The Flagship

A Newsletter of Shoreline Public Schools

SHORELINE PUBLIC SCHOOLS

Winter 2021





Relationships are key to keeping students engaged in remote learning



Work begins on implementing Ethnic Studies resolution

Edwin Pratt ELC selected as inclusionary demonstration site



SHORELINE
PUBLIC SCHOOLS
18560 1st Ave. NE
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Superintendent's Message

Ethnic Studies Resolution Serves as a Next Step in Creating Systemic Change



Rebecca Miner
Superintendent

As we enter the new year, resolutions are often on the minds of many. While not the same kind of resolution many are used to making this time of year, I want to take a moment to talk about a special resolution our school board approved this summer and what it means for our work as Shoreline educators and support staff.

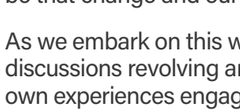
In this issue of *The Flagship*, you will read about a school board resolution supporting the development, addition and integration of Ethnic Studies for students throughout all of our schools and grade levels. I was grateful for the Board's leadership in pushing this critical work forward by approving it unanimously. You can read the resolution in its entirety at **https://bit.ly/EthnicStudiesResolution**.

The values and direction embedded throughout the resolution provide clear next steps in our journey to implement systemic change in our school district. Race has too often been a predictor of success in public education, but we have the power to change that in our schools. This Ethnic Studies resolution recognizes our capacity to be that change and our focus on the urgency of implementing it.

As we embark on this work together, there will be new learning and eye-opening discussions revolving around race, ethnicity, identity and social justice. Based on my own experiences engaged in this learning in recent years as a white woman, I can tell you it can be uncomfortable. But in that space and feeling is when remarkable learning and growth happens. That lack of comfort should be embraced because it often results is a deeper understanding of our own biases and misconceptions of history, as well as the bias and racism that exists in systems. When we recognize these issues, where they exist and our power to change them, we can intentionally and authentically affect positive changes in ourselves and the systems we work within.

On this journey toward true and overdue social justice, we will use language that recognizes, affirms and values the voices and identities of those who have been marginalized and are furthest from educational justice. In our schools, we will say and celebrate Black Lives Matter. We will affirm and lift up our LGBTQIA youth, staff and families. We will stand side-by-side with those whose views and values are centered on human rights and dignity. We will do these things not only because that is what our school board has directed us to do through this resolution, we will do them because they are the right things to do. I hope you will support and join us in this endeavor.

You may have heard that my time in the district is drawing to an end as I have let our board and community know that I will not be continuing in Shoreline beyond the end of this school year. As I look back on my time in Shoreline, I feel blessed to have been a part of this amazing community and as I look forward, I am energized by the work, as outlined above, ahead of us. Though my time remaining may be short, there is much to be done and I appreciate your support during this time.





Upcoming Dates

Find a complete schedule of school district events with locations and times at shorelineschools.org.

January

18: No School - Dr. Martin Luther King, Jr. Day

25: School Board Meeting at 7:00 pm

29: No School - Staff Work Day

February

1-5: Black Lives Matter at School Week

1: Black Voices: AfroFuturism at 6:00 pm

3: Black Voices: Black Book Fair at 6:00 pm

5: Black Voices: HBCU Night at 4:00 pm

8: School Board Meeting at 7:00 pm

15-19: No School - Mid-Winter Break

March

1-5: Elementary Conferences

1: School Board Meeting at 7:00 pm

8: Education Support Professionals and Classified Staff Appreciation Week

15: School Board Meeting at 7:00 pm

April

5: School Board Meeting at 7:00 pm

19-23: No School - Spring Break

Shorecrest and Shorewood Students Thank Community for Food Drive Support



On October 31, 2020, students from Shorecrest and Shorewood High Schools joined forces to host a community food drive to benefit the Hopelink Food Bank.

The students made it a friendly competition between the schools and turned out in force to both donate and accept donations at the drive-thru event that was held at the Shoreline Center.

Thanks to their hard work and donations from our generous community, they collected over 7,600 pounds of food! In the end, they called the competition a draw. Both sides had set out to accomplish what they intended in spectacular fashion thanks to a caring community.

Below is a letter from the students thanking the community for the enormous success of the project.

