

BOARD MEETING MINUTES

November 1, 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 6:00 p.m. on November 1, 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; Luke Smith, Shorecrest Student Representative; and Helen Murphy, Shorewood 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.”

Celebrations, Recognitions, Introductions and Gratitude

None

Agenda Review

No changes.

Comments from the Community

The following individuals spoke:

- 1) Missy Liu, Co-Chair, Shoreline PTA Council Mental Health Committee – Spoke about the Mental Health Committee, which currently has 85 members and is still growing. The committee does not endorse or refer individuals to therapeutic services or recommend any medical diagnoses or treatment. It is focused on helping families furthest from educational justice. Three goals: (1) educating families and students; (2) advocating for better outcomes locally, statewide and nationwide; and (3) supporting our families. Thanked the Board for recognizing the importance of mental health.
- 2) Jennifer Cohen, Co-Chair, Shoreline PTA Council Mental Health Committee – The committee wants to elevate the understanding that everyone has a role to play in supporting the mental health of all students. Students cannot learn when they are struggling. They are continuing to track and take action on issues that impact students’ mental health. It is necessary to support the whole child through a variety of resources as well as updated and thoughtful policies.
- 3) Dominic Groves, Shorecrest Parent – Asked that the topic of high school start times be moved from the pending list to the active agenda so it can be discussed and moved forward. He would very much like for his daughter to benefit from a later start time.

Approval of Minutes

The minutes of the August 23 and September 20 Regular Board Meetings, September 13 and October 11 Study Sessions, and the September 27 Special Board Meeting had been submitted to the Board for review and approval.

MOTION NO. 8: Director Betnel moved that the Board approve the minutes of the August 23 and September 20 Regular Board Meetings, September 13 and October 11 Study Sessions, and the September 27 Special Board Meeting as submitted. The motion was seconded by Director Cohen 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. Approval of 2022-2023 Highly Capable Program Plan Grant Application
- b. Aldercrest Campus Modernization Project – Adoption of Resolution 2022-16, Authority to Issue Water Main Bill of Sale to North City Water District
- c. North City Elementary Campus Modernization Project – Adoption of Resolution 2022-17, Authority to Issue Water Main Bill of Sale to North City Water District
- d. Parkwood Elementary School Replacement Project – Adoption of Resolution 2022-18, Final Acceptance as Complete – Parkwood Elementary School Replacement (New/In-Lieu) Project
- e. Approval of Extended Field Trips
- f. Approval of Personnel
 - 1) Certificated – Recommended for Election, Leaves of Absence
 - 2) Certificated – Out-of-Endorsement Assignments
 - 3) Classified
- g. Approval of Vouchers
- h. Adoption of Revisions to Policy 3424, Opioid-Related Overdose Reversal

MOTION NO. 9: Director Williams moved that the Board adopt the consent agenda, items 7a through 7h, which is attached hereto and becomes a part hereof. The motion was seconded by Director Jernigan and carried unanimously.

As of November 1, 2022, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: Reconciliation of Warrants Issued Between October 7 and October 14, 2022 – General Fund Warrants #97534-97586, 97604-97616, 222300059-222300102, 222300114-222300118, 97617-97619, 97620-97725, 97741-97745, 222300120-222300144, 222300149-222300151, and 222300152, totaling \$1,652,053.66; Capital Projects Fund Warrants #97587-97588 and 97726-97728, totaling \$162,172.22; and Student Body Fund Warrants #97589-97603, 222300103-222300113, 222300119, 97729-97740, 222300145-222300148 and 222300153, totaling \$43,590.70; for a grand total of \$1,857,816.58.

Reports and Presentations

Overview of Mental Health and Behavioral Health Initiatives

Presenters:

Trish Campbell, Executive Director of Student Services

Cassie Porter, Student Services Coordinator

Mike VanOrden, District Academic Officer

Dr. Dan Gallagher, Director of Secondary Academic Programs and CTE

The District supports the behavioral and mental health needs of our students PreK-21 with multiple strategies, programs and community supports, which includes MTSS structures, community mental health partners, the Shoreline PTSA Mental Health Committee and social emotional programming. Systems are in place to support students universally and individually as needed. Data keeping to inform decision making regarding implemented supports is also in place.

