



Shoreline School Board

Study Session Agenda

SCHOOL BOARD RETREAT

January 22, 2022

9:00 a.m.

Link to Meeting:

<https://us02web.zoom.us/j/83153715530?pwd=K2NpSnBRRFpZZUtPWmxaM1RyQmxudz09>

Passcode: 911521

Webinar ID: 831 5371 5530

Dial-In Phone Numbers: 1-253-215-8782 or 1-669-900-6833

9:00-9:20 - Team Building

9:20-9:50 - Board Operating Principles

[Res 2021-4 Board Operating Principles.pdf \(p. 3\)](#)

9:50-11:00 - Board Self-Assessment

[WSSDA - Board Self Assessment Guiding Questions.pdf \(p. 5\)](#)

[Shoreline BSAS 1221 copy.pdf \(p. 8\)](#)

11:00-11:10 - Break

11:10-12:30 - Board Self-Assessment

12:30-12:45 - Community Listening Sessions - Initial Proposal:

- **Four Sessions**

- BIPOC Students

- All Students, BIPOC

- Families/Community

- All Families/Community

- **February, March, April, May**

12:45-1:00 - Brainstorm Ideas for Future Listening Sessions

1:00 - Adjournment

**Shoreline School District No. 412
Shoreline, Washington**

RESOLUTION 2021-4

REAFFIRMATION OF SCHOOL BOARD OPERATING PRINCIPLES

WHEREAS, it is a best practice for school boards to have operating principles to guide their work together; and

WHEREAS, the Shoreline School Board added three new members in December of 2019 and two new members in December of 2020 (upon the resignation/retirement of former board members Heather Fralick and David Wilson); and

WHEREAS, the Board held a study session on January 25, 2020 to develop operating principles for the Shoreline School Board that were subsequently adopted by the Board on February 10, 2020; and

WHEREAS, the Board held a study session on January 9, 2021 to review and possibly update the previously adopted school board operating principles;

NOW, THEREFORE, BE IT RESOLVED that the following principles will be reaffirmed as the operating principles for the Shoreline School District Board of Directors:

SHORELINE SCHOOL BOARD OPERATING PRINCIPLES

- I will keep student needs, interests, safety, and success at the center of my decision-making - paying particular attention to eliminating systemic inequities that persist for historically under-served populations.
- I will strive for a positive working relationship with all members of the Board.
- I will listen with an open mind and demonstrate flexibility and creativity in seeking solutions.
- I will support and encourage open expression of cultures, ideas, identities, thoughts, and comments.
- I will look for and recognize the positive contributions of each Board member, and will extend grace for occasional errors or mistakes, turning mistakes into opportunities for growth.
- I will attend all Board meetings, insofar as possible, and will notify the Chair in advance of the meeting if I am unable to attend.
- I will read all Board materials in advance of meetings and be prepared to act on agenda items.
- I will practice fiscal responsibility and sound financial management to support our capacity to adequately fund programs and priorities in a sustainable manner.

- Once a Board decision has been made, I will respect the authority of the Board to make this decision and will not work to undermine it. (Every board member gets their say but not necessarily their way.)
- No surprises. I will not withhold information until a Board meeting and then surprise either my Board colleagues or the Superintendent.
- Should an item of interest or concern come up during the meeting, I agree to ask the Board Chair to place it on a future meeting or study session agenda.
- I will avoid any conflict of interest or the appearance of impropriety which could result from my position as a Board member.
- I will participate in an annual Board self-evaluation and review of these Operating Principles.
- I will hold myself, and my Board colleagues, accountable for upholding these Operating Principles.

ADOPTED by the Board of Directors of Shoreline School District No. 412, Shoreline, Washington, in its regular meeting of March 1, 2021.

Dissented:

Shoreline Board of Directors

Meghan Jernigan, President

Rebeca Rivera, Vice President

Sara Betnel, Director

Sarah Cohen, Director

Attest:

Rebecca L. Miner, Secretary
Shoreline Board of Directors

Emily Williams, Director

Shoreline School District Board of Directors' Self-Assessment Workshop, Jan. 22, 2022

Facilitated by Mary E. Fertakis, M.Ed., WSSDA

Areas of Strength:	
Look at the questions where you rated yourselves most highly. Do you see any patterns? Were they clustered mainly within one or two standards? Are there any common themes among the questions?	Why is this a strength and how can our board remain strong and continue to improve in this area?
<p><i>EXAMPLE:</i> Almost 75% of our answers feel into Standard 2: Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations</p> <p>- Q23 & 24 Through board policies and actions, our board expresses the belief that all students can learn and communicates high expectations for all students</p>	<p><i>This belief is stated explicitly in our strategic plan and is an area in which we evaluate ourselves and our superintendent</i></p> <p><i>An opportunity to spread these foundational beliefs throughout the district and community exists; a board goal might include a plan to achieve this. Ideas: share strategic plan with parents at open house night and student-led conferences</i></p>

Opportunity for Growth

Look at the questions where you rated yourselves the lowest. Do you see any patterns? Were they clustered mainly within one or two standards? Are there any common themes among the questions?

How can the board use these areas of opportunity to grow and improve as a board?

Example:

Most of our low-rated questions are in Standards 1 and 4. Our aggregate data shows we rate ourselves lowest in Standard 1 out of the five standards.

The lowest scores are on Q8 (annual self assessment, Q9 (set board goals for improvement) and Q12 (use of written protocols)

Potential goals:

Focus our next board workshop on effective governance tools, including the use of board self assessment, board goals and written operating protocols; set dates by which to accomplish these goals

Areas of Opportunity for Increased Cohesiveness

<p style="text-align: center;">Look at the questions where there is the most variation among your responses. They may look like “rainbows,” with a variety of colors showing varying responses. Do you see any patterns? Were they clustered mainly within one or two standards? Are there any common themes among the questions?</p>	<p style="text-align: center;">How can the board use these areas of opportunity to increase cohesiveness and improve as a board?</p>
<p><i>Example:</i> <i>There is the most divergence our responses in Standard 4: Hold school district accountable for meeting student learning expectations.</i></p> <p><i>Aggregate data shows a range of responses in this standard, especially in Q53: ensuring coherence between the district plan and school improvement plans</i> <i>We also don't have agreement on Q56 and 57 about clear goals for our superintendent</i></p>	<p><i>Potential goals:</i></p> <ol style="list-style-type: none"> <i>1. Add a report of school improvement plans to annual board calendar</i> <i>2. Add review of SIPs and strategic plan to annual board retreat topics on board calendar</i> <i>3. Work with superintendent to develop plan to add goals to superintendent evaluation process</i>

Since 2011, school boards across our state have participated in the WSSDA Board Self-Assessment, which is based on the five Washington School Board Standards. The report generated by the survey questions is thorough and thought-provoking. Participating boards report that analyzing this data as a team leads to rich and productive discussions.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows your results at the level of the five standards. The explanation for the color code is just above the data chart. Subsequent pages show the data from each question, with the page header showing the standard and benchmark the question relates to.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use.

Step 1: What do you see?

- *Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.*
- *List the descriptions on chart paper.*

Step 2: What does the data suggest?

- *Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.*
- *List responses on the chart paper.*

Step 3: Identify goal areas from the lists generated.

Step 4: Build two to three goals using the SMART goal framework.

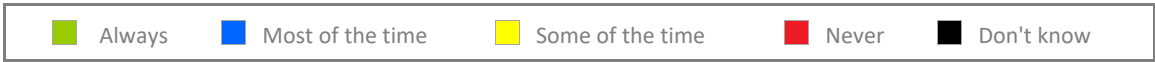
- *Specific, Measurable, Achievable, Relevant and Time bound*



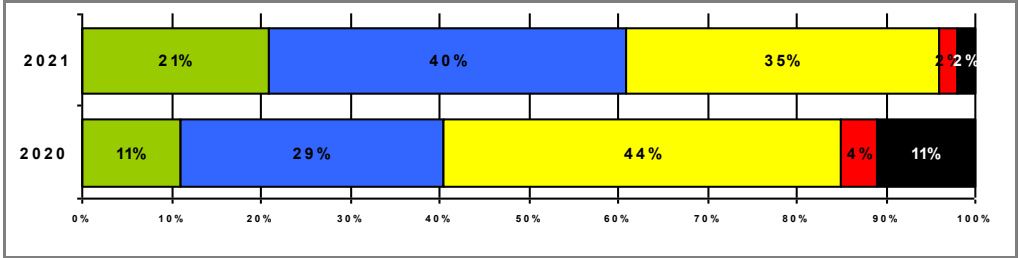
Online Board Self-Assessment Survey

<i>School District and Survey Year</i>	
<i>Shoreline</i>	<i>2021</i>
<i>Shoreline</i>	<i>2020</i>

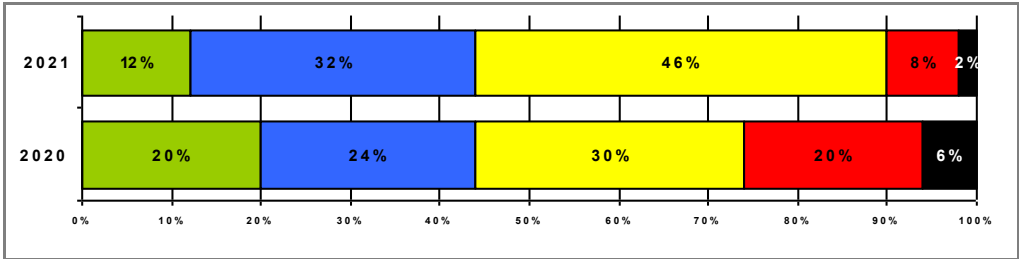
Framework for Governance: Aggregate Data



