

School Board Regular Business Meeting Minutes

July 11, 2017

Educational Services Center
20420 68th Ave. West, Lynnwood WA 98036

CALL TO ORDER

5:45 pm - 6:15 pm - Executive Session to discuss a real estate matter.
6:30 pm - Regular Business Meeting

President Phillips called the meeting to order at 5:45 pm and announced the Board would recess to an executive Session until 6:30 to discuss a real estate matter. At 6:30 pm President Phillips reconvened the regular meeting and thanked all who were present for attending tonight's meeting.

Present: Susan Phillips, Diana White, Gary Noble, Ann McMurray

Absent: Carin Chase

Staff Present: Kris McDuffy, Justin Irish, Jean Mirabal, Stewart Mhyre, Greg Schwab, Rob Baumgartner, Debbie Jakala

FLAG SALUTE

APPROVAL OF AGENDA

Moved by Board Member Ann McMurray, Seconded by Board Member Diana White

Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Diana White, Board Member Gary Noble
Passed - Unanimously

APPROVE SCHOOL BOARD MINUTES FOR:

1. School Board Minutes - June 27, 2017

Moved by Board Member Diana White,

Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Other: Board Member Diana White (Abstain)

Passed

PUBLIC COMMENTS

The public comment item on the agenda is an opportunity for citizens to address the School Board. Items brought forward during this portion of the agenda will not be acted upon by the Board at this time, but may be addressed during the Superintendent's comments section on the agenda. Questions may also be referred to the superintendent or staff for examination and later response. The Board encourages public comments; **please limit comments to three minutes.** The Board President may interrupt or terminate an individual's statement when it is too lengthy or personally directed.

Maryjo Green, Edmonds resident and district parent, addressed the Board regarding support for teachers. Ms. Green stated she hopes district leadership will work with the Edmonds Education Association to provide teachers with the tools they need to ensure student success.

Kristyn Frost, Senior, Edmonds Woodway High School, addressed the Board regarding support for teachers and described how important teachers are to her as a student and shared smaller class sizes make it possible for her to talk with her teachers.

Kristyn O'Connor, addressed the Board to advocate for students and support for teachers. She described resources that focus on students and teachers. Ms. O'Connor referred to an open letter she sent to the district in the spring regarding trust and asked the Board to keep this in mind as the district moves forward with negotiations.

Cheryl Robinson, district nurse, expressed appreciation to the District and School Board for their common goals for student health, safety, and learning. Ms. Robinson addressed the Board regarding nurse staff stating they are under staffed. Ms. Robinson requested the Board provide more nursing support for student safety.

Tammy Beddoe, district nurse, addressed the Board regarding nursing staff and stated nurses should have limits on the number of students they can safely serve. Ms. Beddoe stated current staffing is not sufficient and she is concerned about student safety.

Sheri Setzer, Lynnwood resident, stated she is a district parent and special education teacher in a neighboring school district. Ms. Setzer addressed the Board regarding needs of special ed students and student caseload. Ms. Setzer encouraged the Board to look at teacher caseload for Special Ed and provide smaller classes or additional support personnel.

Karin Butler, Edmonds resident and district parent, addressed the Board regarding the graffiti incident at Madrona K-8 adding this is the second time graffiti has occurred at

Madrona School. Ms. Butler shared she addressed the School Board in November about how, as a family of color, they did not feel supported by actions of administration after the first incident. Ms. Butler asked administration and School Board to do more and asked how these graffiti acts will be addressed. Ms. Butler asked parents, guardians and teachers who agree that more needs to be done to stand.

Steven Rapp, Lynnwood resident and district parent, stated the school system is failing his child. Mr. Rapp spoke to harassment, bullying and his children are not feeling safe at school. He stated teachers need to be taken care of and asked the Board to stand up for teachers.

Superintendent's Comments

Superintendent McDuffy shared administration is holding ongoing conversations with the Edmonds Education Association and is committed to doing everything possible to meet stated needs. Superintendent McDuffy shared administration is listening, cares deeply, and appreciates those who are present and efforts to have their message heard.

Superintendent McDuffy shared protocols are being developed to ensure communications after events like the one at Madrona K-8 go out in a timely manner and she looks forward to community input meetings being set up with the new leadership at Madrona (principal and assistant principal). McDuffy added Teaching Tolerance resources will be shared with administration and school leadership to strengthen best practice and district administration is working with Layne Erdman, Safety, Security and Emergency Preparedness Specialist on monitoring of school grounds/facilities.

Board Member White shared Police Chief Al Compann will be a special guest at tomorrow's 6 pm Edmonds Diversity Commission Meeting to talk about the graffiti incident at Madrona and she will be attending as well.

President Phillips thanked all for being present this evening adding it is important to share thoughts and concerns and advocacy is appreciated.

CONSENT AGENDA

Moved by Board Member Diana White, Seconded by Board Member Ann McMurray

Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Diana White, Board Member Gary Noble

Passed - Unanimously

Approve Personnel Actions

Approve Bills: Vouchers audited and certified by the auditing office required by RCW 42.24.080, and those expense reimbursement claims certified by RCW 42.24.090 have been recorded and the listing made available to the Board.

Single reading, approve field trips:

1. Edmonds-Woodway High School, Jazz Bands, Lionel Hampton Jazz Festival, University of Idaho, February 22-25, 2018
2. Edmonds-Heights K-12, High School Integrated Class Field Trip, Bellingham Bay, San Juan Islands via Historical Sailing Schooner "Zodiac", September 21-23, 2017

Miscellaneous Consent Items

REPORTS

No reports.

UNFINISHED BUSINESS

1. Second reading, approve revised policy 8305 - Administration of Medication at School.

Moved by Board Member Gary Noble; Seconded by Board Member Diana White.

Discussion followed regarding requirements for allowing a student to self-administer a single dose of over-the-counter medications.

Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Diana White, Board Member Gary Noble.

Passed - Unanimously

2. Second reading, adopt new policy 8306 - Administration of Sunscreen at School

Moved by Board Member Gary Noble, Seconded by Board Member Diana White

Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Diana White, Board Member Gary Noble

Passed - Unanimously

3. Second reading, approve adoption of recommended instructional materials for Social Emotional Learning PreK-3rd Grade.

Moved by Board Member Ann McMurray, Seconded by Board Member Gary Noble

Board Member Ann McMurray expressed appreciation to Student Learning staff for receiving Board comments at the study session, addressing questions, and allowing time to receive feedback from stakeholders as we move forward with the adoption. Board Member Phillips thanked the review committee for spending so much time on the SEL instructional materials recommendation project.

Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Diana White, Board Member Gary Noble
Passed - Unanimously

NEW BUSINESS

1. Single reading, accept public works contract Q15-62CP for gym sound system replacement at Edmonds Woodway High School, Resolution No. 17-46.

Moved by Board Member Gary Noble, Seconded by Board Member Diana White
Board Member White thanked the parents who helped fundraise to contribute to the gym sound system, adding she would like to see this happen at other schools.

Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Diana White, Board Member Gary Noble
Passed - Unanimously
2. Single reading, accept public works contract, Project Q15-46CP, for relocatable classrooms, Resolution 17-47.

Moved by Board Member Diana White, Seconded by Board Member Gary Noble
Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Diana White, Board Member Gary Noble
Passed - Unanimously
3. Single reading, award contract for Career and Technical Education computer labs networking and technical support to Bob's Computer Consulting, RFP16-38GF.

Moved by Board Member Diana White, Seconded by Board Member Gary Noble
Aye: Board Member Susan Phillips, Board Member Ann McMurray, Board Member Diana White, Board Member Gary Noble
Passed - Unanimously

PUBLIC COMMENTS

Steven Keeler, Edmonds resident, addressed the Board regarding teaching student behavior and the Social Emotional Learning curriculum recommendation presented at the June 27, 2017, board meeting. Mr. Keeler read his comments from the attached handout provided to the Board.

BOARD MEMBER COMMENTS

Board Member Noble acknowledged the state for passing a budget, adding it will be interesting to see how the budget passed affects district budget planning.

Board Member White thanked teachers and staff who came to the meeting, adding they are the most important role models her children have seen. White expressed she wishes times weren't so anxious and commends all for the role they play in students' lives. White also expressed disappointment in seeing graffiti happen a second time at Madrona, adding it is everyone's responsibility to see this doesn't happen and stated she hopes some day to see it end.

Board Member McMurray thanked those who came to the meeting and shared their positive engagement noting perspective is appreciated when decisions are being considered.

Board Member Phillips thanked those present for attending the meeting and for sharing their comments with the Board.

SUPERINTENDENT'S COMMENTS

Superintendent McDuffy shared she had an opportunity to visit summer learning programs and encouraged the Board to stop in and see all the learning happening if they have time.

McDuffy shared the district is serving over 450 students in the secondary summer school program alone. She also shared a letter from OSPI congratulating the district on outstanding Washington State Patrol annual school bus inspection results (attached).

Superintendent McDuffy called upon Justin Irish to provide the Board with a brief overview and next steps regarding the Racial Equity Environmental Assessment of the Edmonds School District conducted by Bernardo Ruiz and his staff from Racing to Equity and Social Justice (R2ESJ). Mr. Irish shared the assessment outlines the District's current educational and racial equity efforts across the district and community, supports what staff, community, and equity teams have been voicing, and outlines clear next steps and recommendations with how to move forward. Mr. Irish commented next steps are to study recommendations in the assessment for strengthening a culturally responsive education for a diverse student population and he looks forward to input from the Board regarding the assessment and recommendation. Superintendent McDuffy provided Board Members with a copy of the report (attached). Mr. Irish added the assessment will be shared widely with school and district leadership for review and made available on the District website.

DISCUSSION TOPIC

FUTURE BOARD MEETING DATES

August 8, 6:30 pm - Regular Business Meeting

August 21, 8:00 am - Special Meeting - School Board Retreat, Rosehill Community Center, Mukilteo WA

August 29, 6:30 pm - Special Meeting - 2017/18 Annual Budget

ADJOURNMENT

7:45 pm

Susan Phillips, President

E. Kristine McDuffy, Secretary to the Board/Superintendent

STUDY SESSION

After adjourning the regular business meeting, the Board will meet in a study session to discuss 2017/18 budget development.

President Phillips adjourned the regular business meeting at 7:45 pm and announced the Board would begin a study session on 2017/18 budget development.

EDMONDS SCHOOL DISTRICT BOARD OF DIRECTORS

| | | |
|----------------|------------------------|----------------------|
| Carin Chase | Term Expires Dec. 2019 | Director District #1 |
| Ann McMurray | Term Expires Dec. 2017 | Director District #2 |
| Gary Noble | Term Expires Dec. 2019 | Director District #3 |
| Susan Phillips | Term Expires Dec. 2017 | Director District #4 |
| Diana White | Term Expires Dec. 2019 | Director District #5 |

Report to the School Board: Human Resources Activity
Addendum

11-Jul-17

| Administrative | Resignations | Effective | Date |
|---------------------------|-----------------------------------|----------------|-------------|
| ***** | | | |
| Drew, Lara | 1.000 Exec. Dir.-Student Learning | 06/30/17 | |
| ***** | | | |
| Certificated Retirements | | Effective Date | |
| ***** | | | |
| Cavalle, Cynthia | 1.000 Teacher | 08/31/17 | |
| ***** | | | |
| Certificated Resignations | | Effective Date | |
| ***** | | | |
| Afalla, Jessica | 1.000 Teacher | 08/31/17 | |
| Paine, Nancy | 1.000 Teacher | 08/31/17 | |
| Ripley, Cristina | 1.000 Teacher | 08/31/17 | |
| Roth, Cheryl | 1.000 Teacher | 08/31/17 | |
| Twehues, Lauren | 1.000 Psychologist | 08/31/17 | |
| Varg, Nancy | 0.900 Nurse | 08/31/17 | |
| ***** | | | |
| Classified Elections | | Effective Date | Ending Date |
| ***** | | | |
| George, Richard | Grounds Technician | 07/10/17 | N/A |
| Kite, Sherrl | Tech Specialist | 08/01/17 | N/A |
| ***** | | | |
| Classified Resignations | | Effective Date | |
| ***** | | | |
| Jackson, Courtney | Paraeducator | 08/31/17 | |
| Johnson, Kelly | Transportation Routing Tech | 07/21/17 | |
| Lehman, April | Food Service Worker | 06/28/17 | |
| Smith, Tawni | Retirement Specialist | 07/14/17 | |
| Worline, Nease | Paraeducator | 08/31/17 | |
| ***** | | | |
| Classified Retirements | | Effective Date | |
| ***** | | | |

2017-2018 SIGNED CONTRACTS

| BUILDING ADMINISTRATORS | | Effective Date | Ending Date |
|-------------------------|--|----------------|-------------|
| ***** | | | |
| Christensen, Gerald | 1.000 High School Assistant Principal | 07/03/17 | 06/29/18 |
| Collins, Andrea | 1.000 Middle School Assistant Principal | 07/03/17 | 06/29/18 |
| Kessler, Linda | 1.000 Elementary Principal | 07/03/17 | 06/29/18 |
| Larsen, Allison | 1.000 High School Assistant Principal | 07/03/17 | 06/29/18 |
| Lindblom, Christopher | 1.000 Elementary Principal | 07/03/17 | 06/29/18 |
| Lowes, Sara | 1.000 High School Assistant Principal | 07/03/17 | 06/29/18 |
| Mims, Terrance | 1.000 High School Principal | 07/03/17 | 06/29/18 |
| Morrison, Scott | 1.000 Elementary Principal | 07/03/17 | 06/29/18 |
| Rommen, Karen | 1.000 Elementary Assistant Principal | 07/03/17 | 06/29/18 |
| Stewart, Brian | 1.000 Middle School Principal | 07/03/17 | 06/29/18 |
| Trexel, Thomas | 1.000 Elementary Principal | 07/03/17 | 06/29/18 |
| ***** | | | |
| MANAGERS | | Effective Date | Ending Date |
| ***** | | | |
| Carter, Alicia | 1.000 Director DHH & Visually Impaired | 07/03/17 | 06/29/18 |
| Fleming, Gretchen | 1.000 Manager English Language Learning | 07/03/17 | 06/29/18 |
| Jones, Jodie | 0.500 Manager Psychology & Counseling Services | 07/03/17 | 06/29/18 |
| Lohnes, Joy | 1.000 Manager V.O.I.C.E. & Secondary Life Skills | 07/03/17 | 06/29/18 |

* Ending Date not applicable because individual's contract is continuing.
BDADD0711

Comments to the Edmonds School District Board

Presented 07/11/2017 by Steven Keeler, Edmonds resident with no children in district schools.