The four presenters spoke in detail about the various supports that are used in Shoreline:

- Universal/Tier 1 Supports – in service of all students – Ms. Porter and Mr. VanOrden are chairing the MTSS District Leadership Team, which will be working on integrating all supports—social-emotional learning, behavior (PBIS) and academics
- Comprehensive School Counseling Program – Review of research-based, universal Tier 1 exploration of District SEL curriculum
- Health and Physical Education Curriculum (Great Body Shop), K-5

- Healthy Youth Survey – completed every other year
- School Wide Information Systems (SWIS) – collects behavioral referrals (major and minor at Tier 1 level) – used at elementary schools and Kellogg (Einstein and both high schools are in exploration); can be disaggregated by race, language, gender and more
- Tiered Fidelity Inventory (TFI) – research-based tool that measures the implementation of MTSS-B (formerly Positive Behavior Interventions and Supports) at the Tier 1 level
- Student Risk Screening Scale (SRSS) – lead by school counselor; data systems are used for collection and reporting to Student Services
- Suicide Prevention Program – Forefront at high schools since 2017-2018 – creates a student-led culture around mental health and a response system for suicide risk
- Community Connections – Partnerships with Center for Human Services and Ryther

Referrals to on-site mental health providers:

2022-23 School	Agency: CHS	Agency: Ryther	Grand Total	2021-22 School	Agency: Ryther
Einstein	2	1	3	Einstein	Unknown
Kellogg	4	1	5	Kellogg	7
Shorecrest	10	9	19	Shorecrest	42
Shorewood	8	3	11	Shorewood	37
Grand Total	24	14	38	Grand Total	86

An additional and very important partnership is with the Shoreline PTA Council, through the Mental Health Committee. The goals of this committee are to reduce negative stereotypes and stigma around mental health for our families and students by:

- 1) Educating about the importance of mental health through informational flyers, speakers, training and movies
- 2) Advocating for better mental health support and funding at the district, local, state and national levels
- 3) Support each other with caregiver connect groups by identifying how we can support caregivers/families with disabilities, IEPs and 504 plans, BIPOC, LGBTQIA2+, foster care, multilingual and families experiencing homelessness

Director Betnel asked for an explanation of the relationship between SRSS and SWIS (mentioned above). Ms. Porter responded that currently, SRSS is done through Google Sheets and does not integrate into SWIS or Homeroom. SWIS is a platform that doesn't allow data input but rather collects behavioral data that it exports to a platform that aggregates data, such as Homeroom. Ms. Porter has been working with the elementary counselors to create better data systems around the SRSS. Ms. Campbell added that SWIS includes data around something that has already occurred whereas SRSS is data points about risk assessment and what teachers are seeing that helps them be proactive in supporting students. They are two different data sets that are very important but that do different things.

Director Betnel asked if there was currently a schedule around when educators tap into SWIS for self-reflection. Yes, this is done monthly at elementary schools and Kellogg at their Tier 1 meetings. Disproportionality reports are reviewed as well.

Director Betnel asked if the SRSS 0-3 scale was clearly defined in order to reduce the impact of individual perception. Ms. Porter responded that it was not and acknowledged the Board's questions last year on this topic as well as the 12 categories. All the research around the SRSS states that it is designed to be broader so that people aren't narrowly defining behaviors or risk factors in an effort to catch more students. Staff are continuing to examine and discuss for as long as this is the tool being used.

President Rivera asked if there was any other training around eliminating or minimizing bias. Ms. Porter responded that the Race and Equity Tool was being used and is recommended for all teams in the district. Additional work will be done in the MTSS structures moving forward. There are also ongoing discussions about what is being defined as disrespect and what is being defined as defiance in order to ensure that we aren't making referrals on those things based on perceived biases, but rather being objective and clear.

Regarding the impacts of personal and inter-transgenerational trauma on behavior, President Rivera asked about what approaches to trauma-informed care and intervention are being taken in the district. Ms. Campbell responded that a significant number of our educators have been trained in Life Space Crisis Intervention (LSCI), which is a trauma-informed approach and that training is ongoing.

Director Williams asked about the overlap that might exist in the MTSS structure of data points in terms of discipline, suspensions, expulsions. Ms. Porter reported that yes, staff are definitely looking at a braided approach of integrating all of the indicators and supports into the system.

Director Jernigan asked for the presenters' thoughts on the number of referrals so far this school year. Ms. Campbell responded that neither CHS nor Ryther are at capacity and both are willing to bring in more staff if needed.

Director Cohen asked about the student perceptions and evaluations of the program, and in particular those who have been recipients of services. Ms. Campbell reported that she had spoken with a number of students and there appears to be much more of an awareness and understanding of mental health than there was years ago. Certainly student-led initiatives around mental health would be very useful but it is a matter of capacity and the ability to put all these things together.

