

## **BOARD MEETING MINUTES**

April 1, 2019

### **Call to Order**

President Mike Jacobs 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 7:00 p.m. on April 1, 2019, followed by the flag salute.

### **Roll Call**

Present: Mike Jacobs, President; David Wilson, Vice-President; Heather Fralick, Member; Dick Nicholson, Member; Dick Potter, Member; Soumya Keefe, Shorecrest Student Representative; and Saagar Mehta, Shorewood Student Representative.

### **Approval of Minutes**

The minutes of the March 4 Special Joint Meeting with Shoreline Community College, March 18 Study Session and March 18 Regular Board Meeting were approved as submitted.

### **Adoption of Consent Agenda**

The following consent agenda was presented for approval:

- a. Authority to Apply to OSPI for Continuation of State Funding for One Day of Emergency Closure in February 2019
- b. Aldercrest Campus Modernization Project, Phase 2 – Approval of Change Order #05 – Kassel and Associates, Inc.
- c. Einstein Middle School Replacement Project – Adoption of Resolution 2019-3, Acceptance of Einstein Middle School Replacement Project Constructability Report
- d. Kellogg Middle School Replacement Project – Adoption of Resolution 2019-4, Acceptance of Kellogg Middle School Replacement Project Constructability Report
- e. Approval of Extended Field Trips
- f. Approval of Personnel
  - 1) Certificated
  - 2) Classified
- g. Approval of Payroll and Vouchers

MOTION NO. 24: Mr. Potter moved that the Board adopt the consent agenda, which is attached hereto and becomes a part hereof. The motion was seconded by Mr. Nicholson and carried unanimously.

As of April 1, 2019, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: March Payroll Warrants #446402-446442 and Electronic Transfers in the amount of \$10,790,474.24; Reconciliation of Warrants Issued Between March 8 and March 15, 2019 - General Fund Warrants #76252-76339, 181900958, 181900961-181900976, 76385-76387, 76388-76482, and 181900987-181901027, in the amount of \$497,036.67; Capital Projects Fund Warrants #76340-76349, 181900959, 181900977-181900979, and 76483-76490 in the amount of \$1,2683,588.84; Student Bond Fund Warrants #76350-76384, 181900960, 181900980-181900986, 76491-76527, and 181901028-181901042, in the amount of \$92,158.80; and Private Purpose Trust Fund Warrant #181901043 in the amount of \$70.51; for a grand total of \$12,643,329.06.

### **Reports/Presentations**

#### **Equity and Family Engagement Updates**

*Tanisha Brandon-Felder, Ed.D., Director of Equity and Family Engagement*

Dr. Brandon-Felder began with a review of some of the highlights in the area of professional development:

- Race and Equity 101 (3 sessions cover the foundation of race and equity)

## Minutes – April 1, 2019

- Race and Equity 201 (involves a deeper dive into the content and has participants look internally in order to make personal and professional application to their lives)
- Race and Equity 301 (looks at the connection between these topics and culturally responsive practice)
- History of Race in Shoreline (co-created and taught with Melissa Sargent; five schools so far—Echo Lake, Einstein, Kellogg, Shorecrest, Shorewood)
- OSPI/BEST Race and Equity Symposium (geared towards equity leads, teachers on special assignment (TOSAs) and instructional coaches; designed to establish and strengthen adult leadership around race and equity)
- Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain* will be coming to Shoreline for a seminar at the end of April

Additional ongoing professional development for staff and community includes: HR, staff at large (typically in the evenings), Accounting, security monitors, Food Services, classified, PTA Council, Power of One (Senior Center), Talking to Kids About Race (community workshop), and partnership with City (Rapid Response, LGBTQ, bystander training).

The Equity Advisory Team is a spinoff from the original District Equity Committee. The majority of the team are community members with various levels of race and equity experience. There are 15 members that meet five times per year with a focus on monitoring the District's implementation of the race and equity policy.

One of the committee products was the equity tool that was created for the purpose of making decisions using a race and equity lens. *"The purpose of the tool is to engage everyone involved in the Shoreline School District to learn, think and address how race and equity impacts choices in instruction, programming, staffing, funding and policy. All members of the Shoreline Schools community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. We encourage the application of this tool in any decisions that impact students, staff and families of the Shoreline School District."* The three main focus points the tool emphasizes are: (1) *Who* is at the table when the conversation is happening and the decisions are being crafted? (2) *When* is the tool being used? (3) *How* is the tool being used?

The equity leads program was introduced last year and is a group of leaders housed at each building, P-12. They facilitate the Equity Team and in many cases co-lead professional development for staff, provide on-site counsel for principals and other staff and serve as sounding boards. They receive monthly training through the Equity and Family Engagement Department. The equity lead is a stipend position for which there is an application process.