Dear Beloved Members of the Shoreline Community,

Thank you for your generous donations to the Shorewood / Shorecrest October Food Drive. We were able to collect over 7,600 pounds of food items and donate them to Hopelink. All this would not have been possible without the caring hearts of this community.

At a time when the sharing of kindness is especially in need, we cannot express enough how much we appreciate your help and support during this difficult time. Through these words, we hope that our gratefulness and thankfulness delivers well to the genuine hearts of the Shoreline community, as well as our wishes for the health and well-being of all.

Once again, thank you.

With warm regards,
Shorewood and Shorecrest High School

Relationship Building Key to Keeping Students Engaged in Remote Learning

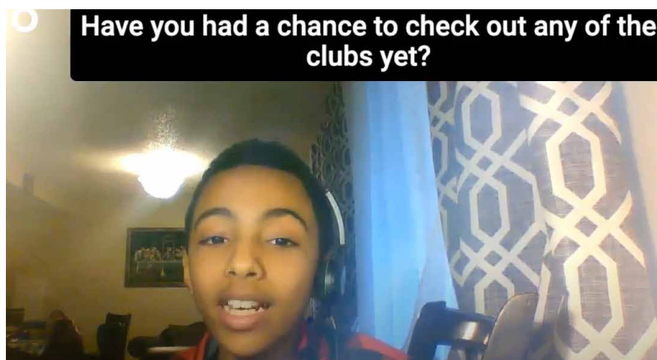
Teachers and staff use relationships to build supportive learning communities to keep students learning throughout the pandemic



Shorecrest Teacher Crystal Fresco Gifford teaches class online.



Syre Teacher Sarah Taillie greets her class as the school day begins.



Einstein 6th Grade Senator Matbeal Dinka encourages his peers to join virtual clubs during a schoolwide morning announcement.

While the global pandemic has closed school buildings and forced a temporary shift in how teachers teach and students learn, some things remain the same. Whether in person in a classroom or online through Zoom, relationships are still at the heart of teaching and supporting student success.

"Relationships are key; it's what keeps students coming to class and staying engaged in their learning," said Crystal Fresco Gifford, who teaches social studies and Multilingual Language Learners at Shorecrest High School. "You have to think about what the purpose is from their perspective. Why would they want to roll out of bed and log on to Zoom? It's to be connected to each other, to be part of a community of learners who support one another."

Research has long proven that the relationship students have with teachers and other school staff plays a large role in their academic success and social development. Having a positive relationship with their teachers helps students feel safe and comfortable in their learning environments. Fostering a positive connection with a non-parental/guardian authority figure has also been shown to support students' ability to define themselves, adapt to their environment and grow their social and emotional intelligence.

Just as the online learning environment has made teachers change how they deliver instruction, it has also changed how they develop and nourish those essential relationships with students.

"In a normal in-person classroom environment, there are so many chances to make connections with kids when they come through the door, and you get a chance to greet them or chat with them while they're unpacking their backpack or coming in from recess," said Syre Elementary 1st Grade Teacher Sarah Taillie. "It's harder to do across a screen, but one of the most important parts of my job this year is recreating that feeling of community and togetherness."

Building community was the focus of the launch to the school year as teachers from across the District utilized the "Start Smart" model developed in collaboration with the Shoreline Education Association. Teachers spent the first few weeks of the school year focused on creating a positive and caring community within their classes. Students and teachers spent time learning about one another, building connections and establishing trust within their learning communities.

That focus helped students and teachers set a strong foundation for their relationships and learning moving forward. "Routines and rituals are key… every class period, we start with a gathering and open discussion," said Fresco Gifford. "Sometimes the discussions are lighthearted and bring out a lot of the students' humor and personality, and sometimes it's connected to something we're studying or learning and you get to hear their unique perspectives on topics and issues."

Taillie also finds ways for her students to get to know each other. "We use our morning meetings to help build that sense of community in our classroom," said Taillie. "We'll start with a common get-to-know-you type question and go into breakout rooms to discuss in small groups and then rotate students around, so they get the chance to have those fun conversations with all their classmates."

Taillie noted that November's character trait of the month was gratitude, so they held a "gratitude scavenger hunt" around their homes. Students took pictures of things and people they were grateful for and then shared why they were thankful for those things with each other. "It was a really special moment for our class," she added.

