

## **BOARD MEETING MINUTES**

December 7, 2021

### **Call to Order**

President Jernigan called the Regular Board Meeting of the Shoreline Board of Directors to order in the Shoreline Room of the Administrative Offices at the Shoreline Center at 6:00 p.m. on December 7, 2021. This meeting was also available to the community via Zoom.

### **Roll Call**

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

### **Land Acknowledgement**

President Jernigan stated that she wanted to begin the meeting with “a brief land acknowledgement to collectively recognize that we are meeting on the traditional lands of the Coast Salish people and here in Shoreline, that includes our local treaty tribes, the Tualip and the Snoqualmie, whose relationship with these lands and waters dates back since time immemorial.”

### **Oath of Office and Reorganization of the Board**

Superintendent Reyes invited the two recently elected board members, Emily Williams (District #2) and Sarah Cohen (District #3) to step forward. She then administered the oath of office to both board members.

Vice President Rivera opened the nominations for the position of President of the Shoreline Board of Directors.

MOTION NO. 18: President Jernigan moved for the nomination of Rebeca Rivera as President of the Shoreline Board of Directors, effective December 7, 2021, and also moved that the nominations be closed. The motion was seconded by Director Betnel and carried unanimously.

President Rivera opened the nominations for the position of Vice-President of the Shoreline School District Board of Directors.

MOTION NO. 19: President Rivera moved for the nomination of Emily Wilson as Vice President of the Shoreline Board of Directors, effective December 7, 2021, and also moved that the nominations be closed. The motion was seconded by Director Jernigan and carried unanimously.

President Rivera opened the nominations for the position of Legislative Representative of the Shoreline School District Board of Directors.

MOTION NO. 20: President Rivera moved for the nomination of Sara Betnel to continue serving as Legislative Representative of the Shoreline Board of Directors, effective December 7, 2021, and also moved that the nominations be closed. The motion was seconded by Director Williams and carried unanimously.

### **Agenda Review**

No changes to the agenda.

**Comments from the Community**

President Rivera thanked the community for their feedback and asked the individuals in the room wishing to address the Board to sign in with their name and their relationship to the District. Each person will have two minutes to speak so please conclude your comments after the two minutes are up. As a reminder, the Board does not respond to community comments. Directions were also provided for those viewing on Zoom to participate.

There were no comments from the community in person or over Zoom.

**Approval of Minutes**

The minutes of the November 2 and November 16 Regular Board Meetings had been submitted to the Board.

MOTION NO. 21: Director Betnel moved that the Board approve the minutes of the November 2 and November 16 Regular Board Meetings as submitted. The motion was seconded by Director Jernigan and the motion 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 Final 2021-2022 SAAA Salary Schedule
- b. Parkwood Elementary Field Improvements Project – Budget Authorization and Award of Contract to Terra Dynamics, Inc.
- c. Approval of Personnel
  - 1) Certificated
  - 2) Classified
- d. Approval of Payroll and Vouchers

MOTION NO. 22: Director Cohen moved that the Board adopt the consent agenda, items 7a through 7d, which is attached hereto and becomes a part hereof. The motion was seconded by Director Williams and carried unanimously.

As of December 7, 2021, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: November Payroll Warrants #447577, 447605-447646 and Electronic Transfers totaling \$12,009,312.28; Reconciliation of Warrants Issued between November 12 and November 26, 2021 - General Fund Warrants #92869-92892, 92918-92991, 212200241-212200265, 93013-93099 and 212200269-212200293, totaling \$673,912.42; Capital Projects Fund Warrants #92893-92899, 92992-92997 and 93100-93102, totaling \$112,742.56; Student Body Fund Warrants #92900-92917, 92998-93011, 212200266-212200268, 93103-93118 and 212200294-212200298, totaling \$49,217.99; and Private Purpose Trust Fund Warrant #93012 in the amount of \$12.10; for a grand total of \$12,845,197.35.