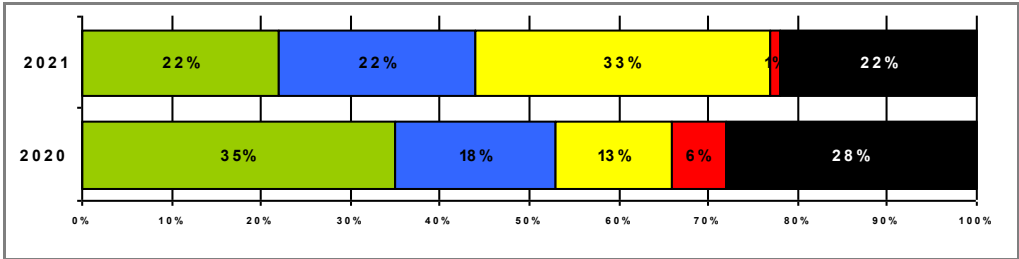
Standard 1:
Provide responsible school district governance



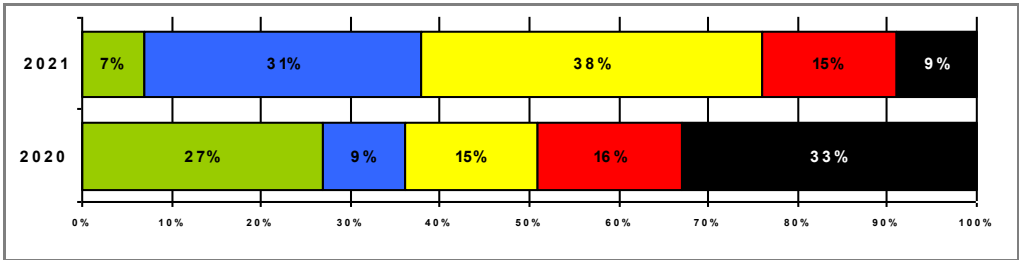
Standard 2:
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



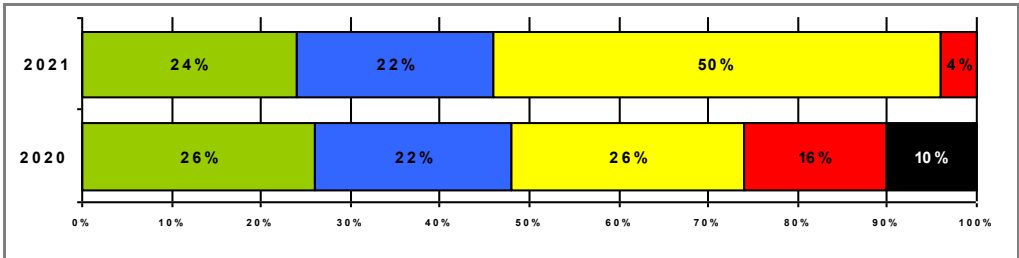
Standard 3:
Create conditions district-wide for student and staff success



Standard 4:
Hold school district accountable for meeting student learning expectations



Standard 5:
Engage local community and represent the values and expectations they hold for their schools



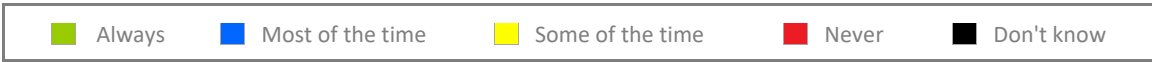
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Standard 1

Provide responsible school district governance by:

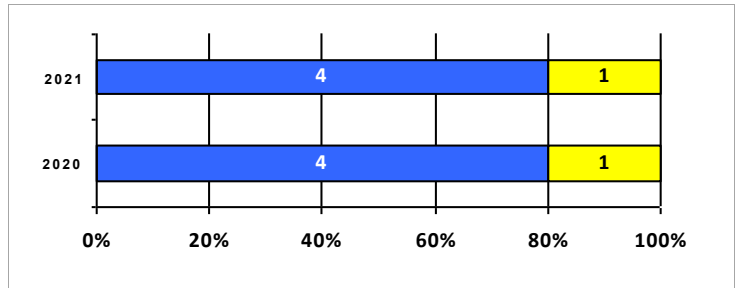
Benchmark of Success A

Conducting board and district business in a fair, respectful and responsible manner.

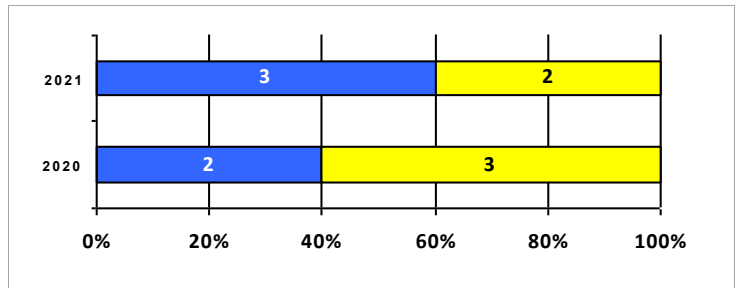


To what extent does our board:

Q 4 Base its decisions on what is best for students' success?



Q 5 Commit to a clear and shared purpose?



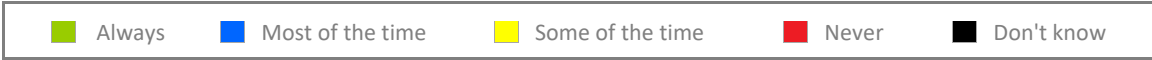
Notes:

Standard 1

Provide responsible school district governance by:

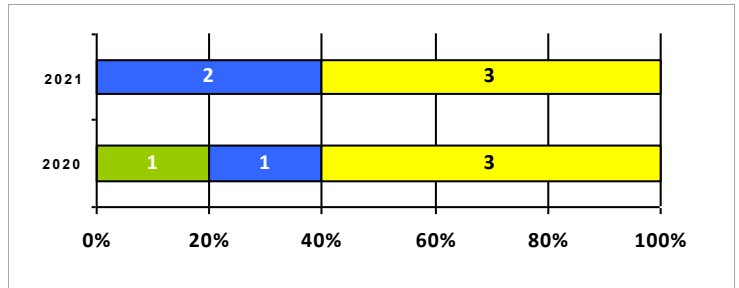
Benchmark of Success B

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

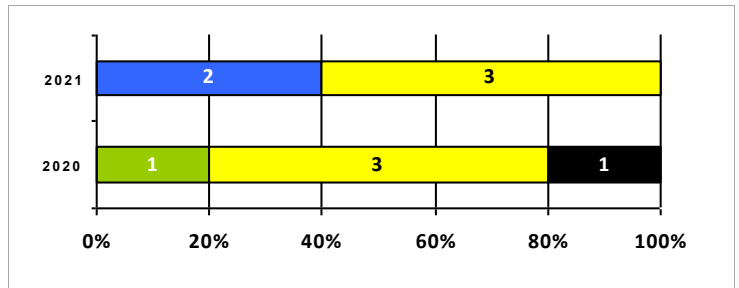


To what extent does our board:

Q 6 Provide information to the public that supports board discussions and decisions?



Q 7 Follow a defined process for gathering input prior to making critical decisions?

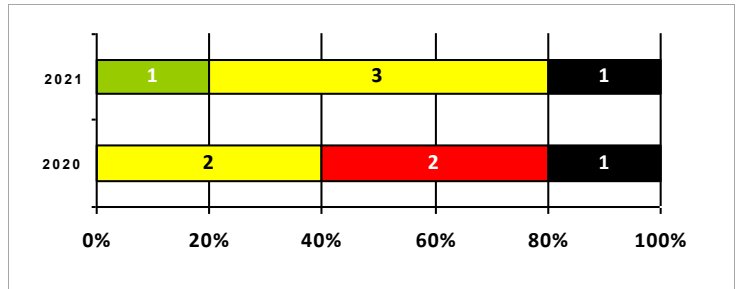


Notes:

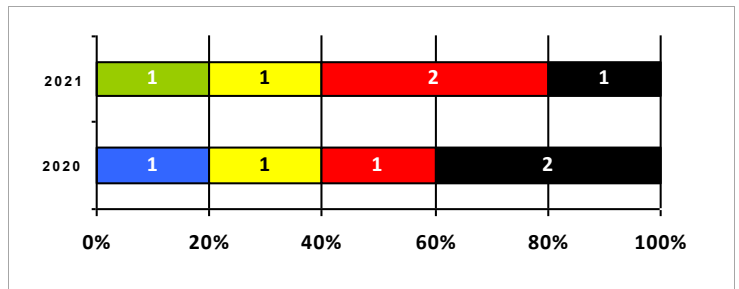
Standard 1

Provide responsible school district governance by:

Q 8 Carry out annual assessments of its performance?



Q 9 Set goals for its improvement?



