Officer*
- Lara Drew, Principal, Highland Terrace Elementary*
- Derek Dalasta, Principal, Briarcrest Elementary*
- Rebbecah Emanuel, Principal, Cascade K-8 Community School*

Mr. VanOrden began by acknowledging the work of previous Executive Director of Teaching and Learning, Maria Stevens, for her leadership on the development of the School Improvement Plan process. He stated he had been in many school districts but had not seen a framework as sophisticated and thoughtful as this one. It began in 2017 with a representative group of staff and community members who created the Instructional Strategic Plan as a guiding document that created consistency and alignment across our schools.

Mr. VanOrden spoke about the various indicators that are used for monitoring performance.

- District Assessments Results for Reading and Math
- State Assessment Results for ELA, Math, Science
- Discipline
- Attendance
- Graduation Rates

There are consistent and required components in each school's plan:

- School Vision/Mission
- Needs Assessment Based on Data and Reflection
- Goals
- Connection to Instructional Strategic Plan
- Action Plans
- Indicators of Growth and Success (currently the SIPs don't specifically call out the indicators and targets but principals have requested them, so this area will be worked on this year; however, the schools do call out and monitor them at the school and classroom level)

In creating the SIPs, there are four organizational drivers for comprehensive improvement:

- Teaching and Learning
 - Equitable Literacy (K-5)
 - Equitable Assessment and Grading Practices (6-12)
- Leadership and Organization
 - Use of leadership teams to support school goals related to equity
 - Use of data by leadership teams
- Professional Learning
 - Culturally responsive instruction
 - Racial equity
 - Support for equitable literacy and grading practices
- Culture and Community
 - Social and emotional learning
 - Positive Behavior Intervention Support (PBIS)
 - Family engagement

Mr. VanOrden shared data slides comparing 2018-2019 (pre-pandemic) with 2021-2022 in the area of elementary reading progress for all students as well as broken down by race/ethnicity, free/reduced lunch status and special ed status. He also shared data around grades 6-12 equitable grading practices. The charts can be found online at: <https://app.eduportal.com/documents/view/850943>

The following principals passionately shared information about their individual schools' SIPS for 2022-2023: Derek Dalasta (Briarcrest Elementary), Lara Drew (Highland Terrace Elementary), and Rebbecah Emanuel (Cascade K-8). Their demographic and data charts can also be found at the link listed above. The entire meeting can be viewed online at: <https://vimeo.com/771666122>

Mr. VanOrden praised the work of all the District's principals. He has observed them as they work with their staffs and noted that they are masterful leaders. There is commonality so that all students are able to have positive experiences and each school is unique and wonderful. Each principal has been able to find that balance of common approaches across the district while serving families and students in their communities.

Director Betnel asked the presenters how their "experiences in realizing the SIPs over the year can inform back to district direction and potentially the decision making happening here [by the Board] so that it's informing what you would envision moving forward." Mr. Dalasta responded that over the last few years, the Instruction Department has been very intentional about getting feedback after every different PD, asking very pointed questions and formalizing the feedback process. "Oftentimes, we do so many surveys and then nothing happens with the data, but it's just the opposite with this. I have heard from my staff over and over again how responsive the Instruction Department has been in terms of asking what do you really need right now and what is going to help you actually make a difference in your practice in the classroom." He also reported on the outstanding collaboration that exists among the K-5 principals. "It keeps me happy that I have so many experts that I can lean on."

Mr. VanOrden explained the feedback process which involves meeting with the individuals developing the survey and coding the responses for use in preparing the next round of professional development. The feedback has been an excellent testament to the quality of the work of the TOSAs and former executive director, Maria Stevens. Additionally, the team went through all the SIPs and pulled out all the strategies in order to code common strategies that schools are using and determining what's unique to specific schools and what supports can be provided. And lastly, there is interest in preparing a common set of data that all schools can use in addition to their unique data. When there are really special things happening at schools, the team wants to make sure that they are shared district wide when applicable.

Director Cohen stated that the presentation had helped to demystify the SIP process for her as there had been a real learning curve from the Board's perspective. She asked what it was like to be trying to improve while also trying to survive the ever-changing landscape of education. Her second question was in relation to a timeline for a refresh of the Instructional Strategic Plan. Mr. VanOrden acknowledged that last year had not turned out as hoped; central office staff were frequently covering classrooms in schools, given the shortage in subs. And now with the current budget issues, it is anticipated that components of the Instructional Strategic Plan (ISP) will be pulled out for the creation of some concrete steps with actions and targets. At the December 6 regular meeting, some of the work around the District's equity practices that are connected to the ISP will be shared with the Board, e.g. data around the use of the *Since Time Immemorial* curriculum.

Ms. Emanuel shared her appreciation for being in a school that highly values relationships. It has been a privilege to be a leader that can help foster those relationships and continue doing the work together as a cohesive group. In her new role as building principal at Cascade K-8, she very much appreciated how the SIPs provided an overview of what her school had been working on and where she could be the most helpful.

Ms. Drew shared her experience of having a school vision statement that was so long, she couldn't even recite it. So the staff honed in on determining what component was going to stick. "What represents our 'why', what we are about for our students, what holds the positives, the vision, what we are striving for front and center through the realities of each day—through having no subs, behavior challenges, recess, everything that happens day in and day out." She shared that her role was to lean in and listen to teachers, listen to parents, see what's working and where we might be going too fast and where we need to slow down. She extended an invitation to visit Highland Terrace and share in the celebrations of learning.

Director Betnel asked the principals how they were encouraging more student input through the Educational Effectiveness Survey, recognizing that not all students participate in the survey. Ms. Drew responded that in addition to the EES, Highland Terrace uses a couple other surveys throughout the year to gather input from students specifically around social-emotional, behavior, recess, student voice, etc. Teachers do check-ins with students. She shared an example that involved a curriculum program that assisted with the playground challenges that were being experienced at the beginning of the year. Through this program, they implemented a "stop, pause, freeze and go" strategy which was designed to help students slow down as they were coming in from recess as opposed to running into the building in an unsafe manner. The "freeze" involved kneeling with hands behind the head. During the first few weeks, students reported that they felt this was similar to a police response and it made them feel uncomfortable. Staff used the student input to modify the freeze. This was a powerful example of using student voice to bring about positive change within the school's improvement plan.

Mr. VanOrden reported that the District is working with the facilitators to pare down the survey.

Ms. Emanuel highlighted the leadership activities that take place with the middle school students at Cascade K-8, as it relates to the school improvement plans. There is a concerted effort by the counseling team and

dean working with students in focusing on the bright spots within the school. The school has a “kindness crew” that regularly looks for and celebrates examples of students helping each other. Board members and Superintendent Reyes expressed their gratitude and appreciation for the tremendous amount of work that goes into these school improvement plans.

Board Requested Discussion and Future Topics

None

Action Items

Adoption of New Policy 4218, Language Access

Mike VanOrden, District Academic Officer

This new policy was presented for first reading at the Board’s regular meeting on November 1.

E2SHB 1153, Language Access, was passed by the Legislature in June 2022 and addresses language access for families in public schools. It includes new requirements for:

- Policies and procedures for a Language Access Plan
- Data collection
- Designated staff liaison and coordinator (or possibly designated to multiple individuals)

The new legislation requires that districts provide access for those who are deaf, blind, and/or hard of hearing. WSSDA’s sample policies place information about this particular provision in a separate policy; however, staff felt it would be more appropriately placed altogether in one policy as well as in the Language Access Plan to make access to information easier for our families. A slight adjustment was made to this second reading of the policy. A new section, Language Access for Those Who are Deaf, Blind, and or Hard of Hearing, was added on page 2, which reads: *“The district will develop procedures for communication with students’ families who are deaf, deaf and blind, blind, hard of hearing or need other communication assistance and will include these procedures in the Language Access Plan.”*

It was the recommendation of the Superintendent that the Board adopt new Policy 4218, Language Access, as presented and to be effective as of November 15, 2022.

MOTION NO. 13: Director Jernigan moved that the Board adopt new Policy 4218, Language Access, as presented and to be effective as of November 15, 2022. The motion was seconded by Director Betnel and carried unanimously.

Reports and Communications – Board Members, Student Reps and Superintendent

Student Rep Murphy provided an update on the timeline around the revisions to the Shorewood ASB Constitution in respect to the expanded school board student representative positions. The student council met the previous day and approved moving forward; the revisions will be reviewed over the next two to four weeks and should be completed in December. The fall sports season at Shorewood just finished and the winter sports season has begun. The cross country, swimming and soccer teams all competed at the state level over the past two weekends. The well-received fall play just concluded as well.

Director Betnel attended and very much enjoyed the uniqueness of both high school fall plays. She and Director Williams had visited Briarcrest Elementary earlier in the day. She commented on the beautiful display at the entrance to the school that was created and curated by a student and family in honor of Native American Heritage Month. The directors also enjoyed visiting the Dual Language program. She and Superintendent Reyes had been meeting with legislators and sharing the District’s needs/priorities over the last few weeks. She also enjoyed participating with several legislators and OSPI staff in a site visit to the

Edwin Pratt Early Learning Center. Later in the week, she would be driving to Spokane to attend the annual WSSDA conference; she offered to prioritize her time attending sessions that were of particular interest to board members.

Director Williams thanked Briarcrest for the awesome tour that took place that morning. She also thanked Principal Ann Torres for her visit to Parkwood. Third graders wrote persuasive essays to Principal Torres in favor of students having pet rocks; “they know how to sit and stay and they help with relationship building because the rocks play with each other and foster friendships between classmates.” There were also signs, one of which said, “Please don’t take us for ‘granite!’”

Director Cohen reported that the Shorewood play was hilarious and that she had plans to attend the Shorecrest play later in the week. She also attended the Edwin Pratt ELC site visit and expressed her appreciation for the incredible work happening there. Additionally, she and Director Betnel had attended the first Budget Advisory Team (BAT) meeting and was appreciative of the work being done by staff and community members.

Superintendent Reyes announced that she would be attending the Shorecrest play later in the week and had already attended the Shorewood play the previous week (and yes, it was hilarious!). She also acknowledged and expressed gratitude to the team members that were working hard with the Budget Advisory Team – Assistant Superintendents Jennifer Farmer and Brian Schultz and Director of Finance and Business Services Mark Spangenberg. At the most recent meeting (November 14), Dr. Tanisha Brandon-Felder, Director of Equitable Leadership, Pedagogy and Family Engagement, instructed the team on the use of the Race and Equity Decision-Making Tool. On November 2, Superintendent Reyes, along with Directors Betnel and Cohen, attended the Day of the Dead (dia de los Muertos) Celebration, which was sponsored by ShoreLake Arts and the City of Shoreline and was held at the Spartan Recreation Center. They were able to connect with many of our district’s families. Board members and student representatives were encouraged to complete the DoodlePoll that had recently been sent to them regarding a date for the Board Retreat in January. They were also encouraged to individually complete the school board self-assessment prior to the retreat; Superintendent Reyes would be sending them the link to that assessment tool.

Executive Session

None

Adjournment: 7:50 p.m.

Dr. Sarah Cohen, School Board President

Attest: January 10, 2023

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.