Director Cohen also asked if any of these services could be accessed by our staff. Dr. Gallagher reiterated that this presentation was specific to the supports for our students. Supports for staff would be more on the Human Resources side of the district. Ms. Campbell added that the employee assistance program (EAP) is an excellent option for staff supports.

First Reading: New Policy 4218, Language Access

Mike VanOrden, District Academic Officer, presented.

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)

Typically, there is a relatively long ramp for school district implementation of new legislation through policy. However, House Bill 1153 included a requirement for a policy to be in place by October 1, 2022, so we are a bit behind. The requirement for the Language Access Plan portion of the policy doesn't take place until the 2023-2024 school year; however, the District is working to get that in place sooner.

Shoreline currently has 927 multilingual learners, which is approximately 10% of our student population. The largest percentage of multilingual learners are Spanish. There are 78 languages used by students and families.

The policy requirements for E2SHB 1153 include:

- Districts with at least 10% multilingual learners (MLLs) must adopt a policy and accompanying procedures that incorporate elements of WSSDA model Policy 4218 and 4218P.
- Policy 4218 includes requirement for a plan for a language access program

The requirements for the Language Access Plan include:

Per policy, the District must develop a plan that outlines how the school district:

- Identifies families needing language access
- Allocates resources including staff, and interpretation and translation services
- Reviews and updates the plan (due to the quick implementation requirement, family input will be a component of this review and update process; OSPI is currently working on guidelines)

We are updating our current plan (found on the District website) to address all areas above. It now includes:

- Identification of families needing language access services
- Oral interpretation
- Written translation

Data Collection: Beginning with the 2022-2023 school year, districts must annually collect the following information:

- The language in which each student and student’s family prefers to communicate (Home Language Survey)
- Whether a qualified interpreter was requested and provided at annual IEP reviews, initial IEP reviews and reengagement plans following an exclusionary action

Submission of the data to OSPI is scheduled to begin in 2023-2024.

Currently, Shoreline already collects families’ and students’ preferred language(s) through the Home Language Survey upon enrollment, which is then noted in the Student Information System (SIS). The District is creating a system for documenting requests and interpreters for IEP meetings and reengagement meetings.

Staff Component: For 2022-2023, districts with at least 10% multilingual learners must designate a “Language Access Liaison” to facilitate district compliance. The name and contact information of the liaison must be reported to OSPI. Beginning in 2023-2024, districts with either more than 75 languages used by students or families OR at least 50% multilingual learners must do one of the following:

- Have a full-time Language Access Coordinator OR
- Annually report to OSPI the total number of hours school district staff spent performing the Language Access Coordinator role

Dr. Ellen Kaje is serving as the District’s Language Access Liaison. Shoreline will annually report the number of hours that staff spend performing the role of the Language Access Coordinator.

Director Cohen asked if there had been any reports/reviews on the Google and ParentSquare translation services. Mr. VanOrden thought that would be a great thing to build into our annual review and evaluation of the policy. Dr. Kaje meets with families annually and she shared some of the feedback she received. The preference isn’t for written documents but rather for a phone call with interpretation or an in-person meeting with interpretation. The vast majority indicated this was their preference. Superintendent Reyes added that she had recently attended a multilingual families event at Ridgecrest where instruction was provided on how to access different languages on ParentSquare. It was her understanding that it worked well and was received favorably. Mr. VanOrden reiterated what he had mentioned in the Q & A on this topic, specifically that we have created a bank of translated common documents that are accessed by schools. For example, the bank includes translated documents for meals, financial aid, curriculum, HiCap services, health, incident reports, library notices, report cards, Running Start, and more.

Director Betnel asked about the format of the Home Language Survey. Was it an open field question about the primary language or was it a series of check boxes. Mr. VanOrden will follow up and provide an example.

She also asked about the inclusion of language around effective communication for deaf, deaf and blind, blind, and hard of hearing individuals. Mr. VanOrden shared that WSSDA had written this topic into a separate policy (4217); however, he felt it would be preferable to include that language in this policy. For the second reading, a sentence would be added regarding the development of procedures to address the language access needs of deaf, deaf and blind, blind and hearing impaired. This would make it more accessible for families (rather than having to review multiple policies).

Director Williams also expressed interest in the Home Language Survey and would like additional information regarding the overlap of race and ethnicity as well as students with IEPs and students who have been excluded (suspensions, etc.) who are returning to school (re-engagement). Mr. VanOrden responded that he could provide that information in a Friday Briefing.

Director Williams also asked how the Race and Equity Tool would be used in the implementation of the policy and the Language Access Plan. Mr. Van Orden responded that the tool would be used in the development of the accompanying procedures and the Language Access Plan. Specifically, in determining how we engage with our families and folks who might be furthest from educational justice. There is also a requirement for an annual review, which would be another area where the tool could be used for evaluation of the policy and the plan.