The original Equity Team (SLC ETeam) began at the Shoreline Center and is comprised of 15 members from various departments who meet monthly to review how racial equity is being practiced and how systems of equity are implemented in their own departments. In their "book study" last year they studied *Courageous Conversations About Race* and this year they are reading *So You Want to Talk About Race*. As they read, they identify authentic problems of practice that are happening in each department so that if there are specific areas in question, the committee members can bring it to the group for discussion and problem solving. The school-based Equity Teams were established this year and they follow the same structure that is used throughout the region.

Last year, Dr. Brandon-Felder's department spent time with the family advocates developing the family engagement component. It's mission: *Shoreline Schools will actively engage all families so they are seen, heard, and included in school communities, with the intent for all students' success. It's vision:* *Equitable family engagement will embrace diversity, identify and break down systemic barriers, act as a bridge between the school and families, have a positive impact on student achievement and behavior. Family*

*engagement will empower families to know how to support their child's education and for schools to learn from the expertise families have about their child. Academic and whole child success is dependent on family engagement.*

The goal of the family advocates is 50% family support and 50% family engagement. They are in every building (P-12) and they meet together monthly. They receive training through five sessions of the Family Engagement Academy held throughout the year, which is a way of creating professionalism and increasing the amount of knowledge gained. The family engagement work is based on partnerships with the University of Washington, Washington Family and Community Trust, and Washington Alliance for Better Schools.

Dr. Brandon-Felder spoke about the excellent work being done with the Pacific Educational Group, which leads the *Regional and National Summit for Courageous Conversations About Race*. By the end of June 2019, all principals, Superintendent's Staff and Instruction directors will have been trained in at least *Beyond Diversity 1 (BD1)*, the gateway workshop which builds a foundation for leading courageous racial conversations in order to be effective leaders. In 2018, 108 staff attended BD1. There is also a CORE Team of 15 members that have attended the National Summit the last two years. A team is being trained over the next few months, which will result in Shoreline becoming an affiliate district. Affiliate Program is an intense eight-week training in the principles of *Courageous Conversations about Race*. Upon completion we will have a personal coach assigned to support the racial equity work in Shoreline with other services provided as well.

SEED (Seeing Everyone Equally and Distinctively) is a celebratory and educational event for middle and high school students. Shoreline facilitated its third annual SEED this year, hosting 200 students and 10 presenters (from lawyers to spoken word artists) of various social justice topics.

On Thursday, April 4, Shoreline will celebrate its fourth annual LGBTQ Potluck at the Shoreline Center from 5:30-7:30 p.m. This is a collaboration of families, PTA and students. In 2018, LGBTQ education for administrative staff took place as well as ongoing school-based training during the 2018-2019 school year. A gender diversity community session is scheduled for April 9 at 6:00 p.m. at Highland Terrace Elementary School.

Another initiative is the student forums—one-hour listening and gathering sessions, which began 1-1/2 years ago with visits to Einstein, Kellogg, Shorecrest, Shorewood and Cascade K-8. That first year centered on getting input about the new race and equity policy and now in the second year, it involves checking in with students to see how things are going. The driver/intent for this work is for students to hold staff accountable for the goals of the policy and share their daily realities and to feel happy, successful and valuable.

Affinity Groups are the result of a partnership with Human Resources and the Shoreline Education Association with a focus on retention of diverse staff. The goal is to have two meetings this first year (one has already occurred) and the five groups include: Black/African American, Asian/Pacific Islander, Native/LatinX/Indigenous, LGBTW, and Multiracial.

Dr. Brandon-Felder concluded by stating her reason for “talking in plural” during this presentation is because she doesn't work alone--Kim Darcy is the “foundation and support that I have to do all this work and the two of us make the race and equity and family engagement work happen.”

Ms. Keefe asked how students could sign up for the student forums. Dr. Brandon-Felder responded that the activity coordinators at each high school recruit a diverse group of about 50-60 students but anyone is welcome to attend.

Regarding family engagement and the fact that over 70 languages are spoken in Shoreline, Mr. Potter asked what kind of success was being experienced in reaching out to these families and how is that success measured. Different schools are using different strategies. Co-design circles are reaching out to some of these groups whose first language is not English and creating communities among them. They are relating to staff the areas in which they need help and support. Family advocates, some multilingual, are very resourceful at reaching different pockets of families. Communications are translated and interpreters are on site when necessary.

Mr. Nicholson inquired about the bystander training. Dr. Brandon-Felder indicated that some populations are targeted, due to race, religion, homosexuality, transgender, etc. Bystander training is part of a partnership with the City of Shoreline and trains people so that when they see targeting taking place, they know how to intervene in ways that are safe and to ensure that those being targeted have a way out.