**Reports and Presentations**

**First Reading: 2021-2022 School Improvement Plans**

*Presenters:*

- Maria Stevens, Executive Director of Teaching and Learning*
- Michelle Carroll, Principal, Syre Elementary School*
- David Tadlock, Principal, Meridian Park Elementary School*
- Nyla Fritz, Principal, Einstein Middle School*

Ms. Stevens began by stating that this work, which includes the development of the annual School Improvement Plans (SIP), is guided by the District’s Instructional Strategic Plan, particularly the vision for

student learners. It states: “The Shoreline School District will support all students in becoming persistent, effective communicators, growth oriented, critical thinkers, empathetic, creative, global citizens, knowledgeable and collaborative.” This vision grounds the District in the SIP process.

In Shoreline, we believe in our individual and collective ability to create a system where race and ethnicity are not predictors of success. This guides Shoreline in its professional development and all the work that is done in the District, at all levels—classified, certificated, administrative.

What we understand from organizational change is that it actually takes a layered or multi-faceted approach to be able to make changes that result in positive learning outcomes for our students. In creating the SIPs, there are four organizational drivers for comprehensive improvement:

- Culture and Community
- Professional Learning
- Leadership and Organization
- Teaching and Learning

These four organizational drivers should all come together and overlap around any particular goal. They allow staff to tackle goals using many layers.

The data that is used in preparing the plans is what is known as the Washington School Improvement Framework (WSIF) which is OSPI-aligned. It is comprised of the following indicators:

- Proficiency (ELA and Math)
- Growth (ELA and Math)
- Graduation
- English Language Progress
- Regular Attendance
- 9<sup>th</sup> graders on track
- Discipline

Due to COVID-19, we don’t have all the same indicators as in a normal year, e.g. no Smarter Balanced Assessments. The packet of data for each school was not as robust as it is in typical years.

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

- School Vision/Mission
- Needs Assessment
- Growth Goals
- Connection to Instructional Strategic Plan
- Inclusion of Furthest from Educational Justice
- Action Plan
- Measures for Success

A critical component in Shoreline is to have principals share their work and collaborate in support of the SIPs during the monthly instructional leadership meetings. Each principal shares and reviews their progress toward the SIPs twice annually during these leadership meetings.

Ms. Stevens briefly shared the common themes for elementary and secondary schools.

**Common Themes K-5 Schools**

<b>Structures, Routines and Rituals CLASSROOM</b>	<b>School-wide Structures, Routines and Rituals SCHOOL-WIDE</b>
Equitable Literacy <ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• Small Group Instruction</li> </ul>	MTSS Systems <ul style="list-style-type: none"> <li>• Tiered Teams</li> </ul>
Student Well-Being <ul style="list-style-type: none"> <li>• Community Circles</li> <li>• PBIS (Positive Behavioral Interventions and Supports)</li> </ul>	Family Engagement and Partnerships <ul style="list-style-type: none"> <li>• Communication via Parent Square</li> <li>• Strength-based approach – listen, learn</li> <li>• Natural Leaders and other Affinity Groups</li> </ul>
	Staff Well-Being
	Equity Audit

**Common Themes 6-12 Schools**

<b>Structures, Routines and Rituals CLASSROOM</b>	<b>School-wide Structures, Routines and Rituals SCHOOL-WIDE</b>
Equitable Grading	Graduation Rates and SQSS Measures
Learning Partnerships	Tiered Interventions
Student Well-Being <ul style="list-style-type: none"> <li>• Embedded social-emotional (SEL) learning activities</li> <li>• PBIS (Positive Behavioral Interventions and Supports)</li> </ul>	Family Engagement and Partnerships <ul style="list-style-type: none"> <li>• Communication via Parent Square (multiple language communication)</li> </ul>
	Staff Well-Being
	Equity Audit

*Michelle Carroll, Syre Elementary Principal, shared information about her school's plan.*