I continue to work on the issue of "amply funded" for WA public education and the Edmonds district. I will present updated and additional information on budget components of the district at the next regular meeting. I speak today on a matter which I think is related, however to my knowledge, not discussed, perhaps too controversial. It should not be.

At the June 13 2017 regular meeting , there was a presentation to the board, on the topic of " behavior " teaching at the kindergarten and 1 thru 3 grade level in this district - titled " Social Emotional Learning ".

How would the implementation of such a program take form, for K ? Would parents be given a mid term first term report card on their child's behavior ? Would behavior, as a subject, be taught the full day, or as a time block, fit in with remaining subjects ? Would parents be given a report on their child at the end of the first term of kindergarten, with respect to behavior ? Could the results of the child's progress or lack of be used to fit children into several " types " of first grade material. Could classifications keep the majority of students in first grade from having their progress hindered by those who lack classroom discipline ? In parallel, how would this program modify who is teaching behavior at " home " ?

I think these sorts of questions meld into one question that I never hear discussion on. It's a simple question. Are public schools commissioned to teach **or** to be surrogate parents ? To deny the possibility that schools be empowered to give back to parents all those tasks that take resources and money that parents should be doing **seems irresponsible**. I recognize the many reasons and emotions that drive the need to " do everything " at school. I ask the board, what is " to do everything " teaching those who send their product off to school. Do you consider what are you teaching parents ?

Thank You

RACING TO EQUITY

Racial Equity Environmental Assessment
Edmonds School District

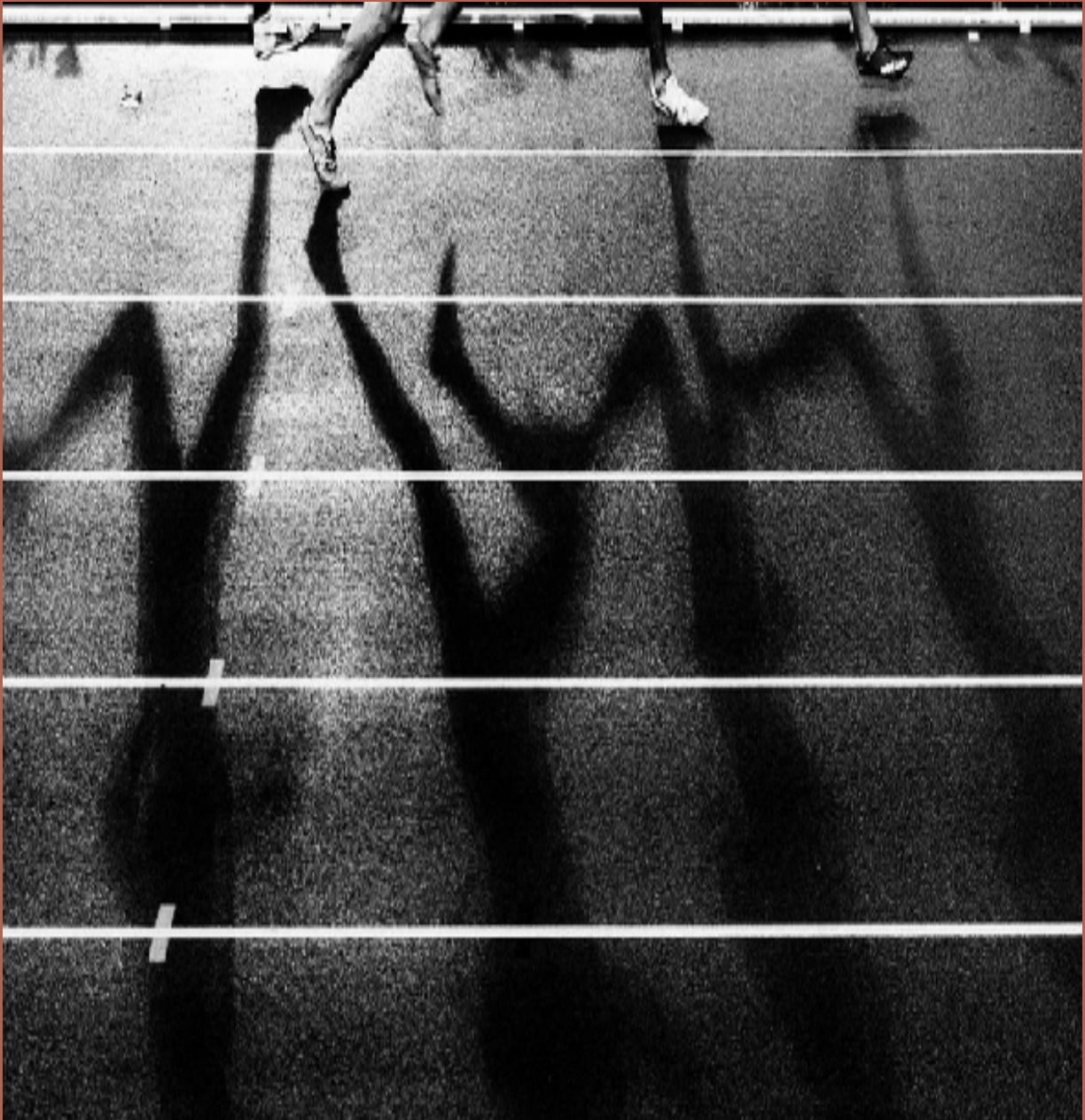




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OPENING LETTER

On behalf of Racing to Equity...

On behalf of the *Racing to Equity* consulting group, we are pleased to present the Racial Equity Environmental Assessment of Edmonds School District. We have purposefully built on the legacy of this school district while providing a recommended equity-focused direction for the future. We believe this direction has the potential to transform Edmonds School District into a national leader in eliminating the opportunity gaps in student learning.

Developing this report was truly a collaborative process that documented numerous interviews, community & teacher forums, middle & high school student focus groups, private conversations, online survey questions and comments. This process began as part of Dr. McDuffy's unwavering commitment to racial equity as a new superintendent, and then continued as a purposeful collection of stakeholder input centered on a community-informed vision of Edmonds School District. In the spring of 2017, we engaged with various District's internal stakeholders, along with current leaders from the business, higher education, faith based and civic communities, parents, students, teachers, principals and central office staff.

The purpose of this extensive data gathering was to deepen our understanding of the district from the perspective of its internal and external stakeholders. This report captures those perspectives and translates them into a set of informed priorities for the District. The report sets forth recommendations that are purposeful and directed toward setting higher standards for our students and ourselves, driven by the values of **Racial Equity & Excellence**.

Edmonds' students were particularly active and contributed insightful suggestions based on their lived experiences in schools. They called for passionate and socially-just teaching that applies learning to the real world and personalizes learning when necessary, better strategies to meet the needs of students experiencing racism and poverty, more proactive guidance in preparing students for post k-12 experiences and for a prominent student voice to inform school and district decisions.

Parents called for a more racially and ethnically diverse workforce, for relational and reciprocal communication with schools, and opportunities to improve their navigational skills within the U.S. educational system, as well as college & career systems for their children.

Teachers prioritized the need for mandated & compensated professional development informed by ESD educators to integrate equity and culturally responsive teaching more effectively, advocated for the on-going implementation and efficient support for school-based Equity Teams, as well the creation of policies and procedures that lead to the distribution of resources based on student and community needs.

Many community stakeholders urged for the District to honor and values families as the agents of educational transformation for their children and that the District creates and fosters stronger external partnerships with businesses, local regional higher education institutions, government and career focused organizations within the city of Edmonds and other surrounding municipalities.

The recommendations call forth the creation of a whole system of educational excellence, rather than pockets of excellent schools. Edmonds School District must ensure that every school accelerates rigorous learning and provides systems of support to eliminate its opportunity & achievement gaps. In addition, every school must provide college and career readiness through a range of accessible, high quality pathways and partnerships. In short, the key recommendations have been informed and developed by community and highlight the need for the systemic & cultural transformation of Edmonds Schools.

The implementation of the recommendations will continue to rest on sustained community engagement and developmental improvement progress checks. It is fundamental to the success of every Edmonds school to ensure ample opportunities for student and family voices from ethnically and linguistically diverse communities to inform these progress checks as they provide us with the realities of those whom ESD is committed to serving.

We hope that this report elevates the voices of the community who provided their invaluable input and that their experiences are reflected in our findings and recommendations. We are heartened as we continue to lean forward towards racial equity & educational excellence with Edmonds' amazing students, committed staff and engaged community.

In solidarity,

Racing to Equity Consulting Group

"There are forces at work that separate us and say we are equal. Forces at work that tell us that this is the land of opportunity and you can be whatever you want, only... you can't."
-ESD High School Student

EXECUTIVE SUMMARY

Edmonds School District (ESD) has over 21,000 students and while this number has fluctuated little in the last two decades, the demographic make-up of the student body has changed greatly. In the 1998-1999 school year, the student body included 78% White students and currently, that number is just under 50%. ESD leadership has implemented systems initiatives to address emerging needs that have arisen from the rather sudden demographic shift. Some of the most visible changes are establishing numerous School-Based Equity Teams, providing the opportunity for 300+ ESD staff to participate in Racial Equity Professional Development and the creation and development of the Department of Equity and Outreach.

Although the results of previous systemic initiatives have been fruitful, ESD's leadership recognizes that there is further work that needs to be done in order to meet the needs of each and every student it educates.

The purpose of the Racial Equity Environmental Analysis of Edmonds School District was to analyze the District's current systemic efforts by reviewing data, conducting interviews, hosting student and teacher focus groups, as well as facilitating family and community forums. In addition, we surveyed ESD staff & other internal stakeholders. Stakeholders conveyed numerous current efforts of ESD as positive initiatives to address educational inequities and to better serve students that are linguistically and ethnically diverse. Internal stakeholders also identified,

with great specificity, the necessity to equitably address and meet the needs of students experiencing poverty and racism.

The firm's dedicated research informed the creation of a set of questions, which with minimal adjustments, were asked to gather specific information from numerous ESD stakeholders.

During the months of April to June 2017, direct interviews were conducted with the Superintendent, Assistant Superintendents, ESD Cabinet members, ESD School Board members, ESD Central Office Staff, and Instructional Leaders (Principals & Assistant Principals). Individuals interviewed received and were asked to complete a follow-up online survey that served to provide a comprehensive Racial Equity Literacy snapshot of the school district. Additionally, we held four student focus groups at local high schools, three teacher focus groups (including one off-site educator of color focus group requested by the Edmonds Education Association) and, lastly, four family & community forums.

Our findings highlight that sustainable solutions are most likely to come from deliberate actions in terms of policy, the implementation of concrete steps in terms of classroom practices that are focused on improving culturally responsive teaching, and sustaining practices that prove to be effective.

This process sought to identify key Racial Equity areas of focus for Edmonds School District through inclusive stakeholder engagement. The opportunity to conduct this

Racial Equity Environmental Assessment has provided necessary insight into areas of improvement around policymaking, the delivery of ESD services, program development, and community engagement. This process has provided data-driven evidence for the next steps that the ESD Leadership & School Board can take to ensure that Edmonds School District continues to strive for equitable gains. Findings reported throughout this literature will serve in the creation of a district-wide equity strategy and will inform process and policymaking in the future.

It is clear from the information we gathered that Edmonds School District faces critical opportunities as they continue to address systemic educational inequities. But with committed stakeholders willing to put new strategies and structures in place and to infuse resources into proven and promising programs, great progress is possible. We recognize progress will require a sustained effort involving multiple strategies designed to eliminate the impact of structural racism and the ongoing vestiges of past policies and practices. Although disparities appear across a wide range of outcomes, this study focused on furthering racial equity initiatives through the lenses of systemic, school-based, and instructional improvements. Consequently, our recommendations focus on those areas. Across these categories, collecting data and related information to track progress toward dismantling structural barriers will be critical.

WHAT TO EXPECT

FROM THIS REPORT

The content of the Edmonds School District Racial Equity Environment Assessment is to inform the development of policy and organizational change, as well as inform instructional and family & community engagement practices that will reinvent, reinvigorate and bring up-to-date the District's efforts to ensure educational excellence and racial equity for the students whom have been historically underserved by the District. Furthermore, it is our hope that the implementation of the suggested recommendations that are presented in this report improves Edmonds' *Coherence, Alignment & Leadership, Culturally Responsive Teaching and Family & Community Engagement*.

Ultimately, we hope that the foundation of our work also serves as a model for other School Districts to recognize and maximize the brilliance and funds of knowledge that students of color bring into our classrooms.

Coherence, Alignment & Leadership

The recommendations in this area include identifying and sustaining common short-term and long-term goals and connections among/across seemingly disparate initiatives and take advantage of opportunity to maximize efforts by creating a coherence and alignment tool. It focuses on systematic and mutually reinforcing policy, programs, initiatives and actions, with an aim toward achieving the shared goal of eliminating opportunity and achievement gaps in the Edmonds School District.

Cultural Responsive Teaching

Ensure that every teacher in every classroom, from very experienced to rookies, engage in culturally responsive professional development and continuous-improvement strategies. These experiences will provide them with the opportunity to learn from each other, raise their racial awareness and learn the tools and strategies they need to meet the needs of our students of color and thrive in their practice, wherever their classrooms may be in the District.

Strengthening Family & Community Engagement

Family Engagement in our schools nationally is shifting from a low priority initiative to a viable instructional strategy to increasing student achievement while eliminating opportunity and achievement gaps. Raising the next generation is a shared responsibility. When families, communities and schools work together as equitable partners in the education of our children, students' academic achievement, behavioral issues decrease and teachers stay longer in the profession.



"I want to matter to my school...I want so see myself in books, in classrooms, in teachers and in principals"

-ESD Middle School Student

INTRODUCTION

LEADING WITH RACIAL EQUITY

Racism has been a constant in America since the first settlers set foot on this land and declared it their own, expunging the rights of Native Americans who had lived here for centuries before any colonizers arrived. When Africans were brought to Jamestown, Virginia in 1619 to harvest tobacco and later cotton, it furthered a system of racial hierarchy that forced them into slavery. The belief in a hierarchy of human value has persisted through abolition, the Civil War, Jim Crow, internment of Japanese Americans, Civil Rights Movement, immigration debates and even the election of the first black president of the United States. Clearly, the question of racism and its consequences is one of the most confounding issues that Americans have faced not just for decades, but for centuries.

If we are to ensure a promising and productive future for our nation and children, we must address racism at every level that it manifests in society, and we must especially combat the inequities perpetuated by the U.S. K-12 public education system. This report seeks to uplift ways in which Edmonds School District can lean into the future with racial equity at the forefront of its values, leadership, strategies and actions. In doing so, Edmonds can shift educational paradigms and transform inequities that have for decades held many of our children back from success, especially as children of color quickly compose an emerging majority of children in the United States within the next decade.