Schools are also finding ways to create community beyond individual classrooms. "Kids are really missing that social connection, so we're finding ways to create common experiences and interactions across our school," said Einstein Middle School Principal Nyla Fritz. "We're not trying to 100 percent replicate everything we did in person, but we're trying to keep some of those rituals and routines alive in our virtual environment."

One of those ways is the schoolwide morning announcements led by Einstein's ASB leaders. Each morning, the student leaders provide engaging and informative video announcements that are watched together in students' PRIDE (homeroom) classes. On one of those recent morning announcements, 6th Grade ASB Senator Matbeal Dinka shared news about the numerous school clubs that are meeting virtually and how students can join. "Have you had a chance to check out any of the clubs yet," asked Dinka. "If not, you should do it… don't miss these wonderful opportunities to connect with others."

Fritz agrees. "Connecting with friends outside of class can be tough, so we're seeing those great student-to-student connections and friendships develop in our after school clubs that are meeting virtually," said Fritz. From anime club to virtual volleyball, there are many interests and activities to engage in. "We're always adding and looking for more ways to connect with students," she added.

Staff efforts to build relationships with students and between students to keep them active and engaged in their learning appear to be paying off. In a recent presentation to the school board, it was noted that over 96 percent of Shoreline elementary students and 90 percent of middle and high school students have an attendance rate average of over 90 percent.



Shoreline middle and high school students attend the SEED Social Justice Conference at the Shoreline Center.

Implementation Begins on Ethnic Studies Resolution

School board resolution promoting Ethnic Studies and social justice standards guides staff in developing related curriculum, resources and practices

On July 20, 2020, the Shoreline School Board took historic action by unanimously approving an Ethnic Studies resolution. The resolution directs the superintendent and staff to, among other things, develop a framework to assess and implement Ethnic Studies curriculum and instruction for all students in all grades and explore adding as a graduation requirement. You can read the resolution in its entirety at https://bit.ly/EthnicStudiesResolution.

Ethnic Studies is the interdisciplinary social and historical study of race and ethnicity, as understood through the perspective of underrepresented racial groups within the United States and beyond. Since the emergence of Ethnic Studies as an academic field in the late 1960s, scholars have analyzed the many ways in which race and racism have been and continue to be powerful social, cultural and political forces.

"This resolution and the work that will follow is a step forward in recognizing and leveraging the past and current work of staff while making it an ongoing and immediate priority," said Superintendent Rebecca Miner. "Race has too often been a predictor of success in public education, but we have the power to change that in our schools… this resolution recognizes our capacity to be that change and our focus on the urgency of implementing it."

Academic research associates the overwhelming dominance of Euro-American perspectives in textbooks, curriculum and instruction—coupled with the marginalization and minimizing of scholarship, accomplishments and contributions by people of color—as significant contributors to disengagement from school and learning.

"Not only is it important to teach our history accurately, it is essential for our amazingly diverse students to see themselves authentically represented in our textbooks, teaching materials and libraries," said Director of Teaching and Learning Maria Stevens. "Ethnic Studies is essential because it provides learners with the full spectrum of human knowledge, not just parts of it," added Director of Equity and Family Engagement Dr. Tanisha Brandon-Felder. "Providing that knowledge is not just a gesture of token diversity; it pays off academically in student performance and graduation rates."

Research from Stanford University and the National Education Association found high school students who participate in Ethnic Studies courses showed increases in attendance, grades and credit attainment.

In addition to implementing Ethnic Studies, the resolution also calls for district-wide participation and celebration of Black Lives Matter at School Week of Action, which occurs the first week of February. This is in addition to supporting the ongoing Black Voices series of events that centers Black Voices and celebrates the district's Black students and their families.

"I'm incredibly proud of Shoreline's Ethnic Studies resolution and I want to recognize the student activism and student vision that made this resolution possible," said Shoreline School Board President Meghan Jernigan.

Students were at the forefront of the discussion to bring forward a resolution supporting wider implementation of Ethnic Studies in Shoreline Schools. Groups of students from Shorecrest and Shorewood High Schools regularly highlighted the importance and benefits of Ethnic Studies at school board meetings, taking turns sharing their research, opinions and perspectives. They wrote letters to school board members and administrators, started petitions that gathered thousands of signatures, and generated support from their peers, staff and community members.