Teaching and Learning – *Equitable Literacy Practices*

- Foundational skills for phonemic awareness, phonics and fluency – change from primarily instructing students with a deficit in this area to instructing ALL students
- Small group instruction with classroom teacher – formerly a visitor would have seen this in grades K-2 but now can be seen in grades K-4 (still working on grade 5 due to class size)
- Aligned small group instruction with Tier 2 and Tier 3 (LAP and Special Education); more intentional focus on alignment of general ed and resource room classrooms for special education students

Leadership and Organization – *Increase in School-Wide Ownership and Distributive Leadership*

- Moved from one leadership team to multiple teams focused on building-wide goals – one group meets regularly (equity lead, principal, counselor, family advocate, dean, instructional coach) to discuss the big picture but each leads other groups

Professional Learning – *Equity and Social Emotional*

- Equitable literacy structures focusing on 6-week cycles
- Monthly social-emotional learning (SEL) lessons for staff and students – now more important than ever; instruction with staff and students regarding the physiology, emotions, etc. of “flipping a lid” and how to bring the lid back down
- Trauma-informed practices

Culture and Community – Authentic Relationships

- August conferences with every family
- Pre-conference caregiver survey to guide fall conference (families were able to choose topics that were of particular concern to them)
- Focus on domains 2 and 8 (relationship/culture and family/community/partnerships) from Equity Audit – broke down CEE data by race and language—majority who took the survey were white families so an additional survey around these two domains was developed to be administered to parents during the parent-teacher conferences (interpreters included); principal, dean and counselor will be administering to all K-1 students with students providing responses with thumbs up, thumbs down or thumbs to the side; teachers will administer to grades 2-5 students on their computers; staff recently took the survey and were asked to focus on the evidence
- Parent Square for two-way connections – translating the short survey mentioned above and will be sending it out through Parent Square
- Listening sessions - trying to personalize more so that all voices are heard

Director Williams asked for a contextualization of the special ed challenges and solutions. Ms. Carroll spoke about the self-contained program at Syre with the behavioral learning support students. She gave an example of a student who is progressing and might be migrating from the self-contained math to the general ed math. The curriculum is different; this is good in some ways (less language-based in self-contained) but also challenging. The math instruction in the general ed classroom contains much more reading, writing, etc. and this can be a trigger for students. The gaps are being seen in the preparation for that transition. Staff are working hard to make this easier for students by intentional work on those elements that are more difficult for transitioning students.

*David Tadlock, Meridian Park Elementary, shared information about his school's plan.*

Meridian Park has 525 students—350 in general education and 175 in Highly Capable. Of those, 40 students are being served in resource room with IEPs, 75 are receiving multilingual learners (MLL) services and 75 are receiving Title/LAP services.

Teaching and Learning – Equitable Literacy Practices

- Unfinished learning and new learning
- Foundational skills, word work, writing, discourse

Leadership and Organization – Maximizing meeting time for ALL staff to be part of the work

- Ownership and collective efficacy
- Involving students and parents in the work

Professional Learning – Equity

- Engaging student voice and agency
- Ethnic Studies Club, Student Council, Campus and Community Service Club
- Trauma-informed practices

Culture and Community – Family Engagement

- Engaging parent voice and agency
- Once monthly family story and activity nights celebrating heritage and ethnicity

Mr. Tadlock shared the priorities, values and themes that are woven throughout his school's SIP. He is very proud of his learning community and grateful for how far they have come during these last two years. One highlight is how much they value the balance between wellness and work. For all families, students and staff, there is recognition of how much all have been through over the last two years; it is a very traumatic experience that just can't be overlooked. Social-emotional learning occurs all the time. Meridian Park is very committed to community circles in all classrooms every day.

Students are readers, writers and they can articulate their thinking. Staff deeply recognize that there is an amount of unfinished learning that has occurred during the pandemic. Meridian Park honors the need to bring students up with their unfinished learning and also get students to be learning at their current standards moving forward. There is also a strong feeling for the need for learning experiences both for the general education students and appropriate learning experiences for the Highly Capable program students.