In Washington State, the student body demographics have been changing drastically within the past decade. That reality is collectively shared among neighboring school districts. Locally, Edmonds Schools has experienced a significant shift in the racial/ethnic composition of its student population and the same rings true, to an even greater degree, for student populations in Bellevue, Mukilteo, Kent, Seattle, Renton, and dozens of other districts where the students of color occupy most classroom seats.

At the national level, U.S. public schools became majority-minority in 2014. The student demographical shift in Washington has been slower – currently at 56 percent white students – and there is evidence that suggests that those shifts will only continue to ramp up. In a largely white Washington, 65 of the state's 295 school districts now educate more students of color than they do white students. As recently as 2010, Washington's student body was 64 percent white.

As school districts in Washington continue to strive for educational excellence, it is imperative that they meet the emerging needs of their students by transforming policies, practices and procedures that intentionally promote racial equity and focus on eliminating the widening opportunity gap between students of color and white students.

THE OPPORTUNITY GAP

Contrary to popular belief, the terms *Opportunity Gap* and *Achievement Gap* are not synonymous. The importance of distinguishing each term is critical to this report.

Achievement gaps are the symptoms of a public-school system that consistently provides different and unequal educational opportunities to students of color. The contextual framing of the achievement gap negatively focuses on underperforming students of color and their families. It places blame and responsibility on students conditioned to the failures of educational institutions. It does not situate the responsibility on the public-school system, where it belongs.

The term Opportunity gap acknowledges that there have been and are still structural issues with institutionalized racism, disparate educational opportunities, and different treatment experienced by students of color. However, opportunity gaps can be and have been closed through careful analysis of disaggregated student data, targeted strategies

to provide equitable opportunities to all students, and meaningful partnerships with communities and families.

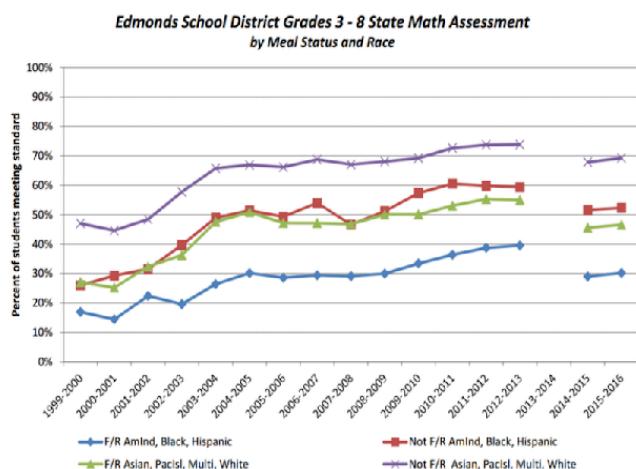
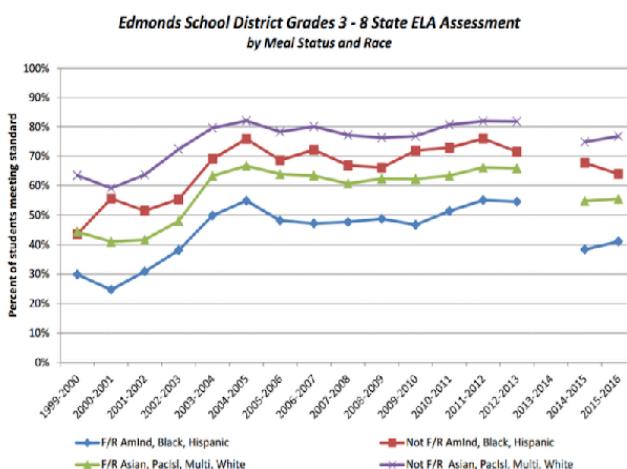
We need to acknowledge that there are successes in Edmonds School District - there are schools and Instructional Leaders extremely devoted and committed to addressing the systemic conditions that contribute to the pervasive opportunity gaps. Students of color, their families, and communities bring assets to schools, have deep strengths, and when given equitable opportunities by the educational system, are not in the opportunity gap.

Opportunity gaps are often attributed to the poverty status of students to avoid addressing race. While poverty can compound the opportunity gap for students of color, as illustrated in the following graph, the opportunity gap in Edmonds School District between racial groups persists even among low income and non-low income students of color. It is not acceptable for there to be a consistent and widening gap in student academic achievement.

We must emphasize that racial equity is the condition that would be achieved when student's racial identity no longer predicts, in a statistical sense, their academic achievement. It is critical to identify Racial Equity as one part of Racial Justice, and thus we must include work to address the root causes of inequities, not just their manifestation. To achieve racial equity, Edmonds must work to eliminate policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

It is imperative that each stakeholder in the district - students, parents, teachers, administrators, and Board Members - bear some degree of responsibility for the issue, and to understand that the only way progress will be made is if each party accepts responsibility for their role in the educational process of each and every one of the students and families served.

The findings and recommendations presented in this report are a call to action. The time is now. It is up to us.





METHODOLOGY

The purpose of the Racial Equity Environmental Analysis of Edmonds School District by the *Racing to Equity* consulting group was to analyze the District's current systemic efforts by reviewing data, conducting interviews, hosting student and teacher focus groups, as well as facilitating family and community forums.

Racial Equity Environmental Analysis

Theory of Action

If we do this, we would receive a well-rounded and representative body of information regarding the status of racial equity in the District. If we analyze all the data received, our firm will be able to present a real-time set of findings of that status. If we translate these findings into a coherent set of recommendations to submit to ESD, and if the recommendations are implemented with fidelity; Edmonds will become a model for other districts that want to eliminate their opportunity and achievement gaps.

Goal pertinent to methodology

Perform an environmental analysis of Edmonds School District's racial equity efforts and provide a comprehensive report with key recommendations for identifying and strengthening these efforts to maximize a rigorous and culturally responsive education to their ethnically, culturally and linguistically diverse students.

A statistically significant sampling of stakeholders representative of ESD shared their responses and perspectives:

- Scheduling for interviews, student focus groups, teacher focus groups and community forums was done by ESD staff.
- *Racing for Equity* consultants facilitated interviews, focus groups and forums.
- *Racing for Equity* used the same set of research based questions for individual interviews, student focus groups, teacher focus groups and community forums adapting them slightly to accommodate each distinct group.

- The purpose of the assessment, institutional context for each distinct group and the assurance of confidentiality was stated at the beginning of each interview, focus group and forum.

Individual interviews

- Sixty-one individual interviews were scheduled at the District office including the Superintendent, Assistant Superintendents, the Board, the Cabinet, the Department of Equity and Outreach, central office managers/directors and principals.
- Interviews were 45 minutes in length, with all three *Racing to Equity* consultants present for most of the interviews.
- Interviewers alternated asking questions and scribing answers.
- Follow up questions were asked as needed if a participant's response required clarity or additional information. Questions were relevant and in context of the responses they provided & in alignment with the questions on the form.
- Individuals interviewed had the opportunity to ask questions and/or make additional comments as part of the interview process.
- A total of 61 individual interviews were scheduled and 55 were completed.

Online surveys

- Individuals interviewed were requested to complete a 10-minute online survey.
- At the end of the interview, individuals were informed that the online survey would be emailed and were asked to complete it within one-two days of their interview.
- Two additional email reminders were sent to each interviewee encouraging and requesting them to complete the follow-up survey.
- A total of 44 online surveys were received.

Student Focus Groups

- Four student focus groups were scheduled at four high schools and included some middle

school student participation.

- ESD Staff and then publicized within the school
- Respective school staff members were only present if requested by students.
- *Racing to Equity* and DEO staff scribed answers and checked with students to ensure fidelity and accuracy.
- A few students chose to write and submit their individual responses.
- 100+ students participated in the student focus groups.

Teacher Focus Group

- Three teacher focus groups were scheduled.
- Two teacher focus groups, one for secondary and one for elementary, were scheduled back to back at a middle school.
- One teacher focus group for educators of color was conducted at the Edmonds Education Association center (per EOC request).
- *Racing to Equity* facilitated the secondary and elementary teacher focus groups.
- One *Racing to Equity* consultant facilitated the EOC focus group (per their request).
- *Racing to Equity* and staff scribed answers and checked with educators to ensure fidelity and accuracy.
- A total of about 60 educators participated in the teacher focus groups.

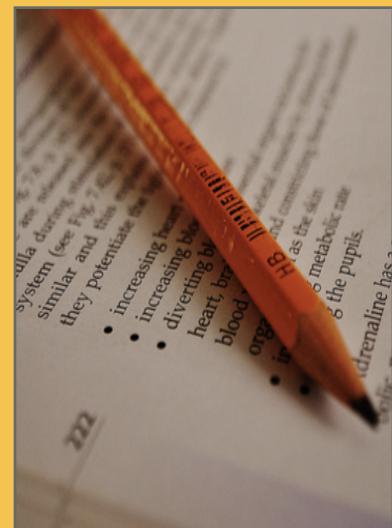
Community Forum

- Four community forums were scheduled: three were held at the District office and one at a middle school
- Translation services were made available.
- All three *Racing to Equity* consultants facilitated the community forums.
- *Racing to Equity* consultants scribed responses and checked with participants for fidelity and accuracy.
- A total of about 40 family and community members and students participated in the community forums.

SNAPSHOT OF ESD RACIAL EQUITY EFFORTS

EDMONDS SCHOOL DISTRICT HAS...

- FUNDED & CREATED THE DEPARTMENT OF EQUITY AND OUTREACH
- AN EMERGING ETHNICALLY & LINGUISTICALLY DIVERSE STUDENT POPULATION
- A STRONG COMMUNITY PARTNERSHIPS
- FAMILIES & COMMUNITY MEMBERS REQUESTING TO BE PART OF DECISION PROCESS
- DRAFTED A DISTRICT-WIDE RACIAL EQUITY POLICY
- HIRED (.5) FTE FAMILY ENGAGEMENT LIAISONS FOR 11/20 ELEMENTARY SCHOOLS
- ESTABLISHED NATURAL LEADERS PROGRAM FOR PARENTS/GUARDIANS & FAMILIES
- SUPPORTED THE EAACH (EQUITY AND ACADEMIC ACHIEVEMENT) ADVISORY GROUP
- IMPLEMENTED 15 SCHOOL-BASED EQUITY TEAMS
- PROVIDED ~400+ STAFF WITH UNDOING INSTITUTIONAL RACISM TRAINING
- ESTABLISHED DISTRICT-WIDE EQUITY BASED STRATEGIC DIRECTION



SUMMARY OF KEY FINDINGS

Our review of Edmonds School District (ESD) revealed that the central leadership of the district is knowledgeable, hardworking and aware of district-wide needs. The leadership has set equity and access as a clear priority in its strategic direction and has begun articulating a clear vision as to how this can be achieved. It has also attempted to implement research-based programs and initiatives to improve the quality of learning and teaching. However, many of the promising initiatives that ESD has undertaken have not been fully implemented, nor have they been systematically evaluated. Through our interactions with school leaders, we learned that most new equity-based initiatives - including Equity Teams, the Undoing Institutional Racism, and the review and development of policy - have not been clearly understood; and in many cases, are being implemented unevenly. As a result, the impact of these initiatives on the effort to reduce disparities and improve student learning generally, have not been realized. Although steps toward attaining tangible outcomes have begun, there is a long-road ahead.

According to our research, we found that frequent changes in leadership at both the district and school levels, have contributed to a lack of follow-through and incomplete implementation of promising initiatives. Most of these initiatives should be subject to rigorous evaluation, which will lead to a higher degree of belief and trust among staff in the future. Lack of follow through and distrust among staff and community members, according to our research, has become an obstacle to ongoing implementation efforts and the solution to this problem will be imperative to future progress.

SURVEY RESULTS

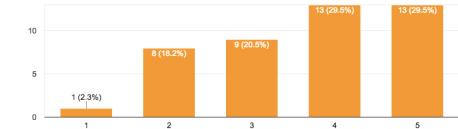
WE ASKED 55 ESD STAFF TO RATE THE FOLLOWING STATEMENTS ON AN AGREEMENT SCALE OF 1-5.

(5) REPRESENTS INTERVIEWEES STRONG AGREEMENT WITH EACH STATEMENT & (1) REPRESENTS STRONG DISAGREEMENT.

44 RESPONDED.

Edmonds School District demonstrates a commitment to Eliminating Opportunity Gaps.

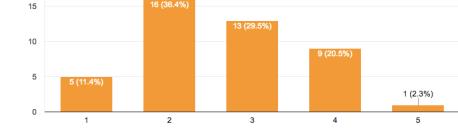
44 responses



The analyses of survey data show that ESD Leaders believe that the district is committed to Eliminating Opportunity Gaps, but that it lacks the proper procedures and practices to transform the belief into action.

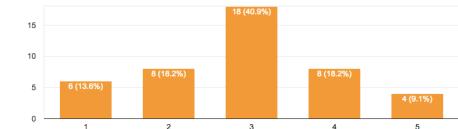
Edmonds School District provides adequate supports to Native American students and their families.

44 responses



In my department/school, input from communities of color and ethnically & linguistically diverse students and families is sought and valued.

44 responses



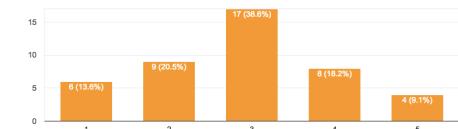
The results from the survey paint a blurry picture about the perception internal ESD stakeholders have of the services they provide to students of color and other historically marginalized populations.

This information, coupled with feedback received during interviews, point to the misalignment between what stakeholders perceive as “Eliminating Opportunity Gaps” strategies and the lack of clarity around how to eliminate opportunity gaps that impact student performance.

In short, ESD leaders believe they are committed to eliminating the opportunity gaps, yet they are not able to 1) identify which opportunity gaps they are eliminating and 2) specify how their professional role is either perpetuating and/or mitigating the impact of institutional racism within Edmonds Schools.

At my work setting, we have protocols in place to ensure that support for refugees and immigrants is readily available.

44 responses



*“We have to transform every moment into a movement.
Eliminating the Gaps.
Racial Equity.
Educational Excellence.
It is all up to us!”*
-ESD Central Office Leader



under, which all other District initiatives must come. Then, the Superintendent and ESD staff will be assigned to develop and implement accountability measures for closing the various opportunity and achievement gaps.

We heard from central office administrators that they are dedicated to serving Edmonds students and work very hard to ensure that this happens. They are professional and take their responsibilities seriously. However, school building leaders and teachers stated that they need to be present in schools more consistently to be seen as a valuable resource to address the challenges school leaders and staff face.