It's easy to understand the students' passionate support after hearing the positive impact Ethnic studies has had on their education and lives. "Ethnic Studies gave me the freedom to question the status quo… I discovered my own curiosity to understand why the patterns of inequality I had seen throughout my childhood—and many more patterns I had never before observed—were there to begin with," said Jose Luis Gandara, a Shorewood Class of 2019 graduate and current student at Stanford University. "This will have a profound impact on our Shoreline community as more students learn about experiences different from their own and emerge better prepared to make sense of a complex world and are able to affect positive change."

Sinit Daniel, a Shorewood senior who began one of the petitions, agrees. "Shoreline students exist in the midst of complex systems of privilege, inequality and injustice… our education system owes it to us to equip us with the tools to adequately navigate and change these systems," said Daniel. "We need to offer an education that promotes social change and reminds people of the impact minorities have made in this country."

Much work has happened around the resolution since it was adopted. At a recent school board meeting, Stevens and Dr. Brandon-Felder provided an update on the plans and progress that have been made in implementing the resolution.

Dr. Brandon-Felder noted several professional development series aligned to the resolution. This included training focused on race and equity, the history of race in Shoreline, culturally responsive teaching and more. She added that a group of internal and external content experts, including the founder of Washington Ethnic Studies Now, has been formed to help support a framework and teaching practices related to Ethnic Studies.

Stevens added that progress is also being made in developing curriculum and resources for integration of Social Justice Standards, Black Lives Matter Year of Purpose, Teaching for Black Lives and Since Time Immemorial, a curriculum focused on Tribal history, culture and sovereignty. She also noted there would be a tiered system of professional learning to support the implementation of the resolution and staff would be providing regular progress and planning updates to the school board.

"There is much more work to do, but I am inspired by the energy and enthusiasm that surrounds this resolution and what it means for our students' futures," added Superintendent Miner.

Affinity Groups Seek Families and Caregivers

Shoreline Public Schools is inviting parents, guardians and caregivers to participate in Affinity Groups. These groups are designated "safe spaces," intended to support and amplify the voices of individuals with a particular identity. This identity can be based on race, language, nationality, sexual orientation, gender, physical/mental ability, socio-economic class, family structure, religion or other identities.

Affinity Groups can be places for underrepresented people in a community to come together to feel less isolated and more connected. Members of Affinity Groups will have opportunities to connect with other families within their schools and across the district who have shared experiences or identities.

Affinity Groups bring people with shared identities, experiences, or interests together to allow group members to safely and freely share their experiences without inhibition and having to worry about others not understanding their experience.
If you would like to join an affinity group, learn more about them, or learn how you can become a facilitator, visit www.shorelineschools.org/Page/7794 or email equity@shorelineschools.org.

Edwin Pratt ELC Selected by OSPI and UW as an Inclusionary Demonstration Site



The Edwin Pratt Early Learning Center is being recognized and studied as a model for inclusionary preschool practices by the Office of Superintendent of Public Instruction (OSPI) and the Haring Center for Inclusive Education at the University of Washington.

This fall, OSPI and the Haring Center expanded their K-12 Inclusionary Practice Project (IPP) to include preschools and selected four early learning programs across the state to serve as demonstration sites for using innovative and effective inclusion models in their preschool programs. The Edwin Pratt Early Learning Center was one of the four sites selected.

The Edwin Pratt Early Learning Center is home to three early learning programs that serve a variety of needs. This includes a tuition-based preschool, a Head Start program serving low-income students and an Early Childhood Education program serving students with special needs. Students in all three programs are blended in classrooms throughout the building, explained Director of Early Learning Hillery Clark.

"In Washington, less than 50 percent of students with disabilities are participating in early childhood classes separate from their peers," said Clark. "In our school, 100 percent of students with disabilities are included in early childhood classes with their peers... students develop and grow together in inclusive classrooms, learning about and embracing individual differences."

Clark credits her staff for their work in building the capacity to be one of only four preschool sites in the state to be selected as a demonstration site. "This selection celebrates and honors their incredible hard work, dedication and love for every student and family we serve," said Clark.