Another priority is around voice and agency. Student and family voice and agency is vital to an emotionally and physically safe learning community, where all students and families are seen, heard, belong and are able to express themselves.

Schools are meant to be led by teams of people. When Mr. Tadlock first became the principal at Syre Elementary (prior to Meridian Park) many years ago, it was just him administratively. There wasn't a dean, an instructional coach, a dean, a counselor and there was barely a family advocate position. He understands how vital all those positions are in working together and in working along with the classified and certificated staff and students and families in meeting goals and in moving the school forward together. This results in all believing that they can do anything for our students, together.

Earlier in the year, Mr. Tadlock asked a kindergartner what she liked about school. Her response was, "making new friends and learning new things." Mr. Tadlock continued, "That may not seem like much at first but when we think about the value of making new friends and learning new things together every day, that's pretty powerful. . . After 37 years, I couldn't be more grateful and proud to be the principal of Meridian Park and part of that community and to be part of this learning community in Shoreline. I am so proud of our students and our staff and our families for all that we've been through and where we are today."

*Nyla Fritz, Einstein Middle School Principal, shared information about her school's plan.*

In preparing for this presentation, Ms. Fritz was reminded of an interchange with a student earlier in the school year—one that Dr. Reyes also witnessed—when a group of students were being asked to share their thoughts with Dr. Reyes on three questions focused on what it means to be a middle school student right now in a brand new building, in a community where one-third of the staff is new and more than two-thirds of the students have never been in a middle school before. What was heard from students the most was that it's a lot! One student commented that they were accustomed to asking older ones—parents, siblings, teachers—what did you do when? But no one knows "what they did when" because this is all uncharted territory and that it's like a boat without an anchor. Ms. Fritz felt that really summed up where we are today. We are all in uncharted territory and additionally, we are all trying to address the inequities in the system.

#### Teaching and Learning

- Study/implement equitable grading practices – the inequitable grading practices became very evident during remote learning; the early release Wednesdays are focused on this and the well-being of staff; about 25% of those learning periods are devoted to share-outs. This is "simultaneously awesome and messy" because as much as we are practicing and learning what is working for students we are also realizing what doesn't work.
- Build increased sense of belonging (community building/SEL) – continues to be of utmost importance
- Increase learning partnerships and shared sense of belonging at Einstein (staff, students, families, community)

#### Leadership and Organization

- Support and increase collective efficacy of teachers through **intentional course level collaboration** and **distributed leadership/representation** on a variety of leadership teams on our campus

Professional Learning

- Continued focus on **culturally responsive teaching** with emphasis on **equitable grading practices**

Culture and Community

- Foster meaningful learning partnerships with **all** of our students **and** families – this is an area of challenge right now and it is very evident that Einstein is a large school made up of groups from different schools trying to come together as one. Ms. Fritz is incredibly proud of her team and how they have navigated through the trauma experienced this year. This has shined a light on the need to do more with families and students to foster relationships. To that end, Einstein has begun hosting focus groups/listening sessions, starting with the sixth grade—asking students to assist in the problem-solving process of dealing with challenges.

Student Rep Mamiya asked about the sixth grade listening sessions, specifically as to when they are typically held and how the invited students were chosen. So far, one of the sessions was with ASB students as well as web leaders who are thought to be very representative of the school population. Additionally, the sixth grade admin and counselor team has worked with teachers on the PBIS team and teachers who have been utilizing community circles the most as that has proved to be an excellent way of ensuring that all voices are heard. This includes visits to specific classrooms, e.g. PRIDE, where there is a sense of openness already established. More sessions are planned for the future.

Director Jernigan shared her reflections from reviewing the SIPs. She was inspired and impressed by the investment in family, connection and relationships—it is woven through all the plans. As a Meridian Park parent, she took a moment to lift up the work that Mr. Tadlock does in building community, even with the changing dynamics, e.g. going from two kindergarten classes to 10, hosting Cascade K-8. Meridian Park has been a model for being flexible and yet still maintained that sense of community; it is a real testament to Mr. Tadlock’s leadership. She also appreciated the way the PBIS interventions were woven throughout the SIPs, the August conferences described by Principal Carroll, and the many expressions by staff regarding what they have learned from the pandemic and its application to how we engage with families, offer instruction and continue to evolve as a district.