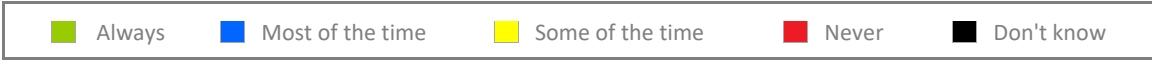
Notes:

Standard 1

Provide responsible school district governance by:

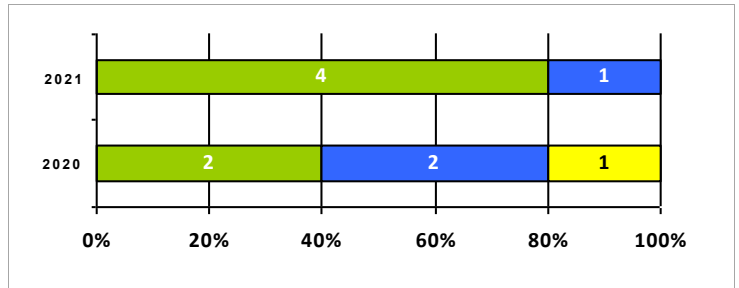
Benchmark of Success C

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

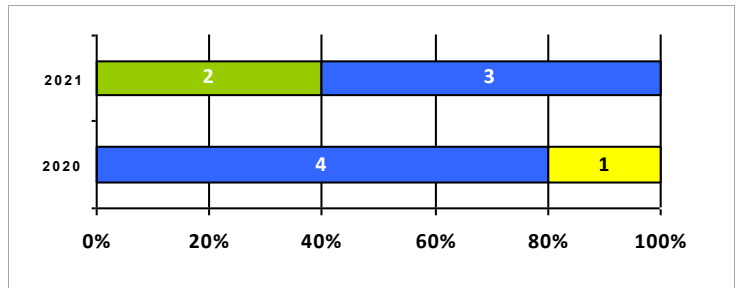


To what extent does our board:

Q 10 Delegate authority to the superintendent to manage district operations and implement policy?



Q 11 Honor the roles and responsibilities of the superintendent?

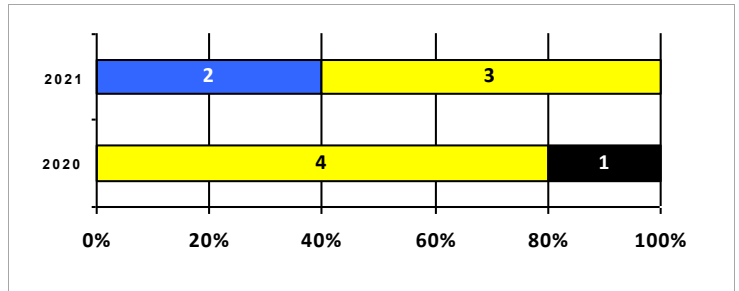


Notes:

Standard 1

Provide responsible school district governance by:

Q.12 Use written protocols for its interactions?



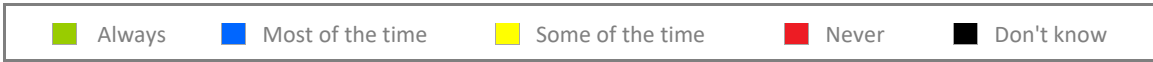
Notes:

Standard 1

Provide responsible school district governance by:

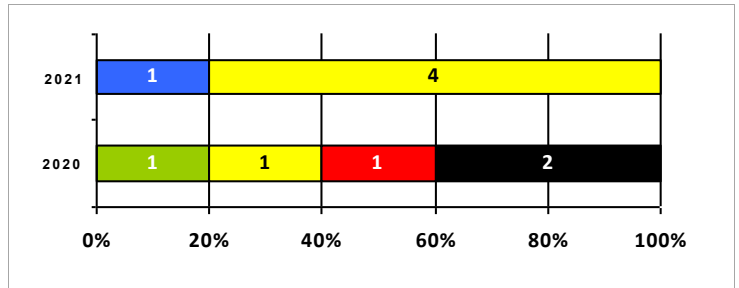
Benchmark of Success D

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

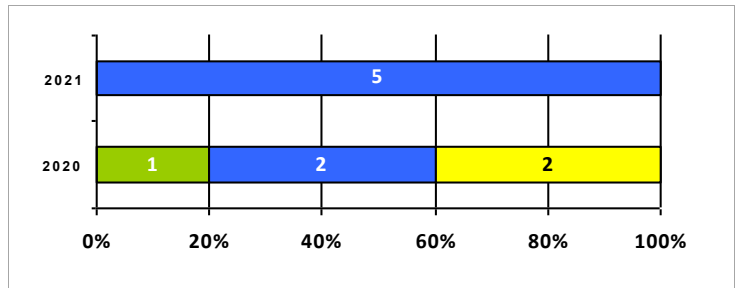


To what extent does our board:

Q 13 Govern using policies that align with research-based best practices?



Q 14 Focus policy decisions on what is necessary for all students to achieve at high levels?

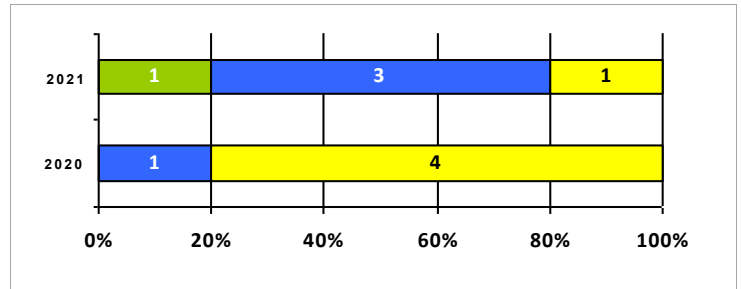


Notes:

Standard 1

Provide responsible school district governance by:

Q 15 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



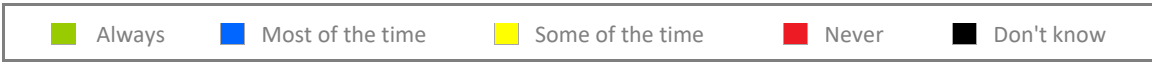
Notes:

Standard 1

Provide responsible school district governance by:

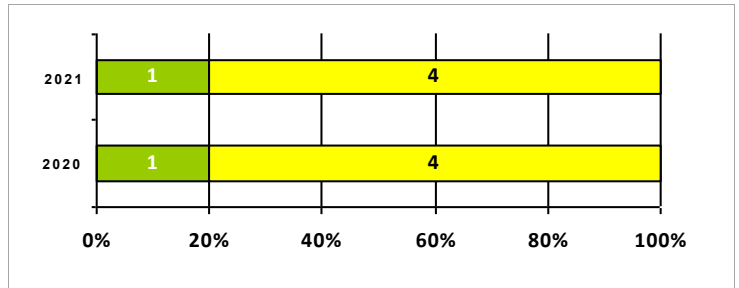
Benchmark of Success E

Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

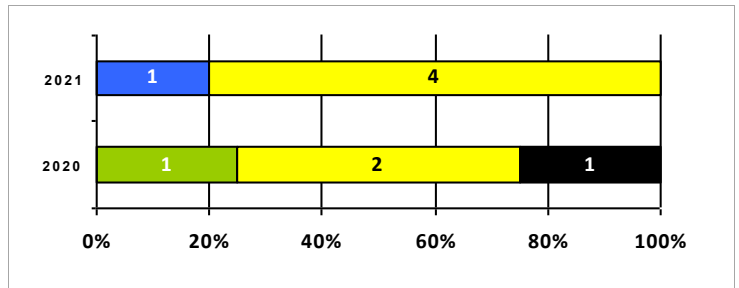


To what extent does our board:

Q 16 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q 17 Promote continuous improvement throughout the organization?

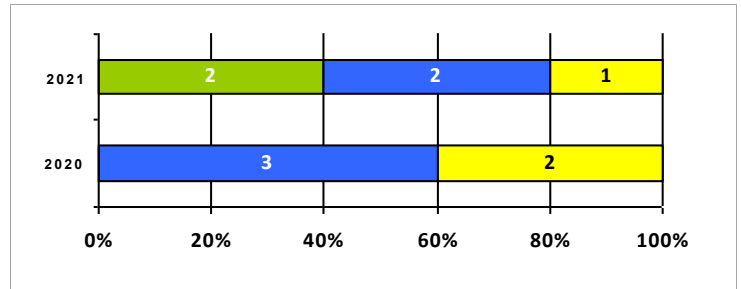


Notes:

Standard 1

Provide responsible school district governance by:

Q 18 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



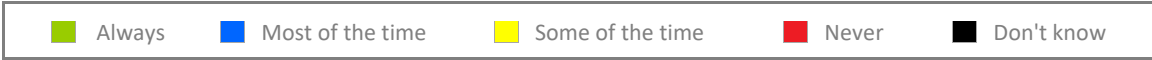
Notes:

Standard 1

Provide responsible school district governance by:

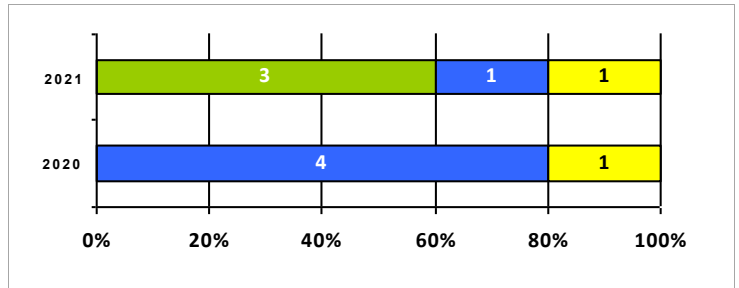
Benchmark of Success F

Working as an effective and collaborative team.

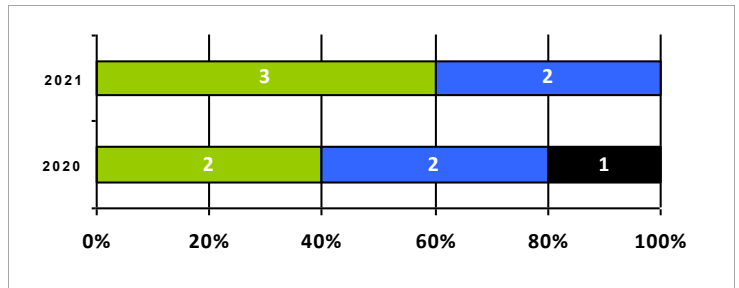


To what extent does our board:

Q 19 Work with the superintendent to achieve mutual trust and commitment?