It is necessary to establish consistent, clear, transparent and coherent communication about District and school improvement efforts to the school leaders, teachers and support staff. Interviewees also made an observation that there exists a lack of systemic vision to eliminating opportunity and achievement gaps District-wide. As a result, collaboration to accomplish District and school goals is currently diminished.

Interviewees stated that school expectations, priorities and procedures would be better understood by all stakeholders if they were consistently and clearly applied. This lack of clarity, hereby thwarts teachers' understanding and efforts of how to meet the

needs of ethnically and linguistically diverse students.

Even though principals provide information on opportunity and achievement gaps to school staff, they are not yet equipped with the necessary skills nor are they comfortable leading culturally responsive professional development at their schools. This creates a gap in the staff's understanding on the use of disaggregated data to meet student needs and of effective culturally responsive teaching strategies. This suggests that more work needs to take place with the principal corps to achieve school and District-wide coherence about the goals and priorities set by the Superintendent and ESD Senior staff. This work may have to be co-facilitated with district leaders ready to take on the challenge and outside experts.

We heard that culturally responsive teaching practices are randomly and incoherently implemented across the District and at individual school sites.

It was shared during the interviews that not every school has set SMART goal benchmarks to eliminate opportunity and achievement gaps for specific student groups. This creates a barrier to monitor progress in a timely manner to objectively improve professional practice and meet the specific needs of ethnically and linguistically diverse students.

The majority of school leaders will need to gain more in-depth knowledge of how to recognize culturally responsive instruction in the classroom or the lack thereof in order to progress. We heard from the interviewees that school leaders must spend more time observing classroom teaching on a daily basis to be able to accurately assess the quality of instruction and provide coaching to teachers on how to improve their professional practice to better serve students of color. It was also stated that there is sound culturally responsive instruction taking place by some teachers at some schools at the schools. It was suggested that school leaders create more formal opportunities for teachers to collaborate with, observe and learn from their colleagues more often.

Interviewees expressed that not all central office or school staff have a clear sense of how to utilize disaggregated data to identify, understand, and monitor efforts to consistently and sustainably improve student performance and eliminate opportunity and achievement gaps.

Disaggregated student data is not currently available and therefore not regularly utilized to inform practice, meet students' needs or provide access and adequate supports to students of color in a timely manner.

SURVEY RESULTS CONT.

Disaggregated Data Must Drive Work & Conversation

Several interviewees shared the importance of using disaggregated data to point out where specific inequities lie within the Edmonds School District. Disaggregated data provides an objective and factual picture of what is happening to historically underserved student populations. This can create a paradigm shift for school leaders, teachers, support staff and central office leaders. It also offers an objective way to engage in conversations about institutional racism, implicit bias, microaggressions, and other topics that require exploration.

Measuring Educational Equity Progress Will Create Challenges & Opportunities

Edmonds School District central and school building leadership have created and developed strategies for incorporating racial equity into their work. However, people whom we interviewed were unable to clearly define how these strategies will be implemented and how outcomes will be attained and assessed. The educational and racial equity lens is currently not built into staff performance goals or tracked through a formal process of performance evaluation.

Many interviewees voiced that if strategies for incorporating racial equity into their work were clearly defined and accurately measured in their performance evaluation, they could better lead this important work. Doing educational and racial equity work begins with creating awareness and shifts in thinking, which can be hard to measure. Our experience indicates that increased racial awareness of ourselves and others as well as those shifts in thinking, which can still be difficult to quantify, are the actions that will change the narrative, culture and actions. Seeking input from all the department leaders and staff on how to create a rubric for this work using a race and equity lens will make it possible to track, evaluate and make progress.

Analyze Professional Practice & Share Staff Stories and Experiences

Educational and Racial Equity should start from within the Edmonds School District Central Office. Almost every one of the interviewees we spoke with pointed out that the District Office must incorporate educational and racial equity principles into everything they do. Asking teachers and support staff to explore significant instructional and cultural shifts without Central Office's leading these efforts would mean an inauthentic institutional commitment to doing so.

True shifts in student academic achievement only come from very personal and interpersonal discussions about life experiences and effects of racism or inequity.

Students, families, community members and staff should be consulted for feedback on decisions impacting their students' academic achievement.

Many of the students, staff, and families we interviewed indicated that it was a necessity for them share their stories as people of color in the Edmonds School District and to have their experiences be believed. It is this type of sharing and listening that will enable all parties to arrive at a deeper understanding of the concerns and how to work together to make the best decisions to improve the situation where each and every student benefits.

Ensuring Educational & Racial Equity is a Journey, not a Destination

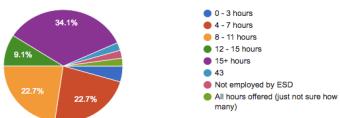
The pursuit of educational and racial equity never ends. We can't ever check it off the list. However, many of the promising educational and racial equity initiatives that have been undertaken by the Edmonds School District have just begun. In our interviews, we learned that newest initiatives, including Racial Equity Teams, attending the Undoing Institutionalized Racism training, Strengthening Family Engagement, etc., are not regularly and clearly communicated or understood or depend on a person/personality. As a result, the impact of these initiatives on the effort to reduce disparities and improve student academic achievement for students of color have not reached significant milestones.

"A public school in desperate need to talk about race, but chooses not to. That is my reality."

-ESD High School Student

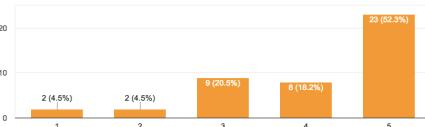
In the past 12 months, I have participated in ____ of Equity & Race focused professional development.

44 responses



The Equity & Race professional development I have been provided by Edmonds School District (ESD) has been relevant to my professional practice.

44 responses



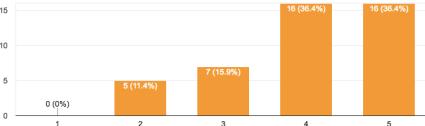
Stakeholders' perspectives on professional development and professional learning communities varied, but the majority of people responding to the survey leaned positively on the professional development and training provided by the School District. Most of the stakeholders indicated that their professional development was closely connected to their professional practices.

It regards to the professional development offered, it is important to note that ESD has provided extensive Undoing Institutional Racism Professional Development to ESD Central Office Leaders & School-based Racial Equity Team Members, but the opportunity has not yet been incorporated as part of Edmonds' strategy to Eliminate the Opportunity Gaps.

In other words, the majority of ESD stakeholders surveyed reported an increased awareness on issues regarding institutional racism, but they lacked the organizational support to identify, strategize and operationalize a racial equity lens as part of their professional practice.

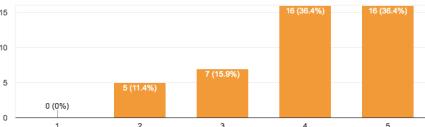
Institutional Racism and Racial Equity are part of the conversation and/or decision-making in my department, school or program.

44 responses



Racial Equity is part of the decision-making process in my department, school and/or program.

44 responses



There is a perception by the participants surveyed that the district is not only committed, but willing to lead with racial equity at its forefront. It is up to ESD to maximize on this opportunity and to advance racial equity beyond policy and into programs, practices, and procedures that center the students of color and other marginalized populations in order to eliminate the opportunity gaps.

You can access the complete survey results at:

www.flnyurl.com/Racing2Equity

RECOMMENDATIONS

After conducting the Racial Equity Environmental Assessment, Racing to Equity is putting forth the following recommendations. These recommendations are intended to meet the needs of students of color by improving three crucial education areas: 1) Coherence, Alignment and Leadership (Systemic Work), 2) Culturally Responsive Teaching (Classroom Work) and 3) Strengthening Family and Community Engagement (Stakeholder Engagement and Partnerships). If the above areas are intentionally, systemically and sustainably improved, then the District and its staff will be equipped to increase student academic achievement for each and every child and eliminate pervasive opportunity gaps for students of color.

- 1. Coherence, Alignment and Leadership:** The recommendations in this area include identifying and sustaining common short-term and long-term goals and connections, among seemingly different initiatives, by creating a coherence and alignment tool. It focuses on systematic and mutually reinforcing policies, programs, initiatives and actions; with an aim towards achieving the shared goal of eliminating opportunity gaps in the ESD.

Create a District-wide Eliminating Opportunity Gaps Strategy & its Implementation Plan

If the ESD develops a comprehensive, cohesive, coherent and clear plan to eliminate opportunity and achievement gaps that holds both internal and external stakeholders accountable to educate our students of color effectively, then every student in the District will have the access, supports and opportunities to learn and will develop the knowledge and skills needed to reach and excel academic standards. This will develop a system of high performing schools serving each and every child. This plan should have a professional development component to build systemic capacity in culturally responsive leadership, pedagogy and decision making.

- It is recommended that the School Board directs the Superintendent to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for ESD students. The Superintendent shall regularly report progress to the School Board on the plan and outcomes.

Establish a Race & Equity Policy with Its Implementation plan

If the ESD adopts and implements a comprehensive Racial Equity policy, the District will be acknowledging the complex societal and historical factors that contribute to the opportunity gap. This will enable the District to confront the institutional bias that results in predictability of student performance based on race, background and/or circumstances. This policy resolves to address the opportunity gap at every level of the organization through policy, procedure and practice.

- The recommendation is to establish and implement a race and equity policy will identify and address the historic and systemic racism in the ESD which has thwarted the educational opportunities of children of color.
- It is recommended the School Board directs the Superintendent to develop an implementation plan for a system-wide roll out of the Racial Equity Policy.
- It is recommended this plan include clear accountability and metrics, which will result in measurable academic improvements for ESD students of color. The Superintendent shall report monthly progress on the policy implementation plan and its outcomes.

Implement a Racial Equity Tool

If the ESD implements a racial equity tool, then it will support individuals, groups, departments and schools in reflecting about the goals and decisions they make. This tool will delineate a process using specific questions to analyze issues and address their impact on eliminating opportunity gaps.

- It is recommended that the ESD create a Racial Equity Tool to ensure that a racial equity lens is applied when making decisions that will have an impact on students of color and their families.

Provide Adaptive Leadership Professional Development

If the ESD builds the capacity of its leaders to solve the adaptive challenge of eliminating the opportunity and achievement gaps, then its leaders will be able to influence long-lasting change that will enable every school district student in the District to thrive.

- It is recommended that the ESD provide Adaptive Leadership professional development for its central office and building leaders.
- It is recommended that the ESD looks at issues and challenges through an Adaptive Leadership lens to eliminate the opportunity gap.

Re-Organize the Department of Equity & Outreach (DEO)

If the DEO is reorganized, then it will more efficiently meet the needs of schools and departments to strengthen culturally responsive practices district-wide.

- It is recommended the focus of the DEO be to support District departments and schools in identifying and addressing systemic racial inequities to ensure that every student has access to a rigorous education in a culturally responsive manner.

It is recommended to re-organize the DEO in the following manner:

- Assign the Department of Native American Education to the Department of Teaching and Learning to create a bigger impact in the education of Indian and Alaskan Native American students.
- Analyze the impact that the work of Native American Department is having on eliminating opportunity gaps for Indian and Alaskan Native students.
- Assign the McKinney-Vento Department to the Title I Office to enhance its impact in benefiting the homeless population in the ESD.
- Re-write the job descriptions of

the Family Engagement Liaisons to identify and focus on the most crucial roles of this position to strengthen family and community engagement at their schools.

- Hire four Equity and Race Specialists to support and coach staff and principals and to develop and sustain Racial Equity Teams at every school.

Student & School-Staff Informed Decision Making

If the ESD leadership engages students, teachers and staff on a regular basis to ask for input and feedback, then, classroom, school and district decisions will be co-designed and students will be more vested in their learning.

- It is recommended to enhance a student survey to include responses regarding culturally responsive teaching and leadership.
- It is recommended that the ESD develops and implements a comprehensive staff survey to include responses regarding culturally responsive building leadership, professional development and coaching.

Create System for Disaggregation and Use of Data Accurately Identify & Eliminate Opportunity Gaps

If the ESD disaggregates student achievement data, then, District staff will use these data points to show the variances and discrepancies of student groups, program development and progress monitoring.

- It is recommended that disaggregated student data becomes available to teachers, principals, support and central office staff to make data driven decisions and more efficiently allocate resources based on student need.
- It is recommended that teachers and principals regularly utilize disaggregated student data to inform pedagogical and programmatic decisions.

"When it comes to decision making at the District...

If we are not at the table, we are on the menu!"

-ESD Parent & Community Member

Hire Culturally Responsive Focused

"Addressing the systemic inequities that our students face today will take more than a policy."

-ESD Parent & Community Member

Leaders and Staff as Attrition Occurs

If the ESD hires culturally responsive focused leaders and staff, then the District will more effectively meet the needs of students of color.

- It is recommended that the Superintendent directs the Human Resources Department to include a component to measure culturally responsive leadership abilities in both the screening and interview processes. This will ensure that new leaders and staff hired by the ESD have strong backgrounds in culturally responsive leadership and instruction.

Provide the Needed supports for Staff and Teachers of Color to Thrive as Members of the ESD Family

If teachers and staff of color are supported by the ESD, then they will improve their practice, stay longer in the profession and students of color will have more role models who look like them.

- It is recommended that the Superintendent meets with educators of color on a monthly basis to listen to their experiences in the ESD, to their concerns and needs as well as suggestions for support.

Develop Culturally Responsive Leaders and Staff at the Central Office by Formally Including Culturally Responsiveness as Part of Their Evaluations

If culturally responsive components are formally included as part of the central office leaders and staff evaluations, then the ESD will increase racial and cultural awareness that will support staff in honoring, valuing and dignifying the contributions our students of color and their families bring to our schools.

- It is recommended that the ESD provides professional development for Central Office Staff to more effectively meet the culturally responsive standards on their evaluations.

- 2. Culturally Responsive Teaching:** Ensure that every teacher in every classroom, from very experienced to rookies, engage in culturally responsive professional development and continuous-improvement strategies that provides them with the opportunity to learn from each other, raise their racial awareness and learn the tools and strategies they need to meet the needs of our students of color and thrive in their practice.

Adopt Practices to Ensure Student Informed Decision Making

If ESD Leadership and Teaching staff engage students on a regular basis to ask for their input and feedback, then, classroom, school and district decisions will be co-designed and students will be more vested in their learning.

- It is recommended the ESD enhance a student survey to include responses regarding culturally responsive teaching and leadership.
- It is recommended the ESD hosts student forums for middle and high school students to actively participate in the decision-making process.
- It is recommended that the ESD provide opportunities for the Superintendent, Central Office staff and Principals to engage with and learn from students to improve professional practice

Support Established School Based Racial Equity Teams at Every School

If current school based Racial Equity Teams are supported in a meaningful, intentional and strategic manner, then their capacity to establish and maintain systemic racial equity and culturally responsive instruction in their schools will increase.