Director Cohen expressed her gratitude for the presentations and noted that her own children (Syre students) had been reflecting the SEL instruction in their at-home interactions. She very much appreciated the notable consistency in the school goals across the district, as well as the focus on staff well-being. She recognized the challenges associated with retaining our incredibly talented and dedicated staff who may be experiencing burnout during these difficult times. She asked if more context around the creation and implementation of the School Improvement Plans could be provided.

Mr. Tadlock responded that the SIP is a living and working document. The framework is provided by Ms. Stevens [and OSPI] and there are goals or areas of focus that are ongoing that stay in place from year to year. But particularly in the past couple of years, there has been much more reflection by principals and their staff as to what is most appropriate and most needed now, during a pandemic. “We all want plans that are actionable and measurable, but there is also a holistic piece; we have the opportunity to engage in dialog about what’s important and that dialog allows staff to talk about the ‘bigger things’ to assist in moving forward. Smaller activities may not always fit together in the whole picture. SIPs in Washington State have been around for approximately 25 years. The state implemented the plans to help schools get better because at that time there really wasn’t anything being done completely together by all. Now there is a cycle of continuous improvement. The plans give schools an opportunity to articulate what’s important, both holistically and specifically; the impact is the creating and the doing of the plan. The document gives us a chance to define it, for ourselves, for our community, for you (the Board).”

Additionally, Ms. Carroll stated that the surveys are important drivers to the plans. Parent input regarding what is needed is taken and then woven into the work. In her 14 or 15 years in Shoreline, she feels that this is the most aligned she has ever seen us and she very much appreciates working with her colleagues as a team under the District's leadership. "Being an island in a school can really be challenging, and when we're talking about social-emotional learning, not just for students but for staff across the schools together as leaders, there's so much more momentum and it feels really good. It puts a lot of meaning into the work that we are doing. Being in a school building—you can be a classroom and be an island or you can be a team working on the same goals. There is an energy that comes behind teachers getting out of their classrooms and sharing with colleagues and learning from them, and that comes from our district leadership bringing us together around common goals."

As a follow up, Ms. Fritz spoke to alignment and her thinking around what positives have come from these continuing hard times. When the shutdown occurred, thanks to Ms. Stevens, there was an intentional focus on aligning the secondary bi-course level. The results have been outstanding.

Director Betnel expressed her immense gratitude to the presenters for the information shared at this meeting, which was above and beyond the work they are already doing. In particular, she noted the depth of the need for the entire school community to fully evolve each year over the last couple of years and the commitment to continual self-evaluation and growth in the midst of an ever-changing landscape, an equity audit, transition to a new superintendent along with a fairly new school board. She thanked them for their readiness to exhibit a learner's stance. She asked Ms. Stevens if the district-level strategic focuses (which are different from last year) are anticipated to be revisited on an annual basis or are they more longitudinal. Ms. Stevens responded that last year's goals were very specific to the pandemic and the pivot to remote instruction. This was a collaborative decision-making process so staff will once again review the data with the elementary folks and the secondary folks respectively regarding next steps and how best to move forward as an organization. Given the complexities of the endeavors, she would anticipate the focus on equitable grading practices (secondary) and equitable literacy (elementary) to continue as there is more work to be done. However, she does not make that decision in isolation.

Student Rep Stark asked about the PRIDE classroom. Ms. Fritz replied that PRIDE stands for Preparation, Respect, Integrity, Determination, Excellence and would be similar to Highlander Home (Shorecrest), SAS (Shorewood) or Round Table (Kellogg), so it is the term used for the Einstein advisory classes. PRIDE classes are, for the most part, heterogenous groupings. The classes are typically smaller (approximately 25 students) and the students have the same teacher all day, with the exception of students with IEPs who receive specifically designed instruction, typically in study or social skills; time is also carved out for electives such as music or art.