Q 20 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?

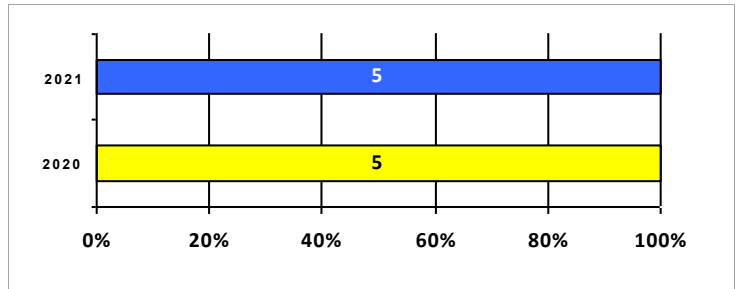


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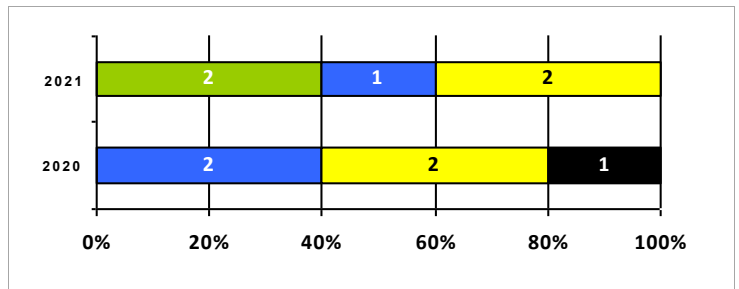
Standard 1

Provide responsible school district governance by:

Q 21 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q 22 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?

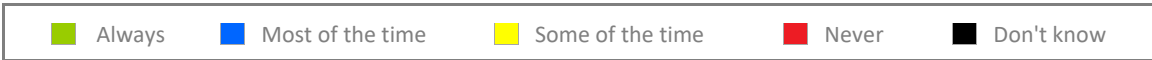


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

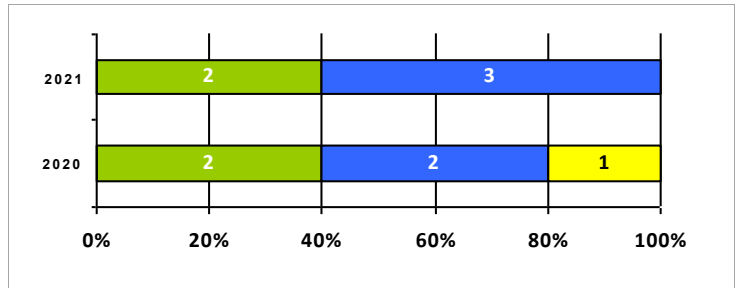
Benchmark of Success A

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources

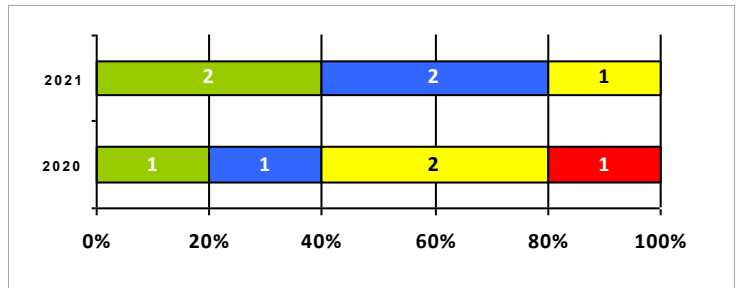


To what extent does our board:

Q 23 Through policies and actions, express our belief that all students can learn?



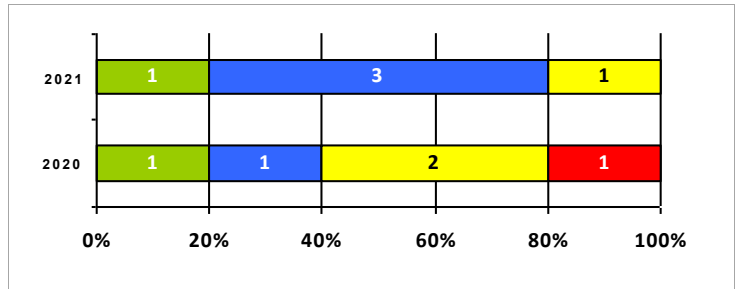
Q 24 Through policies and actions, communicate high expectations for all students?



Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Q 25 Foster a culture of collaboration around the shared purpose of improving student achievement?

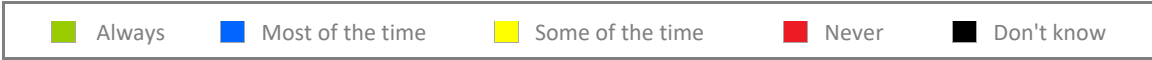


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

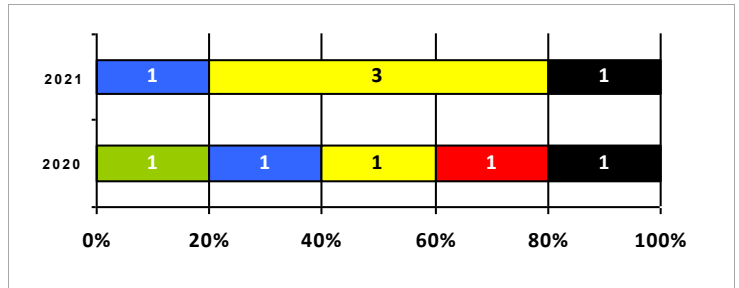
Benchmark of Success B

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

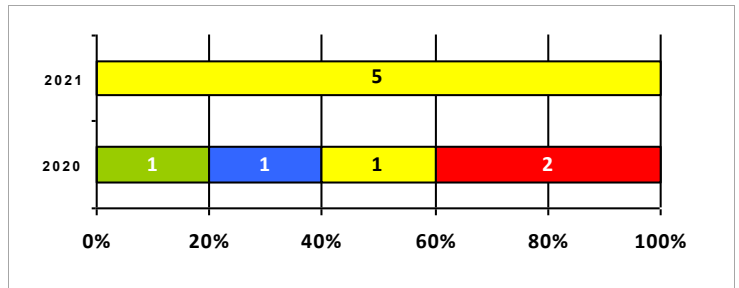


To what extent does our board:

Q 26 Include stakeholders when developing and revising the district's vision?



Q 27 Communicate its rationale for decisions to the community?

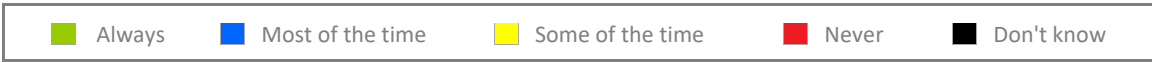


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

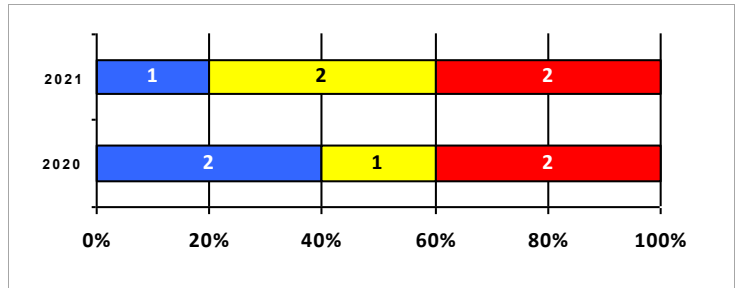
Benchmark of Success C

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

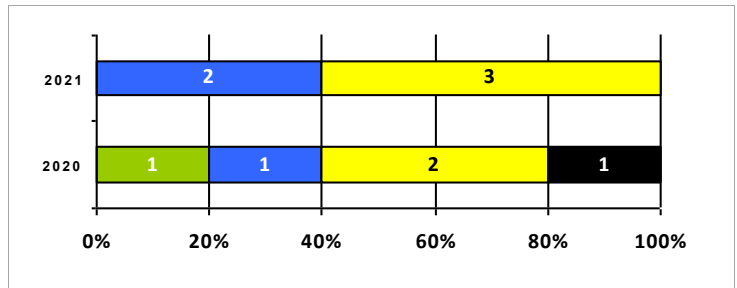


To what extent does our board:

Q 28 In collaboration with staff and the community, formulate and maintain a district plan with goals and outcomes?



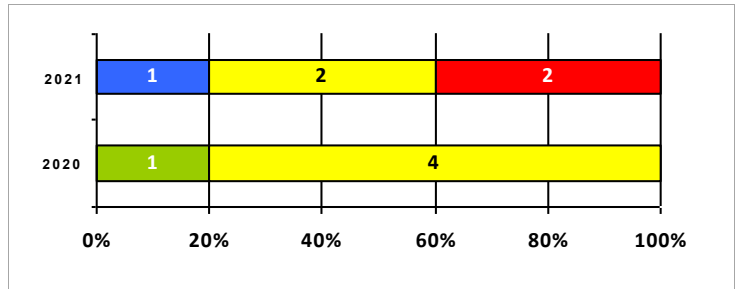
Q 29 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Q 30 Continually monitor progress toward the goals and outcomes of the district plan?