- It is recommended that the District increases support to the existing School Racial Equity Teams to enhance their effectiveness regarding culturally responsive practices.

Develop School Plans to Eliminate Opportunity Gaps

If every school develops a plan for eliminating opportunity gaps using disaggregated student data, then student learning will be monitored at all levels with clear lines of accountability to increase student academic achievement for every student.

- We recommend that each school develops a yearly plan with specific actions and metrics to eliminate opportunity gaps.

Offer Culturally Responsive Professional Development for Teacher that is Compensated, Mandated & Co-Created

If the ESD co-develops, with educators, culturally responsive professional development that is mandated and compensated, then every single teacher in the District will be better positioned to meet the needs of students of color in their classrooms.

- It is recommended that the District co-develops with its educators the components of culturally responsive professional development that is designed to build the capacity of its teachers and staff.
- It is recommended that this plan be comprehensive, ongoing and designed to support and include all educators in the District within three to five years.
- It is recommended that the ESD utilizes current leaders who are willing and able to co-facilitate culturally responsive professional development.

Develop Culturally Responsive Instructional Leadership

If principals at the ESD are culturally responsive instructional leaders, then they will be able to recognize culturally responsive instruction in the classroom and coach teachers on how to improve their professional practice.

- It is recommended that the District provides professional development for principals to build their capacity to recognize and coach for culturally responsive instruction in every classroom in their schools.
- It is recommended that the ESD utilizes current leaders who are willing and able to co-facilitate culturally responsive professional development.

Implement plan to Eliminate Disproportionality in Discipline

If the ESD creates a plan to eliminate disproportionality in referrals, suspensions and expulsions, then the access of students of color to valuable instructional time will increase.

- It is recommended that the District develops a system wide action plan to effectively address disproportionality in suspensions and expulsions for students of color. Reductions in office referrals, suspensions and/or expulsions increases student access to valuable instructional time.
- It is recommended the ESD utilizes any disaggregated data that will assist it in identifying the root causes of the discipline disproportionality.

Eliminate Underrepresentation of Students of Color in Advanced Learning, Gifted and Honors Programs

If the ESD focuses on providing the access,

opportunities and support that students of color need to thrive in Advanced Placement, Gifted and Honors programs, then the number of students of color in these programs.

- It is recommended that the ESD Develop Key Performance Indicators for schools and central office leaders as part of the District Dashboard to identify the root causes of these disparities.
- It is recommended that the ESD provide training for families of color to more effectively navigate the application processes.
- It is recommended that the ESD support educators in identifying and meeting the needs of gifted students of color.

Intentionally collaborate with ELL and Sp. Ed. Teachers and Support Staff to Serve the Needs of Ethnically and Linguistically Diverse Students and Students with Disabilities

If the ESD proactively supports educators to meet the needs of the emerging students of color population, then they will be better prepared to meet the needs of these students.

- It is recommended that the Department of Curriculum and Instruction formally creates collaboration time between ELL, Special Education and core content staff to ensure that the needs of ethnically and linguistically diverse students and students with disabilities are met.
- It is recommended that the ESD utilizes current ELL and Special Education educators who are willing and able to co-facilitate culturally responsive professional development.

- 3. Strengthening Family and Community Engagement:** Family Engagement in our schools nationally is shifting from a low priority initiative to a viable instructional strategy to increase student achievement and eliminate the opportunity gap. When families, communities and schools work together as equitable partners in the education of our children, students' academic achievement, behavioral issues decrease and teachers stay longer in the profession. "The US Department of Education's Dual Capacity Building Framework lays out a process to guide school and district staff to engage parents and to help parents work successfully with the schools to increase student achievement." US Department of Education

Develop a District-wide Strategy for Strengthening Family and Community Engagement .

If the ESD develops a district-wide strategy for strengthening family and community engagement, then they will create intentional pathways to work with families as equitable partners in the education of their children.

- It is recommended that the District develops a clearly defined strategy to strengthen family engagement that is intentional, strategic and linked to student academic achievement.
- It is recommended that the ESD utilizes current educators who are willing and able to co-facilitate culturally responsive family engagement to more effectively partner with ethnically and linguistically diverse families.

Train Existing Family Engagement Liaisons

If the ESD increases the number of trained Family Engagement Liaisons to serve all schools, then schools will have a staff member who plays a critical role in building trust, collaboration and strengthening culturally responsive connections with families to increase student learning.

- It is recommended that the District provides professional development for their current Family Engagement Liaisons for them to better understand the Dual Capacity Building Framework and their role in supporting its implementation at schools and central office.
- It is recommended that the District increases the number of Family Liaisons or Coordinators, gradually each school year, to ensure that every school has the support they need to increase family participation in student learning.
- It is recommended the District rewrite the job descriptions of the Family Engagement Liaisons to identify and focus on the most crucial roles of this position to strengthen family and community engagement at their schools.

Systemic Implementation of the Dual Capacity Building Framework

If the Dual Capacity Building Framework from the US Department of Education is implemented in a systemic way with fidelity, then adults within and outside the District will have the capacity to work together as equitable partners in the education of their children.

- It is recommended that the District provides professional development for staff on how to implement the Dual Capacity Building Framework

to strengthen family engagement in education.

- It is recommended that the ESD creates a system to monitor and assess the implementation of the Dual Capacity Building Framework.

Family Informed Decision Making

If the ESD Leadership and Teaching staff engage families on a regular basis to ask for their input and feedback, then, classroom, school and district decision making will be informed by some of their most important stakeholders.

- It is recommended that the District develops systems to ensure that families participate in informing District decisions that impact students.
- It is recommended that the ESD creates regular opportunities to capture and respond to feedback provided by families.

Professional Development on How to Partner with Families to Support Student Learning

If the District provides family engagement professional development for central office, principals, teachers and support staff, then internal stakeholders will be more equipped to work with families as equitable partners in the education of their students.

- It is recommended that the District offers culturally responsive family engagement professional development to central office staff, principals, teachers and support staff to better understand how to work with ethnically and linguistically diverse families and community members.
- It is recommended that the ESD utilizes current educators who are willing and able to co-facilitate culturally responsive family engagement professional development to more effectively partner with ethnically and linguistically diverse families.

Develop a Family Academy/University for Families

If the District creates a Family Academy or University designed to support families in increasing their capacity to more effectively partner with schools and support their children's learning at home, at school and in the community, then families will be better-equipped to support the education of their children.

- It is recommended that the District develops curriculum for and offers Family Academies or Universities at least four times per year to strengthen

families' abilities to more effectively advocate for their children's learning, their schools and the District.

It is recommended that the ESD Family Academy classes should include the following: Family Engagement Best Practices, Data Analysis, Grass-roots Organizing, Co-Leading at District Sponsored Committees, Meeting Facilitation, Navigating the School District and Engaging in Effective Meetings with District Staff.

Partnerships with City/Governmental Agencies & Officials

If the District creates intentionally partners with the city and governmental agencies to support the education of their students, then the District will be better resourced, supported and equipped to meet the social emotional and academic achievement needs of the children who come into their care.

- It is recommended that the District builds, effective, sustainable, intentional and strategic partnerships with the Mayors of the cities in which the District is located, and with city agencies and/or with other governmental officials at the state level to improve the educational and social emotional opportunities and outcomes of their students.
- It is recommended that the District works in partnership with the Mayors of the cities, in which the District is located, and with city department's officials to strengthen family and community engagement supports and participation that are designed to increase student academic achievement.
- It is recommended that the District works with the Mayors of the cities, in which it is located, to align school and community resources that produce successful students, strong families and engaged communities.
- It is recommended that the District partners with city and governmental agencies and officials to combine quality education with enrichment opportunities, health (including mental health) services, family support and engagement, early childhood and adult education, and other supports for the students and families they serve.





CONCLUSION

For far too long, we as a nation have carried the burden and the weight of the mythology of a hierarchy of human value, allowing it to weigh our communities down and hinder the development of our children of color. It is pivotal to understand that most of the children born today are children of color, thus creating an environment that allows them to realize their full potential must be the most important thing this country and school district does.

It is of paramount significance that through this assessment we have found that a majority of internal and external stakeholders acknowledge that racism still exists, and that it perpetuates racialized bias in the educational opportunities provided within Edmonds Schools.

Overall, the data collected demonstrates that there is a palpable desire for a positive change to institutionalize equity throughout the district and to eliminate the opportunity and achievement gaps between affluent white students and students of color experiencing racism and other systems of oppression.

We heard from the staff interviews that there is a readiness on the part of ESD to find innovative ways to improve the outcomes for our children. We are heartened that the assessment suggest that the Edmonds community is ready for new approaches to address and combat racism in every context it manifests. And, we must emphasize that advancing racial equity

is far more than a district wide conversation about race. While dialogue is encouraged, if that is the only action, it minimizes the broader, comprehensive work that needs to be done. There is often a tendency to think that when organizations normalize conversations about racial equity, that the opportunity and achievement gaps will eliminate themselves.

The assessment indicated that ESD stakeholders can identify the impact of racism across the District, but it also identified interviewees' inability to recognize how their individual role/work contributes to the impact of racism in their own schools and learning communities. We are excited to share the optimism shown by the fact that scores of people are ready for progress and understand it will take strategy, as well as execution. Edmonds School District must be committed and willing to offer the necessary vision, strategies, funding and courage to lead with racial equity at the forefront.

Today's changing demographics coupled with historical systemic inequities are now driving public discourse towards a tipping point on the necessity to address racism through policy development and beyond. Until Edmonds School District invests the human and financial resources for the protracted work required to unearth and undo the embedded belief in the hierarchy of human value, the ideals of educational excellence and racial equity cannot be fully realized.



SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRIS REYKDAL Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

June 29, 2017

RECEIVED

JUL 07 2017

BY: Ch

Dr. Kris McDuffy
Superintendent
Edmonds School District 015
20420 68th Avenue W.
Lynnwood, WA 98036-7400

Copy to S. mhyre
B. mount

Dear Dr. McDuffy:

After reviewing the results of the recent Washington State Patrol annual inspection, we recognize that your school district has again completed the inspection of school buses with exceptional results. For the past two years, the results in your district have been outstanding.

We congratulate you, your administration, and the staff of your transportation department for these outstanding school bus inspection results. We look forward to your continuing support of student transportation safety.

Keep up the good work.

Sincerely,

A handwritten signature in blue ink that reads "Chris P.S. Reykdal".

Chris Reykdal
Superintendent of
Public Instruction

CR:kmk

c: Craig Christensen, Transportation Program Director

Board Minutes 1.

Regular Business Meeting

Meeting Date: 07/11/2017

Submitted By: Christine Hansen

Information

Subject

School Board Minutes - June 27, 2017

Recommendation

Background

Fiscal Impact

Attachments

School Board Minutes - June 27, 2017

Form Review

Inbox

Superintendent's Office (Originator)

Form Started By: Christine Hansen

Final Approval Date: 07/05/2017

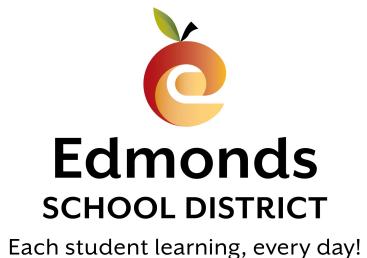
Reviewed By

Christine Hansen

Date

07/05/2017 09:33 AM

Started On: 07/05/2017 08:53 AM



School Board Regular Business Meeting Minutes

June 27, 2017

Educational Services Center
20420 68th Ave. West, Lynnwood WA 98036

CALL TO ORDER

5:15 pm - Executive Session to discuss a real estate matter and to evaluate the performance of a district employee

6:30 pm - Regular Business Meeting

President Phillips called the meeting to order at 5:15 pm and announced the Board would recess to executive session for one hour and fifteen minutes to discuss a real estate matter and to evaluate the performance of a district employee. At 6:30 pm President Phillips reconvened and the regular business meeting started.

Present: Susan Phillips, Carin Chase, Gary Noble, Ann McMurray

Absent: Diana White (Excused Absence)

Staff Present: Kris McDuffy, Patrick Murphy, Justin Irish, Debby Carter, Debbie Jakala, Jean Mirabal, Stewart Mhyre

FLAG SALUTE

APPROVAL OF AGENDA

APPROVE SCHOOL BOARD MINUTES FOR:

1. School Board Minutes - June 13, 2017

Moved by Board Member Gary Noble, Seconded by Board Member Carin Chase

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

PUBLIC COMMENTS

The public comment item on the agenda is an opportunity for citizens to address the School Board. Items brought forward during this portion of the agenda will not be acted upon by the Board at this time, but may be addressed during the Superintendent's comments section on the agenda. Questions may also be referred to the superintendent or staff for examination and later response. The Board encourages public comments; **please limit comments to three minutes.** The Board President may interrupt or terminate an individual's statement when it is too lengthy or personally directed.

Steve Keeler, Edmonds resident, addressed the Board regarding funding for local schools and provided a copy of his public comment (attached).

David Hill, Bothell resident and President of Edmonds Heights K-12 PTO a 501(c)3, shared about fundraising and receiving Capital Partnership matching funds for a stage upgrade at EHK12. Mr. Hill shared he was present to compliment the Capital Projects, Facilities and Maintenance staff and specifically electrician Thomas Ferris for partnering with the PTO to accomplish the needed upgrade.

Denise Hodgkins, district parent, addressed the Board regarding the graffiti incident that took place at Madrona K8 sharing she was sad to hear about what happened and looks forward to law enforcement and district steps to address.

Superintendent McDuffy thanked Ms. Hodgkins for her comments and added the district is working with law enforcement and the local community, and is outraged and deeply saddened about the vandalism and will not tolerate such acts. Superintendent McDuffy added she and Assistant Superintendent Justin Irish will work with new, incoming administration to ensure the new school year begins on a positive note.

CONSENT AGENDA

Moved by Board Member Ann McMurray, Seconded by Board Member Gary Noble

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

Approve Personnel Actions

1. Personnal Actions 6.27.17

Approve Bills: Vouchers audited and certified by the auditing office required by RCW 42.24.080, and those expense reimbursement claims certified by RCW 42.24.090 have been recorded and the listing made available to the Board.