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

Ms. Stevens presented the single recommendation moved forward from the DIMC meeting of November 16, 2021. Open Sci Ed @ 2021 is a supplemental, online open educational resource (OER) intended for grades 6-8 science courses and is aligned with NGSS (Next Generation Science Standards). Open Sci Ed @ 2021 would give our teachers some online resources that are phenomenon-based (big questions about something that occurs naturally in the environment) and that connect to the learning standards of a particular grade level. DIMC reviewed and determined this material was appropriate for the suggested courses/grades.

Open Sci Ed @ 2021 is free of cost to the district (with the exception of some printing) and has been piloted in eight states; it emphasizes the voices of students and teachers of lower socio-economic status, and Black and brown students are overrepresented. This was designed for students who are furthest from educational justice. This program was unanimously approved by DIMC.



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

Director Jernigan proposed a school board retreat in the month of January. It was decided that a DoodlePoll would be sent out to determine which Saturday or Sunday in January would work best for all for a three-hour session.

In response to recent student concerns and policy consideration requests, Director Betnel requested a study session to discuss the policy and procedure [3209 and 3209P] related to student sexual harassment. This would allow the Board to have specific conversations about the policy itself and how it's working as well as conversations about establishing a framework for the annual report to the Board referenced in the procedure, e.g. how best to inform the Board in terms of guidance, decision making and responsiveness to students.

### **Action Items**

None

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

Director Cohen reported that she had volunteered at the vaccine clinic on Sunday (December 5) and she extended gratitude to the PTA volunteers who kept things moving and the firefighters who ran a very smooth and friendly vaccine clinic that served many families. She thanked Director Jernigan for her strong and excellent leadership of the Board through a very challenging year. President Rivera added that Director Jernigan had taken on the leadership of a brand new board during a pandemic as well as conducting a search for a new superintendent; she is grateful for her commitment and thoughtfulness during the entire process.

President Rivera shared information about the annual WSSDA (Washington State School Directors' Association) conference in November, which all board members, student reps and the superintendent attended, either in person or virtually. Particular attention was given to the outstanding participation by both student reps. Student Rep Stark was an active participant in the student voice workshop on Thursday and Student Rep Mamiya's speech at the end of the conference nicely focused on representation and equity. Director Jernigan also voiced her appreciation to the student reps for their deep learning and the thoughtful questions they ask at board meetings.

Director Betnel voiced her appreciation and gratitude for Director Jernigan's leadership as president [since September 2020]. She has assisted the individual board members in coming together as a clear, cohesive, aligned and effective body of five moving forward with their work. Director Betnel volunteered at the vaccine clinic on Saturday (December 4). Additionally, she very much enjoyed being at the WSSDA conference in person. Praise was given to Student Rep Stark for sharing at the pre-conference not only about student voice, but also in forming a student rep coalition across the state around student rep priorities. Student Rep Mamiya provided closing remarks at the end of the conference; she eloquently spoke truth to the room about the need for representation in our classrooms and in our leadership. Director Betnel attended the North Urban Human Services Alliance (NUHSA) awards ceremony and witnessed the Shorecrest Interact Club receive the Youth Impact Award. This club has participated in a broad array of community service work throughout the pandemic, particularly in respect to making connections during remote learning. This was a new award last year and went to the Black Lives Matter Youth of Shoreline. She took a moment to lift up the outstanding leadership of the young people in the North King County area. Much gratitude was extended to Principal Gonzalez and the assistant principals for the tour they provided to she and Director Williams and Superintendent Reyes at Shorecrest High School the previous day. "The building felt alive and focused and warm." She also appreciated hearing about what's being done in the area of mental health supports for students. She encouraged other board members to take advantage of Principal Gonzalez' invitation to visit the school. Lastly, she mentioned that she was grateful for her role as legislative representative being

extended and offered to mentor any board member who might be interested in learning more about the legislative process, the cycle and the calendar. Director Jernigan offered to take on that learning.