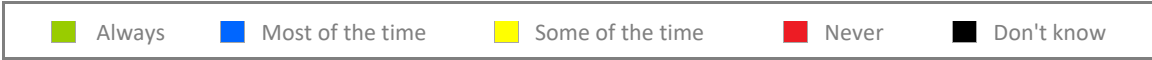


Notes:

Standard 2 Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

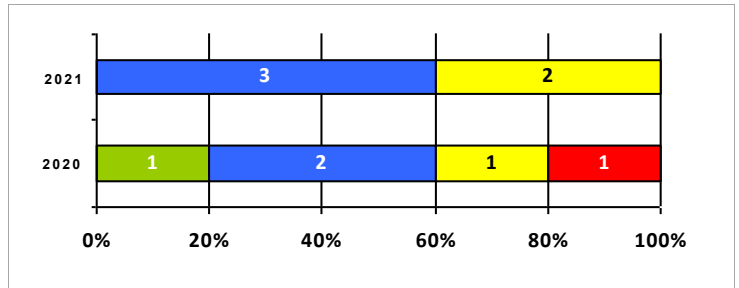
Benchmark of Success D

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

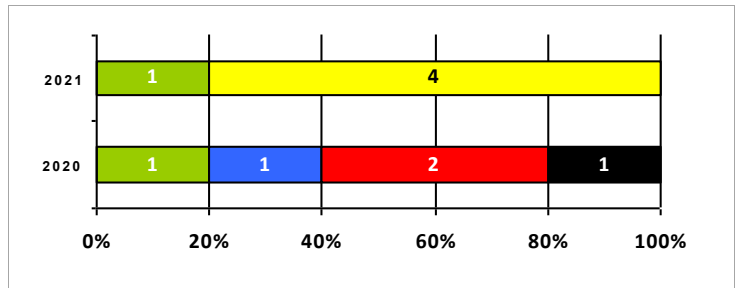


To what extent does our board:

Q 31 Together with the superintendent agree that high expectations for all students is the highest priority?



Q 32 Together with the superintendent review student achievement regularly?

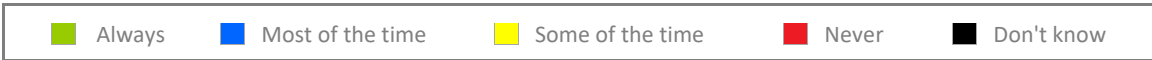


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

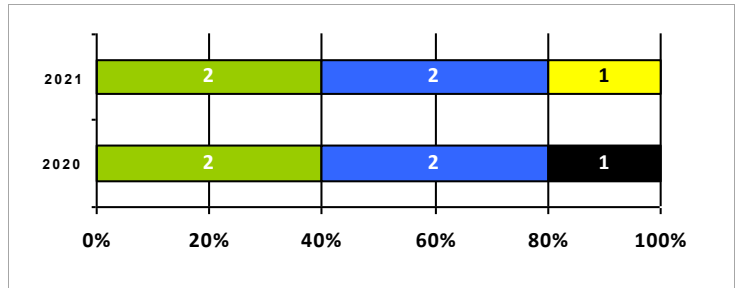
Benchmark of Success A

Providing for the safety and security of all students and staff.

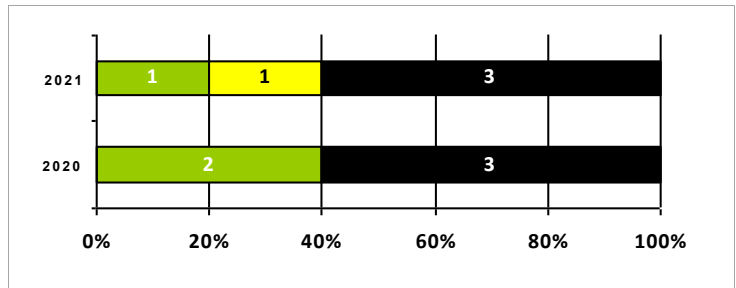


To what extent does our board:

Q 33 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q 34 Have policies that require regular evaluation and management of safety and security risks?

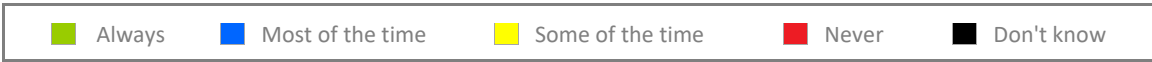


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

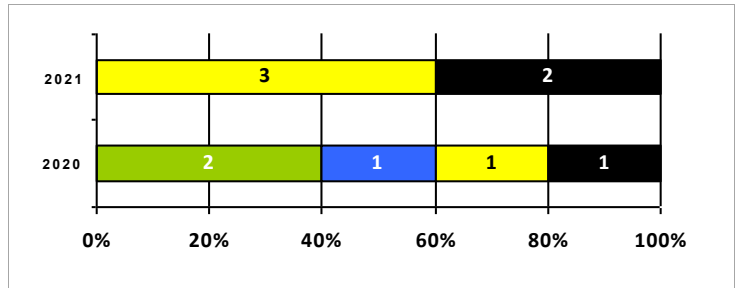
Benchmark of Success B

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

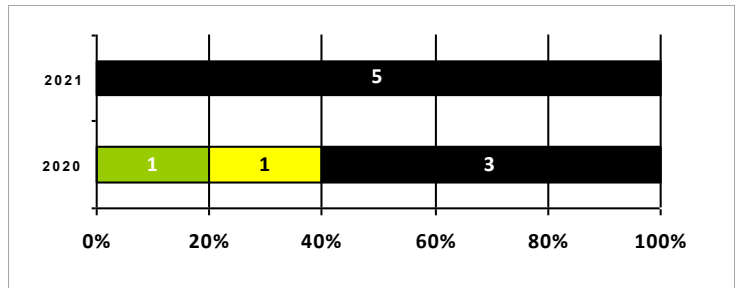


To what extent does our board:

Q 35 Have policies that ensure hiring and retention of highly qualified staff?



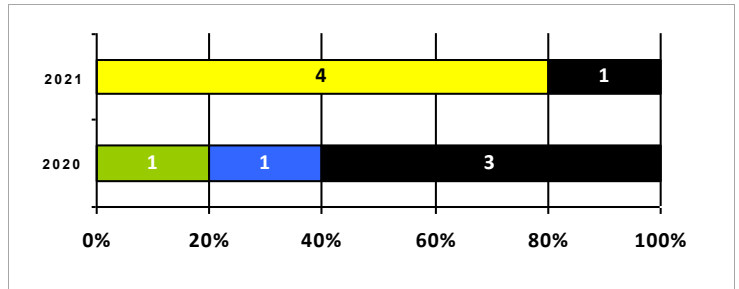
Q 36 Have policies for evaluating staff based on student success?



Notes:

Standard 3 Create conditions district-wide for student and staff success by:

Q 37 Have policies that support research-based, best practices for staff development?

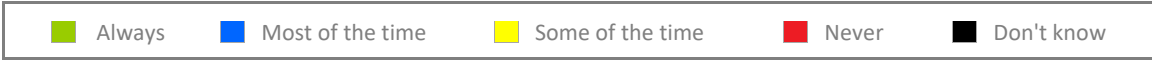


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

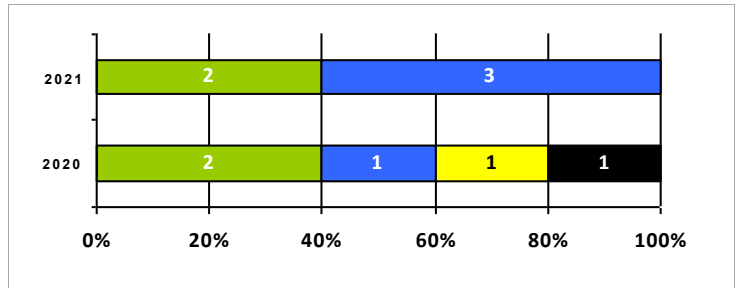
Benchmark of Success C

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

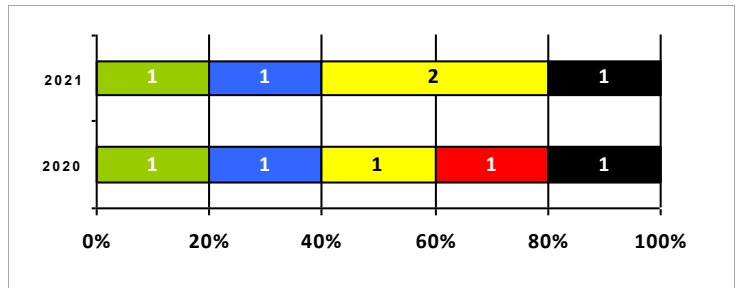


To what extent does our board:

Q 38 Have an established course of study for students and graduation requirements that align with high expectations for student achievement?



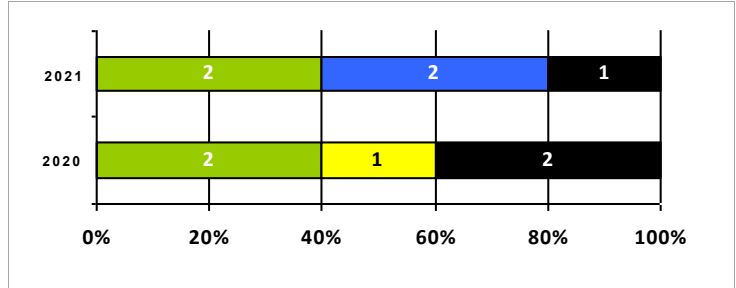
Q 39 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



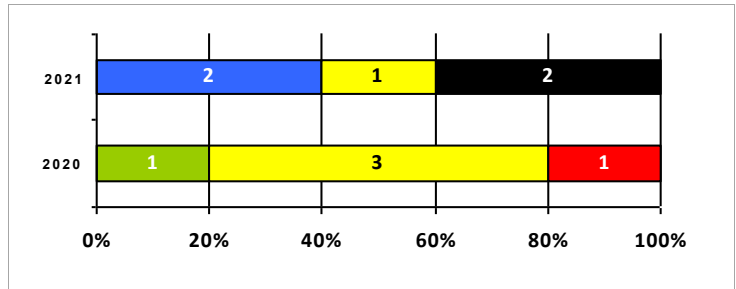
Notes:

Standard 3 Create conditions district-wide for student and staff success by:

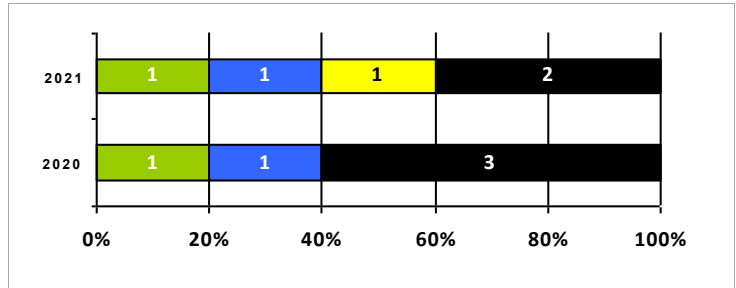
Q 40 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q 41 Have a process that includes community and parent involvement in selecting curriculum?