As an IPP demonstration site, staff and administrators in the early learning programs will receive additional coaching and mentoring on inclusive teaching practices to increase their capacity to meet the needs of all students, regardless of ability or background.

The other three preschool programs selected to be demonstration sites are:

- Robert Lince Early Learning Center in Selah, WA
- Kodiak Cubs Preschool in Leavenworth, WA
- Hood Canal School Inclusive Preschool in Skokomish, WA



ONLINE FEEDBACK FORM

Have a question, compliment or concern?

Visit our "Let Us Know" online feedback form at: **www.shorelineschools.org/feedback**

Meet Your New School Board Members

Newly appointed Shoreline School Board members Emily Williams and Sarah Cohen were sworn into office in December



Emily Williams
District #2



Dr. Sarah Cohen
District #3

Emily Williams was sworn into office on December 7, 2020. She represents District #2 on the Shoreline School Board.

Emily has lived in Shoreline for four years with her husband, Robert, and two children. Their daughter, Naima, attends Kellogg Middle School and their baby boy, Remy, is about five years away from starting kindergarten.

She has a Bachelor of Arts in Sociology from Central Washington University and a Master of Education in College Student Affairs Administration from the University of West Florida.

Emily works as a project manager for the Workforce Development Council of Seattle-King County. She has over 10 years of service supporting and leading state, federal and grant-funded community-based education and non-profit programs. She has also previously served as the Director of Learning Center Seattle, an open doors youth reengagement program at Seattle Central College.

Emily is committed to playing a role in uplifting underserved and underrepresented communities, especially Black and Brown students and families. She is excited to contribute to the Shoreline School Board and broader community.

Dr. Sarah Cohen was sworn into office on December 10, 2020. She represents District #3 on the Shoreline School Board.

Sarah has lived in Shoreline for 10 years with her husband, Keith, and family. She has two adult children, Kate and Finn, and twins Edward and Thomas, who attend Syre Elementary School.

She has a Doctor of Philosophy in English from the University of Washington and a Master of Fine Arts in Creative Writing from the University of California, Irvine.

Sarah is a senior instructional designer at the University of Washington, working with faculty and staff to create online courses and learning experiences for students. She has 13 years of teaching college-level English and writing courses, and has also designed curriculum for middle and high school writing courses.

Sarah has a strong commitment to educational equity and has been a leader in her workplace on making educational equity a priority in design and decision-making. She is excited to join the Shoreline School Board to support the District in providing meaningful learning for every student.

Find School Board Information Online at
WWW.SHORELINESCHOOLS.ORG/SCHOOLBOARD

- Agendas
- Meeting Minutes
- Meeting Schedule
- Board Contact Information
- Policies and Procedures
- And More...



Free Weekly Meal Box Program Open to All Children

Families of any youth 18 and younger can order pick up meal boxes full of healthy meals for their children



L-R: Launita Salvage and Tsutae Marcinkowski prepare meal boxes for that week's distribution.

Thanks to changes made by the United States Department of Agriculture (USDA) in response to the pandemic and school closures, Shoreline Public Schools has been able to offer free meals to youth through a weekly meal box program.

The program is open through the end of the school year and participants do not need to be enrolled in Shoreline Schools to receive free meals. In fact, all children 18 and younger are eligible.

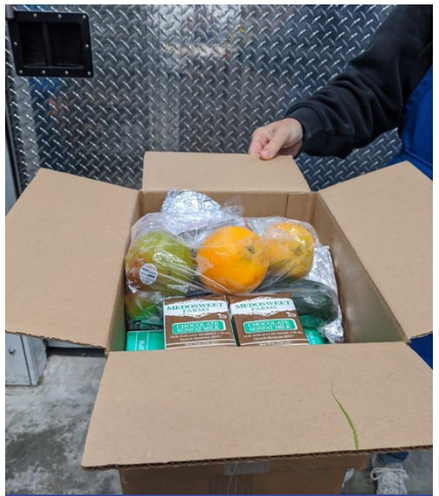
Meal box orders are be placed by families on Monday-Wednesday each week. They are then available for pick up on Wednesday of the following week at a number of locations throughout the district. Ordering information is available at http://bit.ly/MealBoxOrder.

Each meal box, which families place orders for each week, contain a week's worth of breakfasts and lunches. Staff are intentional about planning and preparing the meals that are easy to warm up in microwaves. Each meal is well-balanced and meets or exceeds USDA nutrition guidelines.

"Students can't learn if they're hungry and youth need healthy meals to support proper growth and development," said Food and Nutrition Services Director Jessica Finger. "This is a great program to support those needs... we hope people will continue to take advantage of it."

Finger notes that they've had great participation so far. From September through December, they have made and distributed more than 142,000 meals.

Learn more and place an order at: http://bit.ly/MealBoxOrder



Each meal box contains a week's worth of healthy and nutritious meals.



Susie Piper-Sack prepares breakfast sandwiches to go in meal boxes.



L-R: Kaija Dalan and Karen Kessinger direct traffic .



L-R: Cindy Woodard, Shawn Van Horn, Stacy Cotton and Heather Cotton prepare gift card packets for distribution.

Shoreline PTA's Holiday Baskets Bring Cheer to Over 700 Families

With a need greater than ever before, Shoreline PTA Council and their elves step up to deliver $110,000 in holiday food and gift support

On December 12, 2020, the Shoreline PTA Council held their Holiday Baskets: Food, Toys and Teen Gifts distribution at the Shoreline Center. Holiday Baskets is an annual event that provides holiday food and gift support to Shoreline Public Schools families who are experiencing circumstances that make it challenging to provide those things for their children.

In a typical year, the program supports about 500 families. This year, they saw the need grow substantially to over 700 families.

"There was definitely a greater need this year, which isn't surprising because we're in the middle of a pandemic," said Holiday Baskets co-chair Shannon McMaster. "It is also not surprising how our community stepped up to meet that need."

All together, the PTA raised and distributed nearly $110,000 in gift cards and grocery vouchers to families. This came from generous PTA and community donations, partner organization support and CARES Act funding from the City of Shoreline.

"The community has really been amazing," said co-chair Stacy Cotton. It's been a challenging year for everyone, but it's so gratifying to see so many people come together to support their community."

"Whenever we asked for help in any way, the response was immediate and amazing," added McMaster.

Holiday Baskets is supported by: Shoreline PTA Council, Shoreline Fire Department, Hopelink, Rotary Club of Lake Forest Park, City of Shoreline, Dale Turner Family YMCA, Alpha Delta Kappa and Shoreline Public Schools.

In addition to the Holiday Baskets program, Shoreline PTA Council supports numerous other resource and support programs that are available to families across the District. You can learn more on how to access or support these programs at **www.shorelinepta.org**.



To maintain social distancing, the Holiday Baskets distribution was held as a drive-thru pick up.

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BLACK VOICES

Don't Miss Our Upcoming February Events

February 1 at 6 pm
AfroFuturism

Explore the art of Black storytelling with a video streaming of Black Panther, unpacked by local playwright screenwriter, director and producer Donte Felder and award-winning artist and activist Emilee Morehouse.

February 3 at 6 pm
Black Book Fair

Join our virtual book fair as we welcome back award-winning author Dr. Jewell Parker Rhodes. A portion of all proceeds will benefit school libraries.

February 5 at 4 pm
HBCU Night

Join us in learning about Historically Black Colleges and Universities from local Shoreline alumni and community members.

Learn More and Register: www.shorelineschools.org/blackvoices

The WORKS is Now Open by Reservation on Wednesdays from 6:30-8:00 pm

Make Reservations at https://tinyurl.com/works2020

A Shoreline PTA Council Family Resource

THE WORKS

The WORKS clothing room provides high quality, clean, gently used children's and teen clothing to Shoreline School District families. Shoreline families experiencing economic hardship can bring their children to "shop" for gently used, stylish clothing.

TO SHOP AT THE WORKS:

- Families must have a Shoreline School District address or have a child who attends a Shoreline School District school.
- Each qualifying family may sign up in advance for only one {1) 30 minute time slot. No walk-ins allowed.
- Please leave children at home. Up to two adults from the same household may enter The WORKS. Masks and gloves are required and will be provided, if needed.

For urgent needs, please email theworks@shorelinepta.org or leave a message at 206-393-4916.

The WORKS is located on the north end of the Shoreline Center at 18560 1st Ave. NE. See the map below for location.