President Rivera asked if there would be any supports put in place for staff of color and staff who speak other languages who are often called upon to provide interpretation services. Mr. VanOrden stated that should not be the rule of thumb for formal meetings. This practice is strongly discouraged and rather, the use of trained and qualified interpreters is highly recommended and is part of the requirements of the legislation. There is no money coming from the state to support this legislation for school districts. The state is, however, funding OSPI for support and guidance, which will be of assistance to districts.

This new policy was presented for first reading and would be brought forward for recommended adoption at the Board's November 15 regular meeting.

Board Requested Discussion and Future Topics

None

Action Items

Adoption of Resolution 2022-19, Elimination of the Community Service Requirement for the Class of 2024
Dr. Dan Gallagher, Director of Secondary Academic Programs and CTE, presented.

Dr. Gallagher reminded the Board that this action item was a continuation of the current graduation requirement waiver for the Class of 2023. Additionally, this topic is being presented to Assistant Superintendent Brian Schultz, the high school principals and other relevant stakeholders for consideration in making a permanent recommendation to the Board; this is anticipated to take place by the April 18, 2023 regular board meeting. There are multiple perspectives on this topic and staff want to make sure they listen to stakeholders and then provide a recommendation.

President Rivera asked if there would be a committee working on this recommendation and if so, who would be a part of it. Dr. Gallagher responded that it would not be a board-directed or superintendent-directed committee; he referred to it as a stakeholder engagement or working group that will be less formal but thorough. Additionally, the group will engage with families and students. The main stakeholders would be the staff who are directly involved--counselors, college career specialists at the two high schools, administrators as well as community members.

Director Betnel asked if the student reps could share their thoughts on this topic. Student Rep Murphy felt that the general consensus of students was that they would support a permanent decision. The decision to remove the requirement the last few years has relieved the stress for many students; however, many students (herself included) still participate in the community service arrangement. She was happy to hear that this will be permanently addressed and felt it would allay some of the confusion around it. Student Rep Smith agreed that a solid, set standard would be very appreciated by students.

Director Jernigan asked if this was a Shoreline requirement. Dr. Gallagher shared that this is not a state requirement. The Shoreline School District cannot issue graduation diplomas with lower expectations than what the state requires, but the District can add requirements. It's not uncommon for districts to have similar requirements, although the trend has been decreasing.

Student Rep Murphy inquired as to how many students in the past had not received their diplomas due to not fulfilling the community service requirement. Dr. Gallagher did not know for sure but he was not aware of any students in that situation. Student Rep Murphy also asked if he knew of any correlation between students who don't complete the community service requirement with students who don't complete other requirements. He was not aware of any correlation.

It was the recommendation of the Superintendent that the Board adopt Resolution 2022-19, Elimination of the Community Service Requirement for the Class of 2024, as presented.

MOTION NO. 10: Director Jernigan moved that the Board adopt Resolution 2022-19, Elimination of the Community Service Requirement for the Class of 2024, as presented. The motion was seconded by Director Betnel and carried unanimously.

Reports and Communications – Board Members, Student Reps and Superintendent

Student Rep Smith reported on work being done at Shorecrest on the Student Council. The revisions to the ASB constitutional language in relation to expanding the student representative position were passed. Next steps include taking those revisions to the Board and then later adopting a new policy. He looks forward to seeing the new reps (Shorecrest and Shorewood juniors) at the table, hopefully in January.

Student Rep Murphy reported that Shorewood students were looking forward to the end of the first quarter. Work continues on the ASB constitution revisions for the expansion of the student representative position, and it is hoped the process will be completed by the end of November or early December.

Director Cohen enjoyed attending the Fun Run at Hamlin Park, which included students from all elementary schools. Kudos to all the PE staff members and everyone else who made this event a success.

Director Jernigan announced that this was the first day of Native American Heritage Month. There were many showcases of Indigenous artists last year at various libraries and she was looking forward to seeing what the District would be doing this year. She shared opportunities for Native families to participate, which included a youth and family dinner on November 10 at the Daybreak Star Cultural Center in Seattle. This event is part of an effort to expand the partnership with all of King County Indigenous youth so they can understand this cultural space (Daybreak Star) more fully. Families who participate in a survey will receive a gift card; their feedback is incredibly important to guiding services for the future.

Executive Session

None

Adjournment: 7:23 p.m.

Dr. Rebeca Rivera, School Board President

Attest: December 6, 2022

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.