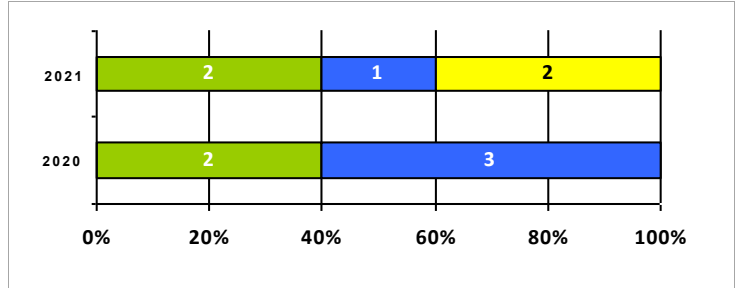
Q 42 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



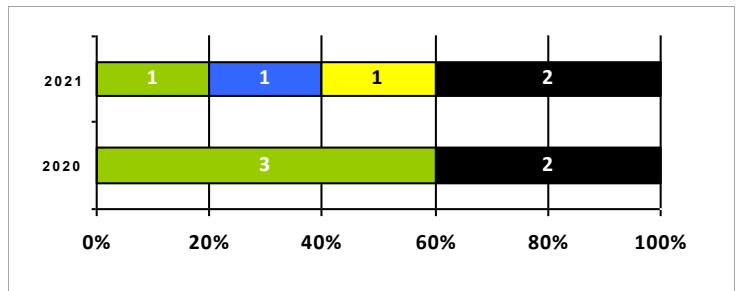
Notes:

Standard 3 Create conditions district-wide for student and staff success by:

Q 43 Have a process in place to support evaluation and updating of technology?



Q 44 Have a long-term facilities plan in place for construction and maintenance?

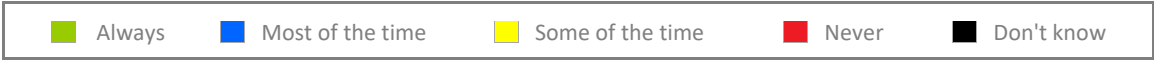


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

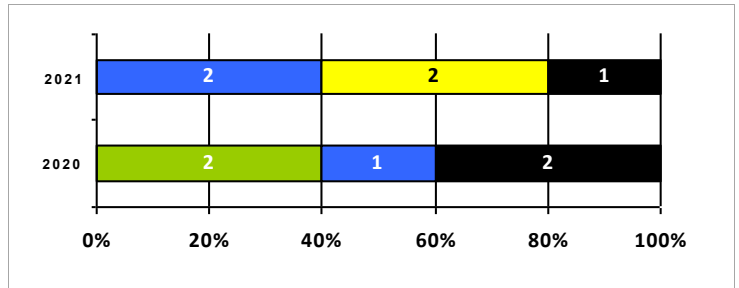
Benchmark of Success D

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

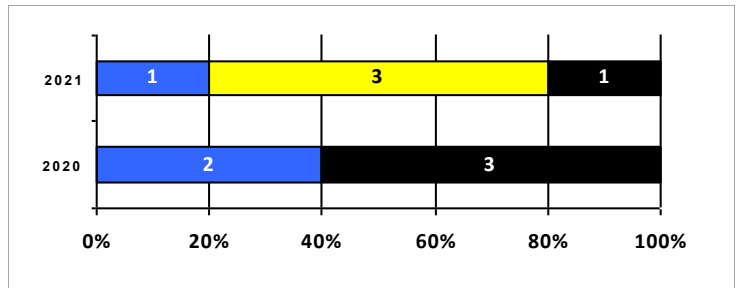


To what extent does our board:

Q 45 Communicate an expectation that all classrooms will implement effective instructional practices?



Q 46 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?

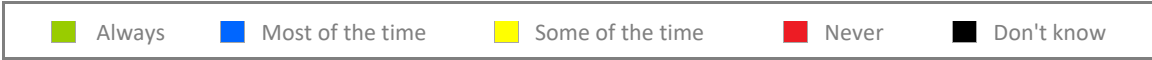


Notes:

Standard 3 Create conditions district-wide for student and staff success by:

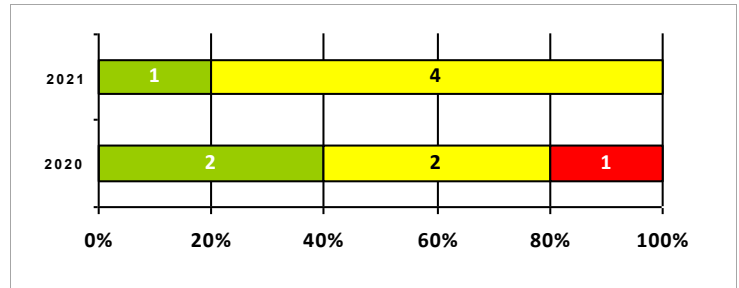
Benchmark of Success E

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

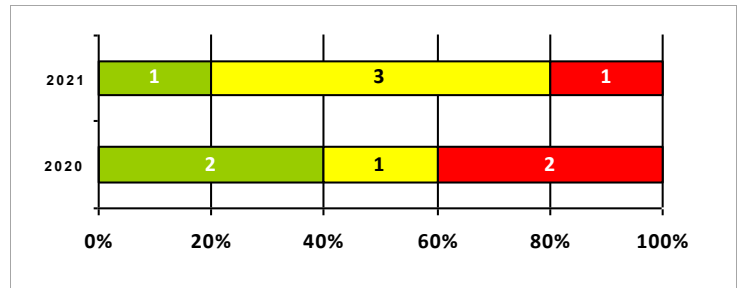


To what extent does our board:

Q 47 Keep the community informed about the district's financial status?



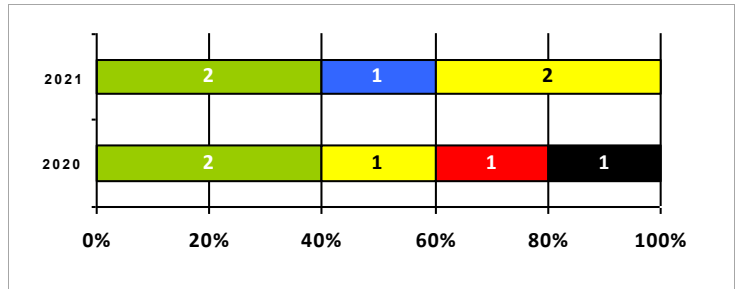
Q 48 Seek public input during the budget process?



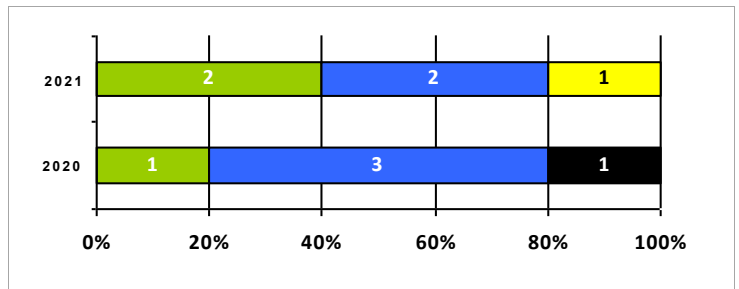
Notes:

Standard 3 Create conditions district-wide for student and staff success by:

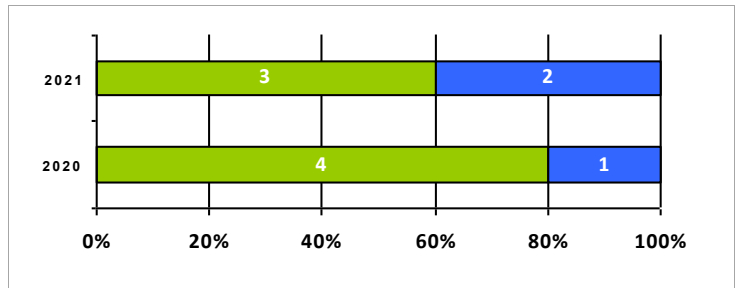
Q 49 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q 50 Adopt a fiscally responsible annual budget that is aligned with the district’s vision and plan?



Q 51 Regularly monitor the budget and fiscal status of the district?