1. General Fund
2. Associated Student Body Fund
3. Capital Projects
4. Private Purpose Trust Fund
5. Automated Clearing House (ACH) Remittance of Sales Tax, Payment of Employee Reimbursements and Payroll Direct Deposit; Various Funds
6. Payroll

Single reading, approve field trips:

1. Edmonds-Woodway High School, Varsity Wrestling Tournament, Westview HS, Portland, OR., December 7-9, 2017
2. Edmonds-Woodway High School, Varsity Wrestling Team, Gut Check Wrestling Championship, Kitsap Sun Pavilion, Bremerton, WA., January 4-6, 2018
3. Edmonds-Woodway High School, Varsity Wrestling Team, Jim Root Tournament, Prospect HS, Saratoga, CA, January 12-15, 2018
4. Edmonds-Woodway High School, Varsity Wrestling Team, 5th Annual Pride of LadyLions Tournament, Lynden High School, Lynden, WA, December 15-16, 2017
5. Edmonds-Woodway High School, Cheer, NCA Cheer Camp, Central Washington, Ellensburg, WA., July 17-21, 2017
6. Meadowdale Elementary, 6th grade, Camp Killoqua, October 4-6, 2017

Miscellaneous Consent Items

1. Single reading, approve the 2017-20 Memorandum of Understanding for the Edmonds Managers' Association.
2. Single reading, approve the 2017-18 Memorandum of Understanding with Cabinet members of the Edmonds School District.
3. Single reading, approve 2017-20 Memorandum of Understanding with the Edmonds Principals' Association.
4. Single reading, approve 2017-18 Contract Amendment with Cabinet of the Edmonds School District.

5. Single reading, approve the 2017-18 Contract Amendment for Managers, Edmonds School District.
6. Single reading, approve the 2017-18 Contract Amendment for Principals, Edmonds School District.
7. Single reading, adopt Resolution 17-45 approving Premera Blue Shield as the open access carrier of medical insurance for all Classified and Administrative employees of the Edmonds School District.
8. Single reading, approve the purchase of 1,000 Lenovo Chromebooks to support 1:1 and 2:1 computing efforts in 2017-18.

CELEBRATION

The School Board will recognize individuals and groups that have contributed to the children and staff of the District. Nominees can be an employee, a parent, student(s) or a community member that may have supported students and staff in exceptional ways. The following individual(s) were recognized:

1. Patricia Martin, Meadowdale High School, Life Saver Award - Introduction by Principal Kevin Allen

Principal Kevin Allen and Nancy Varg shared about Patricia Martin's professionalism and quick-thinking while assisting two students who were having medical emergencies (attached), earning her the Life Saver Award.

REPORTS

1. **Business and Operations - Stewart Mhyre**

Ed Peters shared the attached Capital Projects update calling out the new format in which this information is being presented from previous meetings. The report highlights completed projects, major projects underway and systems upgrade/renewal projects happening now through summer 2018. Board members expressed appreciation for the concise presentation of information adding it is well laid out and provides a quick visual for a large scope of work.

Stewart Mhyre announced Capital Projects, led by Ed Peters, attended a recent Washington State Capital Projects Advisory Review Board meeting for district recertification for GC/CM status and received approval. Mr. Mhyre shared the state's Project Review Committee is responsible for reviewing and approving public body certification and project approval applications for the utilization of General Contractor/Construction Manager (GCCM) and Edmonds is the first district to receive reaffirmation status in the State of Washington. Mr. Mhyre complimented Mr. Peters and his team for their presentation on behalf of the District, adding he is incredibly proud.

Cynthia Nelson and Chris Bailey presented a Technology Department

year-in-review (attached). They highlighted the top ten tech department successes and challenges for the 2016/17 school year: including addressing an incident of DDOS (Distributed Denial of Service) to our district network (student subscribed to a service that flooded incoming Internet traffic); successfully opening two schools over the winter break; developing and maintaining custom programs unique to Edmonds, i.e., HRTF System, key fob system, tech equipment inventory data base; addressing network security/phishing issues; reviewing procedures to protect student data; moving Skyward database to the cloud and initiating long-term planning for important changes coming to Skyward; reviewing communications systems for improvements; equipping parents with tools to help them be more engaged in students' digital learning; migrating to gmail and associated enhancements; and rolling out 1:1 Chromebooks to students. Discussion followed including categorizing top three areas of focus for 2017/18: 1) student and staff data privacy and ensuring policies and procedures are in place, 2) ensure ongoing parenting piece – tools and suggestions for parents of diverse backgrounds to assist with increased technology available to students; and 3) increasing robustness of the district's network infrastructure.

Stewart Mhyre presented a Monthly Financial Report for month end May 31, 2017 (attached). Discussion followed and Mr. Mhyre fielded questions regarding status of lawmakers to pass a state budget and impact to the district if a budget is not passed by Friday's deadline. Mr. Mhyre shared the state allows school districts to borrow money from the Capital Projects fund and repay at the same interest rate. Mr. Mhyre shared what fund borrowing would look like for the Edmonds SD if the state does not pass a budget by the end of August. Mr. Mhyre shared some districts are preparing resolutions to authorize transfer of funds from Capital Project to the General Fund and Edmonds would do the same, should it become necessary.

Mr. Mhyre announced the district has closed on Site 29 and proceeds of \$3,941,751 will go into the Capital Projects Fund.

NEW BUSINESS

1. Single reading, approve preliminary budget authorization for tennis court improvements and resurfacing at Edmonds-Woodway, Meadowdale and Mountlake Terrace high schools.

Moved by Board Member Gary Noble, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

2. First reading (no action), approve revised policy 8305 - Administration of Medication at School.

Health Services Manager Mara Marano-Bianco shared updates to policy 8305 addressing changed conditions to RCW 28A.210.260 - Public and Private Schools Administration of Medication providing for the administration of topical medication,

eye drops or nasal spray in addition to oral medication.

3. First reading (no action), adopt new policy 8306 - Administration of Sunscreen at School

Health Services Manager Mara Marano-Bianco shared new policy 8306 addresses changes in conditions to RCW 28A.210.260 – Public and Private School Administration of Medication and allows for students to administer over the counter sunscreen without the prescription or note of a licensed healthcare professional. Ms. Marano-Bianco clarified for the Board this policy is needed because all other topical administration requires a prescription.

4. First reading (no action), approved revised policy 8220 - Student Discipline.

Patrick Murphy, Marina Espinoza, and Karla Sanchez presented revised policy 8220 – Student Discipline (currently titled Student Rights and Responsibilities). Ms. Espinoza recapped the policy was last revised in 1993; procedures, in 2014; and revisions align with Senate Bill 5946 addressing racial disproportionality in discipline and House Bill 1541 stating districts must adopt policies and procedures consistent with WSSDA's model by the beginning of the 2017/18 school year. The group provided background on work of the Alternatives to Suspension Committee the previous two years to address disproportion and discipline and reduce the amount of time students were out of school for suspension. Ms. Espinoza noted the committee's work resulted in a reduction of suspensions from over 3,000 five years ago to less than 1,000 this year. Ms. Espinoza shared a Student Discipline Review Committee was convened to pick up where the Alternative to Suspension Committee left off to review district policy and procedure and propose new language to align with legal requirements and WSSDA model policy/procedure. She shared the committee consisted of students, parents, and staff who met over spring and drafted proposed recommendations. Ms. Espinoza thanked the committee and specifically committee members Natalia Carmona, Ariana Hernandez, Alejandra Carmona, Yesenia Gomez and Tribeca Brazil, for their commitment to the project. Ms. Espinoza walked the Board through proposed revisions and described how Strategic Direction and Equity work have been incorporated. Patrick Murphy shared that after board action next steps would be staff training to review and calibrate, and to utilize policy and procedural language to create consistent student handbook language across all schools. The Board provided feedback and edits for incorporation. The process for student discipline hearings that come before the Board was also discussed. A request was made to include clarifying information on student discipline hearings in 8220 procedures so families are aware of what to expect. The Board thanked the Student Discipline Review Committee for their work.

PUBLIC COMMENTS

Considering the time, President Phillips recommended moving public comment ahead of Unfinished Business.

Cathy Baylor, Lynnwood resident, sought clarification from the Board on the public comment

process asking at what point does the Board address/respond to public comment. President Phillips shared comments may be addressed during the Superintendent's comments section to better understand the issue, involve appropriate staff and, if appropriate, circle back to the individual(s) who commented. Ms. Baylor addressed the Board regarding the Madrona issue stating her concern the issue was not addressed quickly.

Superintendent McDuffy responded administration is addressing the issue and working with law enforcement and the new administration at the school.

UNFINISHED BUSINESS

Board Member McMurray shared with the audience that the Board has spent a great deal of time reviewing the 5000 series policy recommendations through the first reading and study session process resulting in a second reading that flows rather quickly.

1. Second reading, approved revised policy 8225 Restraint, Restraint Devices, Isolation, and Other Uses of Reasonable Force.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Ms. Mirabal revisited the Board's question during the first reading as to how district policy/procedure fits in with law enforcement involvement. Ms. Mirabal responded she has reviewed this question with district legal staff and law enforcement officers work within their prevue when responding and follow law enforcement specific policy and procedure. Ms. Mirabal stated School Resource Officers (SROs) will follow district notification and reporting requirements but can shift to law enforcement mode if it becomes necessary. Ms. Mirabal added definitions that apply to policy and procedure 8225 have been listed in policy as requested by the Board.

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

2. Second reading, adopt new policy 5000 Recruitment and Selection of Staff

Moved by Board Member Gary Noble, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

3. Second reading, adopt new policy 5001 Hiring of Retired School Employees.

Moved by Board Member Carin Chase, Seconded by Board Member Gary Noble

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

4. Second reading, adopt new policy 5005 Employment Disclosures Certification Requirements Assurances and Approval.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

5. Second reading, adopt new policy 5006 Certification Revocation.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

6. Second reading, adopt new policy 5020 Collective Bargaining.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

7. Second reading, adopt new policy 5021 Conflicts Between Policies and Bargaining Agreements.

Moved by Board Member Carin Chase, Seconded by Board Member Gary Noble

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

8. Second reading, adopt new policy 5050 Contracts.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

9. Second reading, adopt new policy 5203 Staff Assistance Program.

Moved by Board Member Carin Chase, Seconded by Board Member Gary Noble

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

10. Second reading, adopt new policy 5231 Length of Work Day.

Moved by Board Member Carin Chase, Seconded by Board Member Gary Noble

Nay: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Failed

11. Second reading, adopt new policy 5252 Staff Participation in Political Activities.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

12. Second reading, adopt new policy 5253 Maintaining Professional Staff/Student Boundaries.

Moved by Board Member Noble to table; Seconded by Board Member Chase

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

13. Second reading, adopt new policy 5270 Resolution of Staff Complaints.
Moved by Board Member Chase to table; Seconded by Board Member McMurray
Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.
Passed - Unanimously
14. Second reading, adopt new policy 5281 Disciplinary Action and Discharge.
Moved by Board Member Chase to table; Seconded by Board Member McMurray
Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.
Passed - Unanimously
15. Second reading, adopt new policy 5315 Garnishment and Personal Credit Problems.
Moved by Board Member Ann McMurray, Seconded by Board Member Gary Noble
Nay: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Failed
16. Second reading, adopt new policy 5400 Personnel Leaves.
Moved by Board Member Chase to table; Seconded by Board Member McMurray
Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.
Passed - Unanimously
17. Second reading, adopt new policy 5401 Sick Leave.
Moved by Board Member Chase to table; Seconded by Board Member McMurray
Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.
Passed - Unanimously

18. Second reading, adopt new policy 5403 Emergency and Discretionary Leaves.
Moved by Board Member Chase to table; Seconded by Board Member McMurray
Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.
Passed - Unanimously
19. Second reading, adopt new policy 5404 Family, Maternity and Military Caregiver Leaves.
Moved by Board Member Chase to table; Seconded by Board Member Noble
Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.
Passed - Unanimously
20. Second reading, adopt new policy 5407 Military Leaves.
Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase
Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously
21. Second reading, adopt new policy 5408 Jury Duty and Subpoena Leave.
Moved by Board Member Chase to table; Seconded by Board Member McMurray
Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.
Passed - Unanimously
22. Second reading, adopt new policy 5409 Unpaid Holidays for Reason of Faith or Conscience.
Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase
Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously
23. Second reading, adopt new policy 5410 Holidays.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Nay: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Failed

24. Second reading, adopt new policy 5411 Staff Vacations.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

25. Second reading, adopt new policy 5510 Retirement Programs.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

26. Second reading, adopt new policy 5520 Staff Development.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Nay: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Failed

27. Second reading, adopt new policy 5521 Teacher Assistance Program.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

28. Second reading, adopt new policy 5525 Professional, Civic and Service Organization Memberships.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Nay: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Failed

29. Second reading, adopt new policy 5610 Substitute Employment.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

30. Second reading, adopt new policy 5612 Temporary Administrators.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

31. Second reading, adopt new policy 5630 Volunteers.

Moved by Board Member McMurray to table; Seconded by Board Member Chase

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

32. Second reading, adopt new policy 5641 Student Teachers.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

33. Second reading, adopt proposed policy 5010 Nondiscrimination and Affirmative Action and rescind Edmonds 6005 Equal Employment Opportunity.

Moved by Board Member McMurray to table; Seconded by Board Member Chase

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

34. Second reading, adopt proposed policy 5011 Sexual Harassment of District Staff Prohibited and rescind 6800 Sexual Harassment.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

35. Second reading, adopt proposed policy 5201 Drug-Free Schools, Community and Workplace and rescind 6806 Drug Free Workplace.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

36. Second reading, adopt proposed policy 5202 Federal Motor Carrier Safety Administration Mandated Drug and Alcohol Testing Program and rescind 6807 Drug and Alcohol Testing Program.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble
Passed - Unanimously

37. Second reading, adopt proposed policy 5222 Job-Sharing Staff Members and rescind 6230 Job Sharing.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

38. Second reading, adopt proposed policy 5240 Evaluation of Staff and rescind 6400 Staff Evaluation.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

39. Second reading, adopt proposed policy 5251 Conflicts of Interest and rescind 6810 Conflicts of Interest for Employees.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

40. Second reading, adopt proposed policy 5260 Personnel Record and rescind 6265 Personnel Records.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

41. Second reading, adopt proposed policy 5271 Reporting Improper Governmental Action (Whistleblower Protection) and rescind 6815 Reporting Improper Governmental Action and Protecting Employees Against Retaliation.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

42. Second reading, adopt proposed policy 5280 Separation from Employment and rescind 6820 Reduction of Staff in Work Force.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

43. Second reading, adopt proposed policy 5310 Compensation and rescind 6305 Salary Schedules and Benefits.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member

Carin Chase, Board Member Gary Noble.

Passed - Unanimously

44. Second reading, adopt proposed policy 5406 Leave Sharing and rescind 6500 Leave Sharing.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

45. Second reading, adopt proposed policy 5642 Administrative Internships and rescind 2200 Administrative Intern Programs.