The Board thanked Dr. Brandon-Felder for the great work she and her staff are doing.

First Reading: District Instructional Materials Committee (DIMC) Recommendations  
*Maria Stevens, Director of Teaching and Learning, presented.*

Ms. Stevens reviewed the materials recommended by DIMC at their March 19 meeting.

- 1) Leveled Literacy Intervention Kit K-5, supplemental, intervention in reading for K-5
  - Designed to be used with small groups of students who need intensive support to achieve grade-level competencies
  - Evidence-based materials from Fountas and Pinnell, leaders in reading and intervention

*DIMC Review*

  - Strong support for the Leveled Literacy Intervention Kits
  - Determined appropriate with no issues with bias
  - Unanimously approved by DIMC for use in K-5 for intervention
- 2) K-3 Ambitious Science Teaching Units for STEM Fellows, supplemental to core, web-based (online curriculum)
  - Support students of all backgrounds to deeply understand science ideas, participate in the activities of the discipline, and solve authentic problems
  - Aligns with Next Generation Science Standards (NGSS) and Washington Comprehensive Assessment of Science (WCAS)

*DIMC Review*

  - Determined to be rich unit enhancements for supporting K-3 science instruction
  - Determined appropriate with no issues with bias
  - Unanimously approved by DIMC for use as supplemental in K-3 science

Mr. Wilson asked what measures would be taken to keep the kits intact through the course of the school year. Ms. Stevens responded that these materials would typically be used in Title, LAP or special education classrooms, which are areas where students come from a general education classroom into a different learning space where teachers have more control over the materials. This has been an ongoing issue with a variety of materials across the district; however, the process has been tightened up with better documentation upon receipt and bar coding before distribution to schools. At the building, materials are assigned to a specific teacher and they are held accountable. There has also been some work done around identifying what is actually used in the kits and finding ways to purchase missing parts without buying whole kits.

These materials were presented for first reading and will be brought forward for recommended adoption at the Board's April 15 regular meeting. The materials are available in the Instruction Department for review in the interim period.

Annual Asset Preservation Program Report for Shorecrest and Shorewood High Schools  
*Marla S. Miller, Deputy Superintendent, presented.*

The Asset Preservation Program (APP) is a system put in place by the State of Washington for buildings that have received state match funding for their construction. To be eligible for future state construction funding, districts must enroll in the APP for new buildings accepted after December 31, 1993, that were funded in part with state match. Shorecrest (opened February 2014) and Shorewood (opened September 2013) High Schools are the only two schools in the District currently required to participate in the APP.

Participation in the APP requires the following:

- APP resolution adopted by the Board (done in 2016)
- Implementation of Asset Preservation System maintenance plan (done in 2016)
- Annual Building Condition Assessment (BCA)
- Annual report to the Board

Every six years, the annual assessment must be completed by a BCA-certified consultant. For Shoreline, the next consultant assessment is due in 2024. Interim assessments can be conducted by district staff, using the same BCA criteria and scoring system. This year's assessment was performed by Marcus Gregory, Director of Maintenance and Operations.

Detailed reports for the one building at Shorewood and the three buildings at Shorecrest were provided to the Board. In summary, the Shorecrest main building is still earning a 100% score on the BCA; the athletic center earned 99.62%; and the performing arts center earned 100%. The change this year in the athletic center was due to a cracked bleacher problem. The bleachers are no longer under warranty; however, Mr. Gregory is working with the manufacturer to get them replaced. The construction team has been notified that these bleachers did not last as long as expected so that efforts can be made to obtain bleachers in the future that are sturdier and not as vulnerable to cracking. Mr. Gregory found that the cracks were mostly on seats right along the aisles; possibly due to walking/jumping on the seats rather than using the aisles.

Shorewood's one building scored 97.77%, due primarily to the state of the walls and the wainscoting that was too short for the height of the backpacks. Plans involve increasing the height of the wainscoting but the work has been delayed because of the number of 2017 bond projects underway. It is currently on the to-do list for this coming summer.

Mr. Potter asked if the bleachers at Shorewood were the same as those at Shorecrest. Ms. Miller responded that she would check and report back.

Mr. Nicholson asked about the boiler at Shorewood and Ms. Miller reported that the system had been corrected which included a partial replacement. The problem was found and reported to the manufacturer and commissioning agent before the warranty was up but it was out of warranty by the time it got repaired. However, the manufacturer supported the District in the replacement process.

Mr. Nicholson also asked about the HVAC deficiency note, which reads, "south classrooms on all wings are consistently hot" on the ICOS report. Ms. Miller responded that this can actually be a problem at both high schools but is less about the system not working than it is about the design and how the sun bakes those classrooms on warm days. The systems at both schools have now been set up so that they flush overnight with cool air when the following days are forecasted to be 70 or more degrees. Override buttons were installed so that the custodians can initiate that flushing process based on the forecast. Additionally, teachers have been asked to keep the blinds closed on those mornings. None of the schools have had air conditioning installed; however, the new middle schools will have a flushing system that brings in cooler air as a result of more efficient energy use. Mr. Potter asked if the override flushing was for the entire building

or just the south classrooms. Ms. Miller said she would check on that and report back. Ms. Keefe asked how long that system had been in effect. The training occurred about two years ago. Refreshers occur annually.

### **Board Requested Discussion**

None

### **Comments from the Community**

The following individuals spoke:

- 1) Menen Ghizaw and Michelle Morales-Lopez, Shorewood Seniors – On behalf of social justice issues, the students suggested that in addition to the current curriculum offered in the ethnic and minorities class being taught at Shorewood, there should also be an emphasis on homophobia, racism and sexism in order to more fully increase students' understanding.
- 2) Matt Reiman, SEA President – Thanked the Board and District for bringing Dr. Tanisha Brandon-Felder to Shoreline. "She is a brilliant educator and a marvelous collaborator and she understands the power of working together to change our students' educational experience for the better. I would also like to thank Kim Darcy for all she does."
- 3) Mariam Haris, Shorecrest Student – As a follow-up to the two Shorewood students who spoke (see #1 above), asked if xenophobia and white supremacy could also be added to the topics of study.
- 4) Kendahl Adjorlolo, SESPA Co-President – Expressed enthusiasm for the work that is being done in the area of race and equity. As a mother of four mixed race children, she was sad that over the 18 years of their schooling they never had a teacher that looked like them. SESPA is working with other districts to attract more diversity among classified staff.
- 5) Mike Dee, Lake Forest Park Resident – Expressed support for the three students (#1, 3) who spoke earlier on social justice issues. Suggested that community comments be located on the agenda prior to any votes by the Board and also after presentations; also asked about the possibility of live hyperlinks on pdf documents on website. Thanked the LFP parents who came forward at the last meeting regarding kindergarten concerns.

### **School Board Reports and Communication**

Mr. Potter attended the alumni retiree reception at the Shoreline Center where there were about 17 in the audience and over 500 years of experience in the District among those attendees. He also attended Shorewood's production of *Newsies* and assisted at the Shorecrest Environmental Club's clean up event at the South Woods location.

Ms. Fralick attended the Shorecrest Feminism Club's event on March 19 and viewed the documentary, *Period. End of Sentence*. On March 20, she attended the event co-sponsored by the Shoreline PTSA Council and the Shoreline Highly Capable Parents Association featuring Austina De Bonte, President of the Northwest Gifted Child Association, on the topic "What parents and educators need to know about smart kids."

Mr. Wilson attended the Special Needs PTA meeting and the Shoreline Foundation Breakfast the previous week. He and Rebecca Miner visited the Robotics competition at Auburn High School to watch Team SCOTBOTS and Team Pronto. Announcements included the LGBTQ Pot Luck on April 4 from 5:30-7:30 p.m. and the Shoreline School District's 75<sup>th</sup> Birthday Party on April 12 from 6:00-8:00 p.m.; both events will be in the Shoreline Room at the Shoreline Center.

Mr. Nicholson just returned from a cruise so had not been able to attend school events.

Minutes – April 1, 2019

Ms. Keefe extended a “big thank-you!” to all those who contributed to the Shorecrest Boosters Auction. She announced that Family Astronomy Night, a fun event for the whole family, would be held on Tuesday, April 2 at Shorecrest. Class senator elections were scheduled for Thursday, April 4, during Highlander Home and the Shorecrest Arts Assembly would be held on Thursday, April 11, 9:30-10:30 a.m., showcasing visual arts, music, drama, and poetry. The marching band will also be performing at that assembly, which will be the final dress rehearsal before they perform in Portland April 13 and 14. She concluded by asking two students in the audience to stand and be recognized—they are candidates for the Shorecrest student rep position for next year.

Mr. Mehta announced that the Black History Month Assembly, postponed due to snow, has been rescheduled for April 18 at 7:00 p.m. at Shorewood. Class senators were elected at the last student council meeting. The junior class senators are busy organizing the spring dance. College and More Night is scheduled for April 11; Shorewood Talent Show on April 12 at 7:00 p.m. (hidden gems have an opportunity to show off); seniors will be picking up their caps and gowns on Friday, April 5; and the next performance of *Newsies* will be on Thursday, April 4 at 7:00 p.m.

Adjournment: 7:49 p.m.

---

Michael Jacobs, Board President

Attest: April 15, 2019

---

Rebecca L. Miner, Secretary  
Shoreline Board of Directors

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