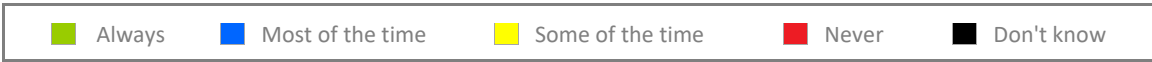


Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

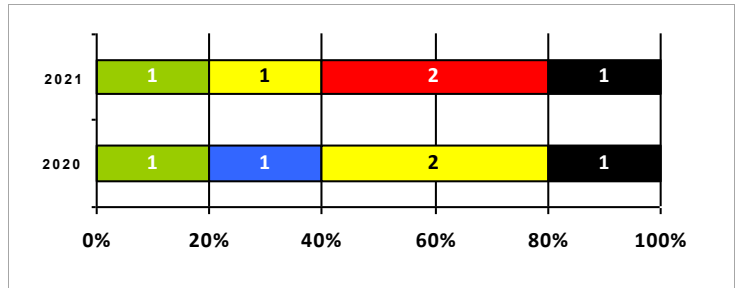
Benchmark of Success A

Committing to continuous improvement in student achievement at each school and throughout the district.

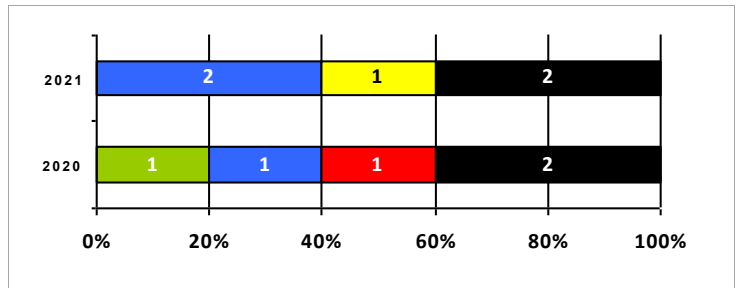


To what extent does our board:

Q 52 Follow a schedule for the timely review of the district plan?



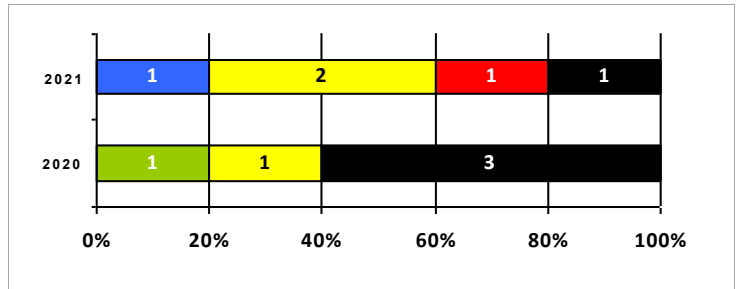
Q 53 Ensure a high degree of coherence between the district plan and school improvement plans?



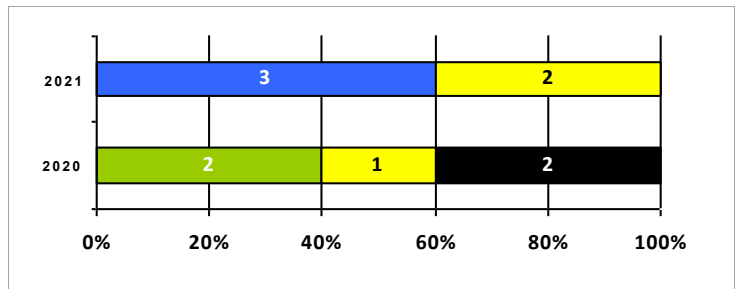
Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

Q 54 Annually review and make recommendations to the district plan and school improvement plans?



Q 55 Publicly recognize the efforts of schools in improving student learning?

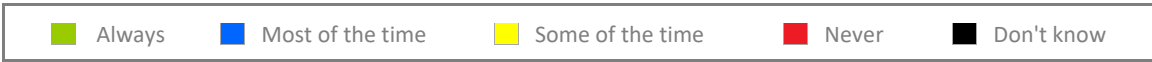


Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

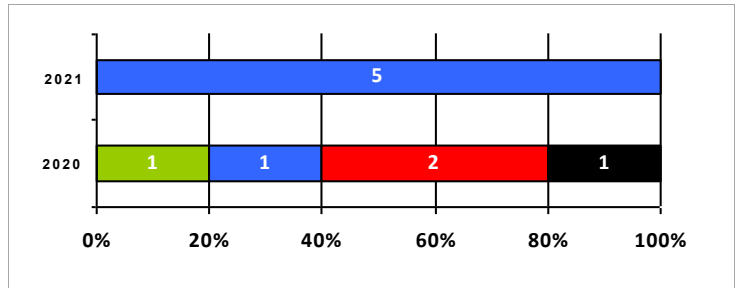
Benchmark of Success B

Evaluating the superintendent on clear and focused expectations.

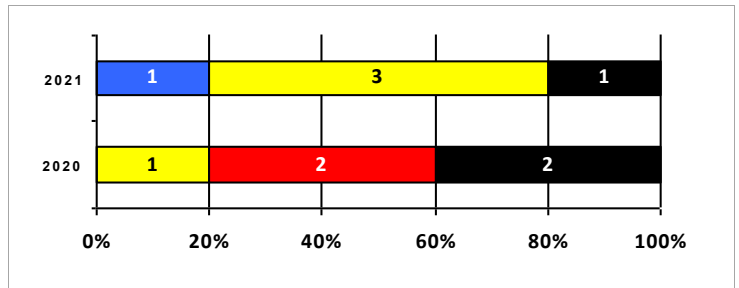


To what extent does our board:

Q 56 Have written goals for the superintendent that focus on specific outcomes for student learning?



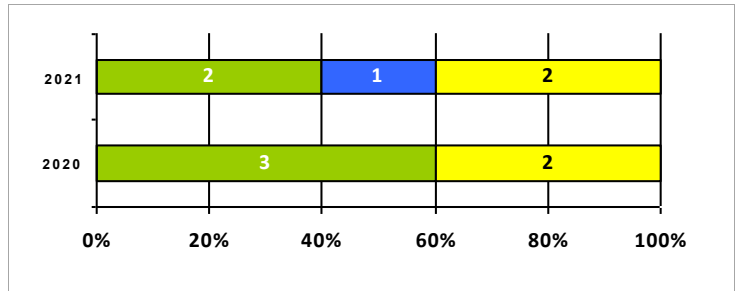
Q 57 Communicate performance expectations for the superintendent to our community?



Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

Q 58 Base decisions about the superintendent’s contract on objective evaluation of his or her performance and achievement of agreed upon goals?

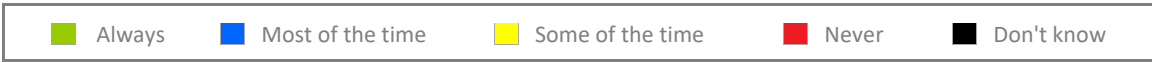


Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

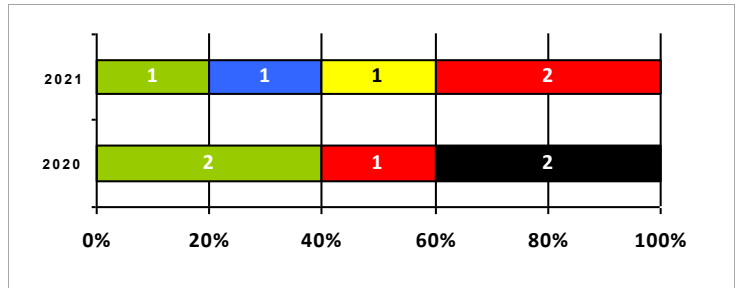
Benchmark of Success C

Measuring student academic progress and needs based on valid and reliable assessments.

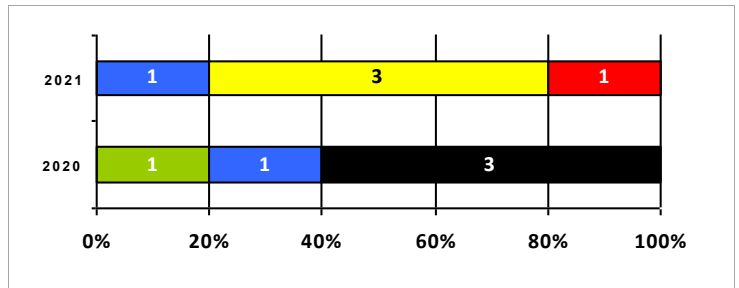


To what extent does our board:

Q 59 Require the effective use of data throughout the system to monitor student achievement and district performance?



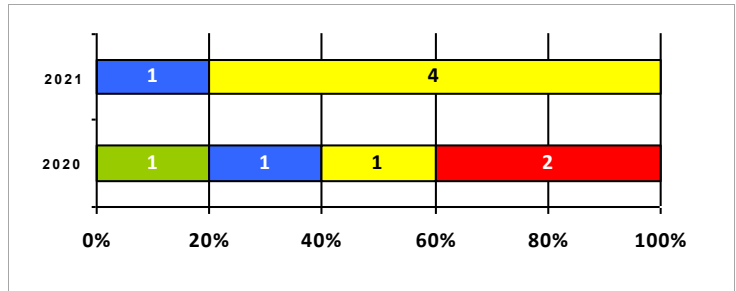
Q 60 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



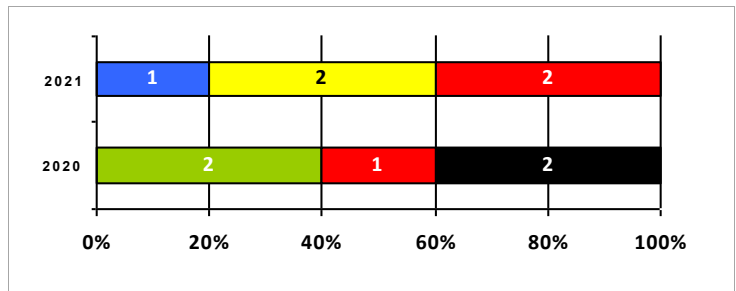
Notes:

Standard 4 Hold school district accountable for meeting student learning expectations by:

Q 61 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q 62 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?