Director Williams also thanked Director Jernigan for her leadership of the Board, recognizing the challenge of taking on a new board and the time and energy she devoted.

Director Jernigan expressed her belief that the Board is a strong team and “we do best when we can activate leadership at every level of this board and that cycling through leadership is a good way to do that and also to balance the burden of leadership. I’m incredibly grateful to have served alongside each of you and I can’t wait to see what this next season brings and I have nothing but confidence and support for where we are and where we are headed.”

Student Rep Mamiya extended her gratitude for Director Jernigan for her leadership and all the board members for their support. She has been working with Student Rep Stark on a proposal to expand the position of the student rep to the Board. They were inspired at the WSSDA conference by what other student reps were doing across the state. She recently presented the initial proposal to the Shorewood ASB and received lots of positive feedback, particularly in the area of emphasizing diversity in youth leadership. She and Student Rep Stark worked over the weekend on the first-ever student rep legislative priorities (separate from the board director priorities) and she is excited to see how they will be able to empower unique student leadership on those priorities during the 2022 legislative session.

Student Rep Stark also reported on the WSSDA Conference, which included attending an early morning federal relations network meeting. Out of approximately 30-35 total student reps in attendance at the conference, 25 joined a group chat on the topic of how to further improve the student rep position. The proposal will likely be presented to the Board sometime in the next few months. Additionally, the work of the sexual assault group (described at an earlier meeting) is continuing and expanding. The Shorecrest girls flag football team has a game next week on Tuesday evening. Student Rep Stark was happy to hear about the award and recognition given to the Shorecrest Interact Club—their activities are enjoyable, community building and beneficial—a great demonstration of the power of student voice. The Interact Club recently made 30 blankets over Zoom and then donated all of them to a shelter.

Superintendent Reyes reported that she had stopped by the vaccine clinic on Saturday and Sunday and was able to connect with families—kudos to the Shoreline Fire Department, City of Shoreline, Shoreline Community College, PTA volunteers, our district team, Deputy Superintendent Marla Miller and all of the efforts that go into making this a smooth operation. She also volunteered at the Lake Forest Park PTA Makers Market, which was a very fun event and well attended. Winter sports are up and running—she attended the Shorewood girls basketball game on Friday night, with many more activities coming up. Superintendent Reyes reminded the Board that her contract states she is to be evaluated twice a year and January would be the appropriate target month for the first round. She had also shared resources with the Board from WSSDA’s website as to how evaluations should take place. There will be a study session prior to the January 25 regular meeting on the topic of PACT (Program Alignment and Coherence Team), which will include an overview of how new offerings become a course, especially at the secondary level. A Request for Proposals (RFP) was posted earlier in the day for the board redistricting master services. In the interest of transparency for the community, an RFP was posted even though the costs fall below the required threshold. Dr. Reyes reminded the Board to complete their self-evaluations. The information will be used by a WSSDA facilitator and shared with the Board during the retreat. There was originally a tentative study session scheduled for December 14 but since there is not a topic associated with it, there will not be a meeting prior to the regular meeting unless the Board wishes to assign and prepare a topic. Lastly, Dr. Reyes reported that she would be including information about BoardDocs in an upcoming Friday Briefing. This was discussed in an October study session on communications. This will include a couple of tutorial videos as well as pricing information.

**Executive Session**

President Rivera announced at 8:13 p.m. that the Board would be convening an Executive Session for the purpose of receiving and evaluating complaints or charges brought against a public employee for approximately 60 minutes; no action would be taken. The Executive Session began at 8:26 p.m. and concluded at 9:16 p.m.

Adjournment: 9:16 p.m.

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Rebeca Rivera, School Board President

Attest: January 11, 2022

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Dr. Susana Reyes, Secretary  
Shoreline Board of Directors

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