Moved by Board Member Carin Chase, Seconded by Board Member Ann McMurray

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

46. Second reading, rescind policy 6220 Administrative Staff Assignments.

Moved by Board Member Gary Noble, Seconded by Board Member Ann McMurray

Board Member Noble moved to renumber Edmonds policy 6220 to 5220; seconded by Board Member McMurray.

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

47. Second reading, rescind policy 6405 Evaluation Criteria for Administrators.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

48. Second reading, rescind policy 6510 Attendance Incentive.

Moved by Board Member Ann McMurray, Seconded by Board Member Carin Chase

Aye: Board Member Carin Chase, Board Member Susan Phillips, Board Member Ann McMurray, Board Member Gary Noble

Passed - Unanimously

49. Second reading, rescind policy 6845 Staff Publishing and Research.

Moved by Board Member McMurray to table; Seconded by Board Member Chase

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

50. Second reading, rescind policy 6010 Equal Employment Opportunity.

Moved by Board Member Chase to table; Seconded by Board Member McMurray

Aye - Board Member Susan Phillips, Board Member Ann McMurray, Board Member Carin Chase, Board Member Gary Noble.

Passed - Unanimously

BOARD MEMBER COMMENTS

Board comments included appreciation for public comment and concern regarding the Madrona graffiti incident; attendance at graduation events and appreciation for student speeches; congratulations to graduates; and appreciation for the opportunity to celebrate staff like Patricia Martin who are a reminder to all of the wonderful representation of staff working in the Edmonds School District. Director Chase shared that a 3rd Special Legislative Session has been called to order and word is the Legislature has come to some agreement on a 2017-19 operating budget but there is no word of details.

SUPERINTENDENT'S COMMENTS

Superintendent McDuffy shared in three days she will have completed one year as superintendent and expressed it has been a pleasure to serve the School Board and community and she is excited and inspired about next steps together.

DISCUSSION TOPIC

FUTURE BOARD MEETING DATES

July 11, 6:30 pm - Regular Business Meeting followed by a Study Session on the 2017-18 Annual Budget
August 8, 6:30 pm - Regular Business Meeting
August 29, 6:30 pm - Special Meeting

ADJOURNMENT

President Phillips adjourned the meeting at 8:50 pm.

Susan Phillips, Board President

E. Kristine McDuffy, Board Secretary/Superintendent

EDMONDS SCHOOL DISTRICT BOARD OF DIRECTORS

| | | |
|----------------|------------------------|----------------------|
| Carin Chase | Term Expires Dec. 2019 | Director District #1 |
| Ann McMurray | Term Expires Dec. 2017 | Director District #2 |
| Gary Noble | Term Expires Dec. 2019 | Director District #3 |
| Susan Phillips | Term Expires Dec. 2017 | Director District #4 |
| Diana White | Term Expires Dec. 2019 | Director District #5 |

Student Advisers:

Regular Business Meeting

1.

Meeting Date: 07/11/2017

Edmonds-Woodway High School, Jazz Bands, Lionel Hampton Jazz Festival,
University of Idaho, February 22-25, 2018

Submitted For: Patrick Murphy

Originator: Leslie Anderson

Submitted For:

Information

School, Group, Destination, Date of Trip

Edmonds-Woodway High School, Jazz Bands, Lionel Hampton Jazz Festival,
University of Idaho, February 22-25, 2018

Number of Students and Chaperones

64 Students and 7 Chaperones

Grade Level, Cost per Student, List all funding

9th-12th Grade, \$350 cost per student, student funding raising, student contributions, and Booster Club scholarships will fund this trip.

Curriculum & Learning Activities

See attachment

Transportation and Overnight Accomodations

Private charter ground transport, staying at Holiday Inn Express in Pullman.

Certificated Chaperone drivers?

2 Certificated chaperone drivers.

Current First Aid Card/CPR?

Paul Bainbridge and Renee McFarland have current CPR and first aid card.

Attachments

EWHS, Jazz Bands, Lionel Hampton Jazz Festival, University of Idaho, February 22-25, 2018

Form Review

Inbox

Asst Supt Schwab
Bus Serv -Risk Mgmt - Clint Goodison
Superintendent's Office

Reviewed By

Leslie Anderson
Clinton Goodison
Christine Hansen

Date

05/23/2017 11:33 AM
05/23/2017 11:44 AM
05/31/2017 10:58 AM

Superintendent's Office
Form Started By: Leslie Anderson
Final Approval Date: 05/31/2017

Christine Hansen

05/31/2017 10:58 AM
Started On: 05/23/2017 10:58 AM



EDMONDS SCHOOL DISTRICT #15

FIELD TRIP REQUEST FORM

School: Edmonds-Woodway

Group: Jazz Bands

Destination: University of Idaho – Lionel Hampton Jazz Festival

Date of Trip: February 22-25, 2018

Number of students : 64

Number of chaperones: 7

Grade level: 9-12

Cost per student: \$350

List all funding sources for trip: Student fundraising, student contribution, booster club scholarships

Objective, Curriculum and Learning Activities:

This event is to provide goal setting, team building, esprit de corps and refine musical skills. The retreat gives students a firm foundation to build a successful year upon. Students are involved in the planning and organizing of this event and it is one of the year's highlights.

All activities will enhance and enrich the level of understanding of our national standards for music education.

1. Playing, alone and with others, a varied repertoire of music.

(singing of chorales to enhance tuning awareness)

2. Performing on instruments, alone and with others, a varied repertoire of music.

5. Reading and notating music. (#2 and #5 are the crux of the retreat)

6. Listening to, analyzing, and describing music.

7. Evaluating music and music performances. (Their own and others)

Transportation and Overnight Accommodations:

Private charter ground transport

Holiday Inn Express in Pullman

Certified chaperone drivers 2

Name of staff member or adult chaperone who have current first aid and CPR card _____

Paul Bainbridge, Renee McFarland

Implemented 7350 policy and 7350 r1 procedures for this trip: X

List Scholarships available if applicable:

Music Booster scholarships –

Signature of Originator Julen Berg Date 5-22-17

Signature of Principal or Designee Groff Dennis

Superintendent's office only:

Date of Board Meeting June 13, 2017

Signature of Assistant Superintendent _____

Regular Business Meeting

2.

Meeting Date: 07/11/2017

Edmonds-Heights K-12 Bellingham Bay Sept 21-23 2017

Submitted For: Patrick Murphy

Originator: Shelley Roehl

Submitted For:

Information

School, Group, Destination, Date of Trip

Edmonds-Heights K-12, High School Integrated Class Field Trip, Bellingham Bay, San Juan Islands via Historical Sailing Schooner "Zodiac", September 21-23, 2017

Number of Students and Chaperones

Grade Level, Cost per Student, List all funding

Curriculum & Learning Activities

Transportation and Overnight Accomodations

Certificated Chaperone drivers?

Current First Aid Card/CPR?

Attachments

Ed-Hts Zodiac Sept 2017

Form Review

Inbox

Asst Supt Irish
Bus Serv -Risk Mgmt - Clint Goodison
Superintendent's Office
Superintendent's Office
Form Started By: Shelley Roehl
Final Approval Date: 07/05/2017

Reviewed By

Shelley Roehl
Clinton Goodison
Christine Hansen
Christine Hansen
Started On: 06/27/2017 11:33 AM

Date

06/27/2017 11:40 AM
06/29/2017 10:58 AM
07/05/2017 09:33 AM
07/05/2017 09:33 AM



EDMONDS SCHOOL DISTRICT #15

FIELD TRIP REQUEST FORM

School: Edmonds Heights K-12

Group: High School Integrated Class Field Trip

Destination: Bellingham Bay, San Juan Islands, via Historical Sailing Schooner "Zodiac"

Date of Trip: September 21,22 and 23rd of 2017

Number of students : 24

Number of chaperones: 4

Grade level: 9-12

Cost per student: \$450.00

List all funding sources for trip: Grant from YMCA (Youth Maritime Training Association), ASB students fund raising activities.

Objective, Curriculum and Learning Activities:

Students will learn about marine biology, maritime and cultural history, geography, math of nautical charts, and participate as deck hands during the sailing trip. During the sail students will rotate through stations including navigation, manning the lines, communication messenger, bow-watch, and steering the ship while waiting for the call to sailing stations where students will work alongside crew members in teams. Students will participate in a variety of maritime-themed classes, focused on math, science, geography, and local history, instructed by the Captain and crew while aboard ship. Students will build skills in teamwork while learning and experiencing real world applications of math, science, geography, and history. The Zodiac will leave from the Port of Bellingham and sail through Bellingham Bay, stopping daily for land marine science explorations at various locations in the San Juan Islands. This field study is linked to the SONAR: Science Odyssey Navigate and Report (integrated science/math project class).

Transportation and Overnight Accommodations:

School bus round trip Edmonds Heights K-12 to Port of Bellingham.

Sailing and overnight accommodations aboard Schooner Zodiac.

Separate chaperoned sleeping quarters provided for male and female guests.

Certified chaperone drivers _____

Name of staff member or adult chaperone who have current first aid and CPR card Nancy Chang, Tracy Krause

Implemented 7350 policy and 7350 r1 procedures for this trip: _____

List Scholarships available if applicable:

Signature of Originator _____ Date _____
Signature of Principal or Designee  6/27/17
Superintendent's office only:
Date of Board Meeting _____
Signature of Assistant Superintendent _____

Regular Business Meeting

Meeting Date: 07/11/2017

Submitted By: Christine Hansen

Submitted For: Jean Mirabal

Information

Subject

Second reading, approve revised policy 8305 - Administration of Medication at School.

Recommendation

Administration of Medication at School Policy Brief

PURPOSE

To review the provisions of Washington State medication statutes as it pertains to School Board Policy 8305

- RCW 28A.210.260-*Public and private schools-Administration of medication*
- RCW 28A.210.270-*Immunity from liability*
- RCW 28A.210.275-Administration of medication by employees not licensed.

SCOPE

- This policy is designed to be used by registered nurses (RNs), licensed practical nurses (LPNs), school administrators and unlicensed assistive personnel (UAP) to administer medication to students in compliance with state and federal statutes.
- This policy describes the organization's objectives and policies regarding the authorization of public school districts to implement policies and procedures whereby school staff may administer medication to students at school, and school-sponsored events.
- The policy document provides general recommendations for medication management in schools.
- **REFERENCES USED**
- *Guidelines for Medication Administration in Schools- 2015 OSPI*

DEFINITIONS

Term #1: Change in conditions to RCW 28A.210.260

Definition: may provide for the administration of oral medication, topical medication, eye drops or nasal spray

Term #2: OSPI requirement for policy to address specific factors:

Definition: designation of employees who may administer medication to students

Definition: acquisition of medication requests and authorization from parent or legal guardian

Definition: acquisition of medication requests and instruction from licensed health care provider; prescribing within the scope of their prescriptive authority;

Definition: the identification of medication to be administered

Definition: the means of safekeeping medication

Definition: the means of maintaining a record of the administration of medication.

ACTIONS REQUESTED

- Address revision of School Board Policy 8305
- Change title of policy
- Addition of changed conditions to RCW 28A.210.260
- Addition of OSPI requirements for a medication policy in schools

Background

Fiscal Impact

Attachments

Revised 8305 - Medication at School

Form Review

Inbox

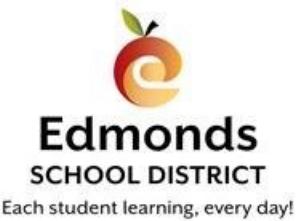
Superintendent's Office (Originator)
Form Started By: Christine Hansen
Final Approval Date: 07/05/2017

Reviewed By

Christine Hansen

Date

06/21/2017 12:21 PM
Started On: 06/21/2017 12:17 PM



8305 - Medication at School

Adopted 5/5/80

Revised

9/19/83

7/12/94

9/7/04

4/10/12

7/11/17

Administration of Medication at School policy is approved by the School Board with advisement from the Certificated School Nurses and following the outline of the statutory conditions found in RCW 28A.210.260 and 270. Public school districts provide for the administration of oral medication, topical medications, eye drops, ear drops or nasal spray medication of any nature to students who are in the custody of the school district or school at the time of administration. Administration of medication at school can be provided with acquisition of medication requests and instruction from parent or legal guardian and acquisition of medication requests and instruction from a licensed health care professional prescribing within the scope of their prescriptive authority. The documented instruction needs to contain the identity of the medication and dosage to be administered and be written, current and unexpired from a licensed health professional. The medication needs to be presented to the school in the original container and properly labeled.

Schools have the responsibility to ensure that medications are stored in a safeguarded environment, with access limited to those who have authority to access medications. A medication request form and medication administration record must be keep for each student.

It is preferable for medications to be dispensed before and/or after school hours under supervision of a parent/guardian.

Medication administration at each school site is provided under the Registered Nurse License of the assigned **Certificated School Nurse** in accordance with (RCW 18.79). This is a function that can be delegated to designated building staff that are supervised and have been trained in proper medication procedures noted in RCW 28A.210.260 [5 and7].

In accordance to RCW 28A.210.260 [8a] the parent or legal guardian can determine a "parent-designated adult" (PDA). The PDA means a volunteer, who may be a school district employee, who receives additional training from a health care professional selected by the parents, and who provides care for the child consistent with the individual health plan. The Registered Nurse is not responsible for the supervision of

the PDA for the procedures that are authorized by the parent. Reference SB Policy 8315-R1 **Procedures for Parent-Designated Adult Care Provider**

Procedures will be established to maintain compliance with this School Board Policy.

New Business 2.

Regular Business Meeting

Meeting Date: 07/11/2017

Submitted By: Christine Hansen

Submitted For: Jean Mirabal

Information

Subject

Second reading, adopt new policy 8306 - Administration of Sunscreen at School

Recommendation

Background

See following page on Administration of Sunscreen at School Policy Brief.

Fiscal Impact

Attachments

New 8306 - Administration of Sunscreen at School

Sunscreen Policy Brief

Form Review

Inbox

Superintendent's Office (Originator)

Form Started By: Christine Hansen

Final Approval Date: 07/05/2017

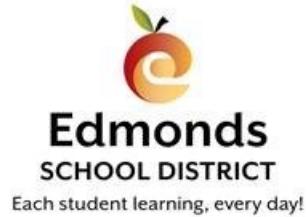
Reviewed By

Christine Hansen

Date

06/21/2017 12:31 PM

Started On: 06/21/2017 12:28 PM



8306 – Administration of Sunscreen at School

Adopted
7/11/17

Any person, including students, parents, and school personnel, may possess topical sunscreen products to help prevent sunburn while on school property, at a school-related event or activity, or at summer camp. As expected in RCW 28A.210.260, a topical sunscreen product may be possessed and applied without the prescription or note of a licensed health care professional if the product is regulated by the United States Food and Drug Administration for over-the-counter use. Aerosol sunscreens will not be admissible in school.

For student use, a sunscreen product must be applied by a parent or guardian. It is preferable for sunscreen to be applied before and/or after school hours under supervision of a parent/guardian.

School personnel are not expected to assist students in the application of sunscreen.

Edmonds School District #15

Administration of Sunscreen at School Policy Brief

PURPOSE

To review the provisions of Washington State medication statutes as it to administration of sunscreens at schools.

- RCW 28A.210.260-*Public and private schools-Administration of medication*
- RCW 28A.210.260- Administration of sunscreen in schools- addendum
- RCW 28A.210.270-*Immunity from liability*
- RCW 28A.210.275-Administration of medication by employees not licensed.

SCOPE

- This policy is designed to be used by registered nurses (RNs), licensed practical nurses (LPNs), school administrators and unlicensed assistive personnel (UAP) to guide the administer of over the counter sunscreen to students in compliance with state statutes.
- This policy describes the organization's objectives and policies regarding the authorization of public school districts to implement policies and procedures whereby students may self-administer sunscreen at school, and school-sponsored events.
- The policy document provides general recommendations for sunscreen management in schools.

REFERENCES USED

- RCW 28A.210.260- Administration of sunscreen in schools

DEFINITIONS

Term #1: Change in conditions to RCW 28A.210.260

Definition: students may administer an over the counter sunscreen without the prescription or note of a licensed health care professional

Definition: school personal are not expected to assist students in the application of sunscreen.

ACTIONS REQUESTED

- Address addition of School Board Policy
 - Addition of changed conditions to RCW 28A.210.260

Unfinished Business 3.

Regular Business Meeting

Meeting Date: 07/11/2017

Submitted By: Christine Hansen

Submitted For: Molly Bright

Information

Subject

Recommended Instructional Material Adoption - Social Emotional Learning
PreK-3rd Grade

Recommendation

Background

The Social Emotional Learning Review Committee has completed its work to review research, explore current federal and state guidelines/standards and local district practices of interventions in the area of Social Emotional Learning (SEL). A final report of this work and recommended materials adoption will be presented to the School Board at its regular meeting on June 13, 2017, on the development of a consistent social emotional approach including program model, guidelines, practices, curriculum, and professional learning.

Fiscal Impact

Attachments

SEL Materials Adoption Update - 7.11.17

Form Review

Inbox

Superintendent's Office (Originator)

Form Started By: Christine Hansen

Final Approval Date: 06/22/2017

Reviewed By

Christine Hansen

Date

06/06/2017 04:17 PM

Started On: 06/06/2017 04:06 PM

SEL Materials Adoption Update – July 11, 2017

Based on the conversation with Directors at our study session on 6/28, where options for the purchase of materials and professional development were further explored, we are revising our recommendation to encompass the following:

1. Adopt the *Second Step* kits for PreK through 3rd grade classrooms and principal toolkits for the 2017-18 school year. The cost for materials is approximately \$150,000.00. There is an additional cost for professional development (1 hour training per teacher) of \$8000.00.
2. During the 2017-18 school year, utilize the SEL Curriculum Adoption Team and the Student Learning Advisory Council to further study the district-wide elementary adoption of the Responsive Classroom approach to creating classroom culture and supporting social emotional learning. This will include:
 - Consulting with stakeholders including families, students, teachers and principals to gather input.
 - Ensuring buy-in from stakeholder groups.
 - Developing a plan for professional development moving forward.
 - Budgeting resources to fund professional development.
3. Utilize multiple budget sources (mostly carryover due to unfilled vacancies in the Student Learning Department totaling approximately \$83,000) to provide Responsive Classroom professional development to up to 60 teachers and 30 administrators this August, 2017. Dates are being discussed with the provider.

Budget:

| Fiscal Year | Social Emotional Learning Adoption Costs | Second Step | PD | Budget | Balance |
|--------------|---|-------------|-----------|-----------|-----------------|
| 2016-17 | Budget Funded (\$83,000) | | | \$ 83,000 | \$ 83,000.00 |
| Summer 2017 | Two 4-day RC workshops (for 60 Grade K-1 teachers) | | \$ 80,600 | | \$ 2,400.00 |
| Summer 2017 | One 1-day RC administrator workshop (up to 30 participants) | | \$ 2,400 | | \$ - |
| 2017-18 | Budget Needed (\$158,000) | | | | \$ - |
| Fall-Winter? | Second Step Kits for Grade PreK-3 classrooms & Principal toolkits | \$ 150,000 | \$ 8,000 | | \$ (158,000.00) |

New Business 1.

Regular Business Meeting

Meeting Date: 07/11/2017

Submitted By: Jane Cooke

Submitted For: Brian Harding

Information

Subject

SUBJECT: ACCEPTANCE OF PUBLIC WORKS CONTRACT:
Q15-62CP Gym sound system replacement at Edmonds Woodway High School

Recommendation

RECOMMENDATION:

It is recommended that the Board of Directors accept the: Gym sound system replacement at Edmonds Woodway High School, Project Q15-62CP, by adopting Resolution #17-46

Background

BACKGROUND: The gym sound system replacement at Edmonds Woodway High School, Project Q15-62CP, funded by local dollars, was completed by Morgan Sound Inc. on November 28, 2016. The final contract amount, including (1) change order, is \$57,529.48 plus tax.

The Facilities and Operations Department recommends that the referenced project be accepted by adopting a resolution stating that the work has been completed satisfactorily, and that final payment be authorized, subject to the lien laws of the State of Washington.

During the 45-day period following the Board's acceptance, the District will notify the Department of Revenue, Department of Employment Security and Department of Labor and Industries, giving notice of completion of the work. After 45 days, the statutory retainage (5% of the cost) will be released to the Contractor, less any liens or claims filed by the State of Washington Departments named above.

Fiscal Impact

Fiscal Year:

Amount Requested:

Source of Funds:

Account Code:

Fiscal Impact:

There is no fiscal impact this is the Close out procedure for public works projects

Attachments

Resolution 17-46

Form Review

Inbox

Facilities & Operations
Business & Operations Exec Dir
Superintendent's Office
Form Started By: Jane Cooke
Final Approval Date: 08/02/2017

Reviewed By

Brian Harding
Stewart Mhyre
Christine Hansen
Started On: 06/23/2017 02:58 PM

Date

07/05/2017 11:53 AM
07/06/2017 11:08 AM
08/02/2017 09:19 AM

RESOLUTION #17-46
EDMONDS SCHOOL DISTRICT #15
SNOHOMISH COUNTY, WASHINGTON

| |
|--|
| Acceptance of Public Works Contract Furnish and install gym sound system replacement at Edmonds Woodway High School |
|--|

WHEREAS, the public works contract was approved by Department action to **Morgan Sound Inc.**, on September 2, 2016, and

WHEREAS, **Morgan Sound, Inc.**, was given Notice to Proceed on **September 21, 2016** to begin work, and

WHEREAS, substantial completion of the project was attained on **November 28, 2016** and

WHEREAS, a Certificate of Final Completion was issued to **Morgan Sound, Inc.**, on **November 28, 2016**,

NOW THEREFORE, BE IT RESOLVED THAT; the Board of Directors does hereby accept the public works contract for the:

Q15-62CP Gym sound system replacement at Edmonds Woodway High School

Adopted this 11th day of July 2017.

EDMONDS SCHOOL DISTRICT NO. 15
BOARD OF DIRECTORS

Susan Phillips, President

Ann McMurray, Vice President

Carin Chase, Legislative Rep

Diana White, Board Member

Gary Noble, Board Member

Attest:

E. Kristine McDuffy, Ed.D
Secretary to the Board of Directors

Consent 2.

Regular Business Meeting

Miscellaneous consent

Meeting Date: 07/11/2017

Submitted By: Jane Cooke

Submitted For: Ed Peters

Information

Subject

SUBJECT: Acceptance of Public Works Contract for: 2016 Sage relocatable classroom – move, purchase and install our Project Q15-46CP

Recommendation

RECOMMENDATION:

It is recommended that the Board of Directors accept the 2016 Sage relocatable classroom – move, purchase and install our Project Q15-46CP adopting Resolution #17-47.

Background

BACKGROUND: The contract with Pacific Mobile Structures Inc. for 2016 Sage relocatable classroom – move, purchase and install was completed on September 3, 2016 in the final contract amount, including 2 change orders, is \$1,270,247.13 plus tax.

The Capital Projects Office recommends that the referenced project be accepted by adopting a resolution stating that the work has been completed satisfactorily, and that final payment be authorized, subject to the lien laws of the State of Washington.

During the 45-day period following the Board's acceptance, the District will notify the Department of Revenue, Department of Labor and Industries and Department of Employment Security, giving notice of completion of the work. After 45 days, the statutory retainage (5% of the cost) will be released to the Contractor, less any liens or claims filed by the State of Washington Departments named above.

Fiscal Impact

Fiscal Year:

Amount Requested:

Source of Funds:

Account Code:

Fiscal Impact:

There is no fiscal impact this is the process for closing out Public Works Projects

Attachments

Resolution 17-47

Form Review

Inbox

Capital Projects Director
Business & Operations Exec Dir
Superintendent's Office
Form Started By: Jane Cooke
Final Approval Date: 07/05/2017

Reviewed By

Edward Peters
Stewart Mhyre
Christine Hansen

Date

06/29/2017 08:37 AM
06/29/2017 12:01 PM
07/05/2017 09:33 AM
Started On: 06/28/2017 02:23 PM

RESOLUTION #17-47
EDMONDS SCHOOL DISTRICT #15
SNOHOMISH COUNTY, WASHINGTON

Acceptance of Public Works Contract
2016 Sage relocatable classroom – move, purchase and install

WHEREAS, the public works contract was approved by administrative action to **Pacific Mobile Structures, Inc.** for **2016 Sage relocatable classroom – move, purchase and install our** on July 11, 2017, and

WHEREAS, **Pacific Mobile Structures, Inc.** was given Notice to Proceed on February 9, 2016 to begin work, and

WHEREAS, substantial completion of the project was attained on **September 3, 2016**, and

WHEREAS, a Certificate of Final Completion was issued to **Pacific Mobile Structures, Inc.** on **September 3, 2016**, now therefore,

BE IT RESOLVED THAT; the Board of Directors does hereby accept the public works contract for the **Project Q15-46CP 2016 Sage relocatable classroom – move, purchase and install our**

Adopted this 11th day of July, 2017.

EDMONDS SCHOOL DISTRICT NO. 15
BOARD OF DIRECTORS

Susan Phillips, President

Ann McMurray, Vice President

Carin Chase, Legislative Representative

Gary Noble, Board Member

Attest:

Diana White, Board Member

Dr. Kristine McDuffy
Secretary to the Board of Directors

Regular Business Meeting

Meeting Date: 07/11/2017

Submitted By: Devone Miles, Purchasing Agent

Information

Subject

Award of Contract for RFP16-38GF Networking and Technical Support Consultant

Recommendation

It is recommended that the Board award RFP16-38GF for Networking and Technical Support Consultant to Bob's Computer Consulting.

Background

The Career and Technical Education Department is looking to contract Technical Support and Networking for CTE computer labs in four high schools and four middle school locations. This includes approximately 900 individual computers networked in 9 (18-32 station) PC and MacBook laptop labs, 24 (31 station) PC desktop labs and 2 (30 station) iMac labs, and 16 servers. This contract requires approximately 1000 hours of direct support annually.

The District posted the Request for Proposal (RFP) on the state website - Washington Electronic Business Solutions (WEBS). Thirteen vendors downloaded the materials and one (1) addenda was issued.

The District received four total responses and the responses were reviewed by a team from Career and Technical Education and evaluated each vendor on several criteria, including price. The team recommends selection of Bob's Computer Counseling as the lowest responsive, responsible bidder.

This award is for a two year contract with an option to renew for three additional one (1) year periods for a total of five years.

Fiscal Impact

Fiscal Year: 2017

Amount Requested: 69,000-75,000

Source of Funds: CTE

Account Code:

Fiscal Impact:

Attachments

Evaluation Scoring

Form Review

Inbox

Career and Technical Education
Business & Operations Exec Dir
Superintendent's Office
Form Started By: Devone Miles
Final Approval Date: 07/05/2017

Reviewed By

Michele Ehl
Stewart Mhyre
Christine Hansen
Started On: 06/26/2017 10:27 AM

Date

06/29/2017 08:23 AM
06/29/2017 12:01 PM
07/05/2017 09:33 AM



RFP16-38GF
Networking and Technical Support Consultant
AWARDED: JULY 11, 2017

| Criteria | Bob's Computer Consulting | Computer Consultants International | iData Technology | ISOutsource |
|--|---|--|--|---|
| Overall Cost and Rates | Rate applies to all hours worked. Does not bill extra for overtime or charge mileage. | Charges overtime rates beyond standard rate. | | Hourly rate is excessive as is overtime rate. |
| Points Possible: 60 | 54.78 | 60.00 | 50.40 | 27.39 |
| Availability to be onsite for direct service and troubleshooting during and outside school hours. Prefer single dedicated technician for consistency to teachers, district technology staff and CTE Staff. | Yes. Standard Hours 6:30 am to 5:00 pm with support beyond standard hours. Service is 24/7 at same hourly rate. Single, dedicated technician | Unclear based on minimal responses to questions. While mentioning remote work as preferred, applicant does not address onsite troubleshooting and support. Single, dedicated technician. | Yes. Standard Hours 6:00 am to 6:00 pm with support beyond 24/7 at same hourly rate. Multiple Technicians. | Yes. However, service rates after standard hours are excessive and beyond the scope of affordability. Multiple technicians. |
| Points Possible: 15 | 15 | 5 | 12 | 10 |
| Experience with servicing Computer Labs in an educational setting working directly with students and teachers | Has worked in Edmonds HS and MS CTE settings with multiple CTE programs, teachers and district technology staff for 15 years. | No details given regarding working with computer labs in academic setting. Again, minimal response to question. | No experience listed regarding work in an educational setting working with teachers and district technology staff. | One of the technicians listed has worked in Edmonds SD but not CTE labs. Technicians have worked with other schools. |
| Points Possible: 15 | 15 | 5 | 0 | 12 |
| References | In addition to the references listed, the applicant has multiple positive reviews and recommendations from district CTE staff. Did not, however, list school districts as references. | Does not include school districts as references. | Does not include school districts as references | Includes school districts as references. |
| Points Possible: 10 | 8 | 8 | 8 | 10 |
| | 92.78 | 78.00 | 70.40 | 59.39 |
| | AWARD | | | |