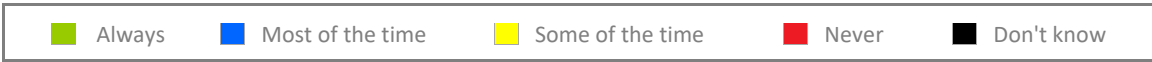


Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

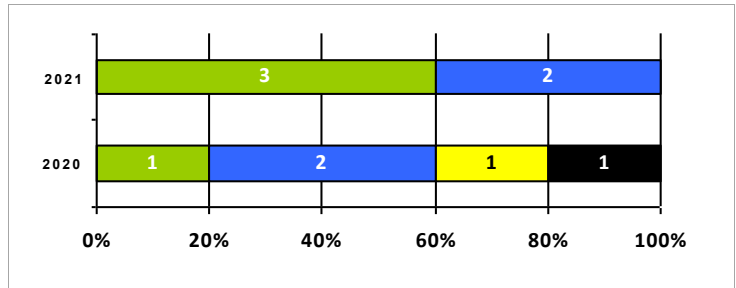
Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

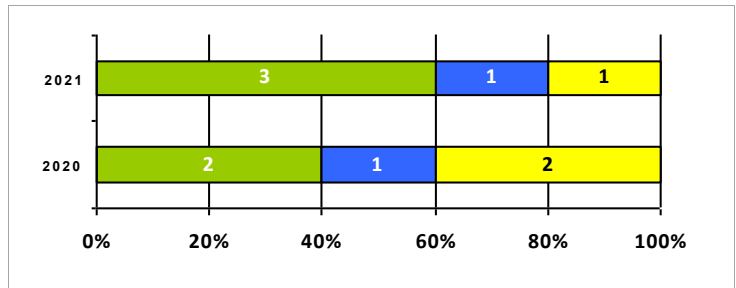


To what extent does our board:

Q 63 Advocate at the local, state and federal levels on behalf of students and the district?



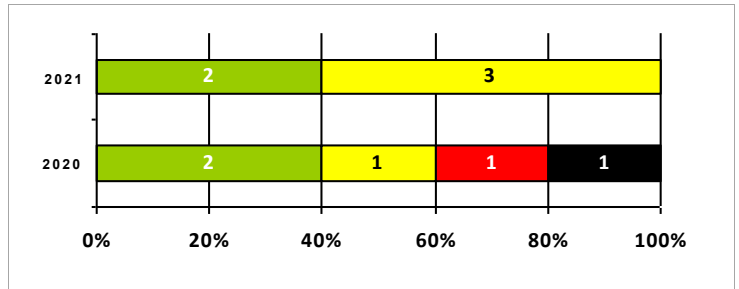
Q 64 Model cultural, racial, and ethnic understanding and sensitivity?



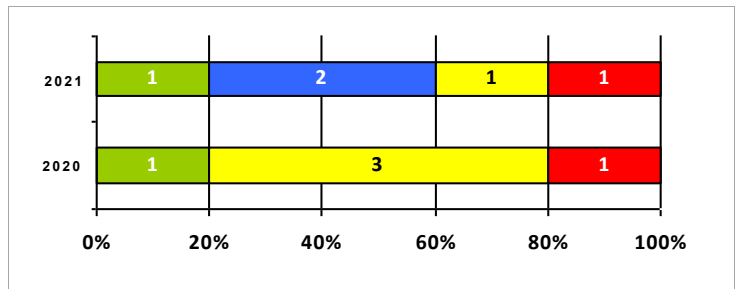
Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

Q 65 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q 66 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?

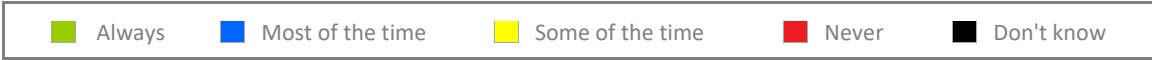


Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

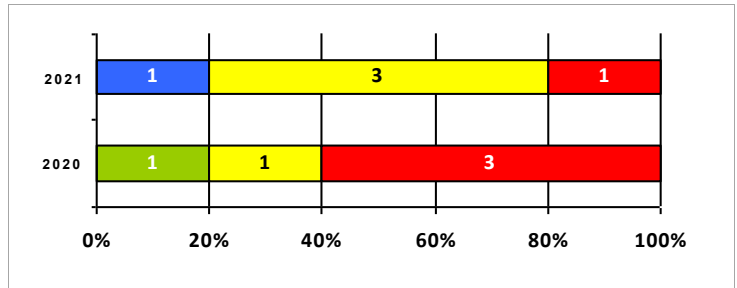
Benchmark of Success B

Ensuring school board and district transparency through a process that is open and accountable.

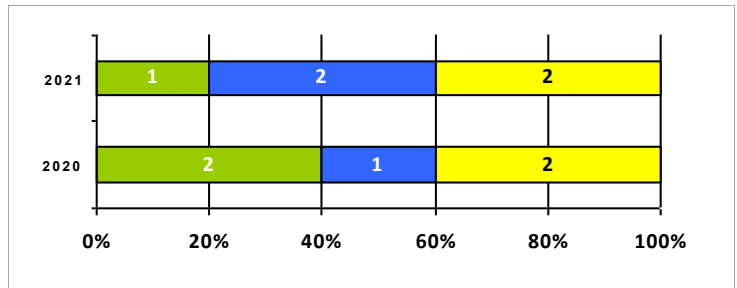


To what extent does our board:

Q 67 Ensure the public is well informed of the board's roles and responsibilities?



Q 68 Conduct its business in a transparent and accountable manner?

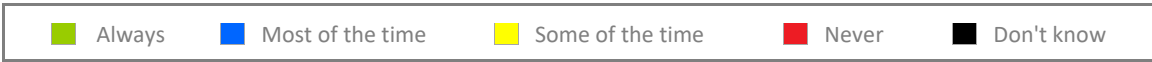


Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

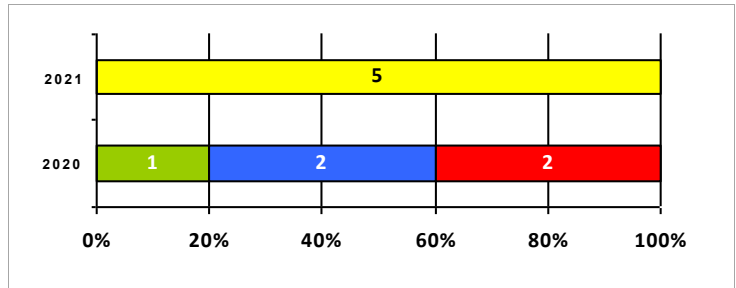
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

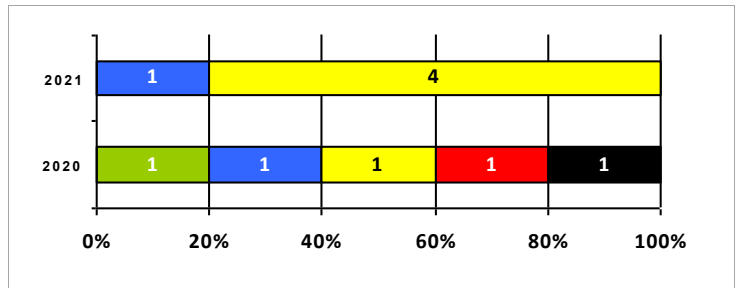


To what extent does our board:

Q 69 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q 70 Communicate district performance to the public in clear and understandable ways?

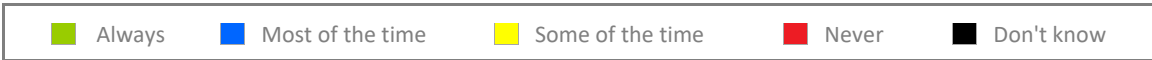


Notes:

Standard 5 Engage local community and represent the values and expectations they hold for their schools by:

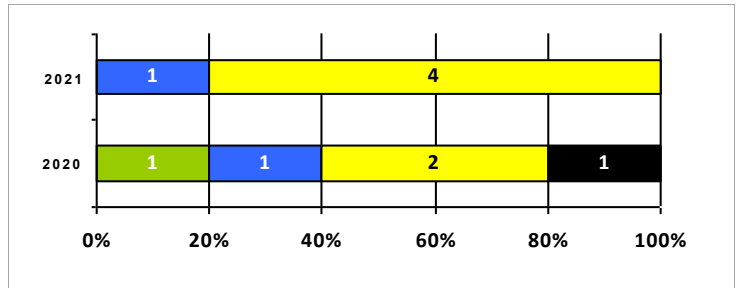
Benchmark of Success D

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

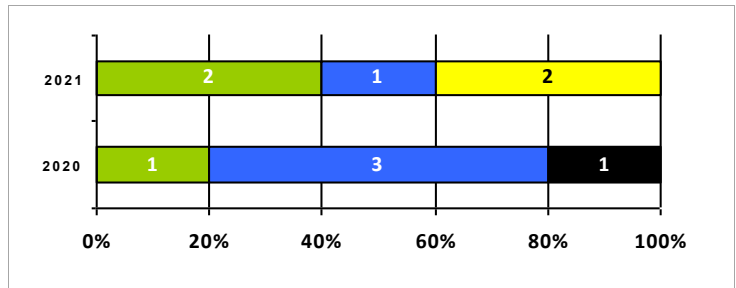


To what extent does our board:

Q 71 Seek community and staff input in its decision-making to gain community and staff support?



Q 72 Carefully consider community and staff input in its decision-making?



Notes:

Notes: