

SHORELINE SCHOOL DISTRICT

School Capacity Review and Closure Consideration Task Force

June 6, 2024



Land Acknowledgement

The Shoreline School District acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Puyallup, Suquamish, Tulalip, Snoqualmie and Muckleshoot nations.

Land Acknowledgement Resources: <https://usdac.us/nativeland> <https://native-land.ca/>



[Understanding Coast Salish Design](#)

School Capacity and Closure Consideration

Outcome for this evening: To identify 2-3 schools to remove from further consideration for closure.

Agenda:

1. Review Task Force Purpose
2. Norms and Race and Equity Decision Making Tool
3. Review of Scoring
4. Review of Criteria, Data, and Information
5. Deliberation and Voting
6. Closure and Next Steps

Task Force Purpose

To make a recommendation to our Board and superintendent about the most viable elementary school for potential closure.

- *The task force will bring the recommendation in the fall of 2024*
- *Implications and factors related to a closure will be shared with the recommendation*
- ***The Task Force will not recommend whether or not to close a school.***
- *Any closure, if implemented, would not take place until the 25-26 school year*

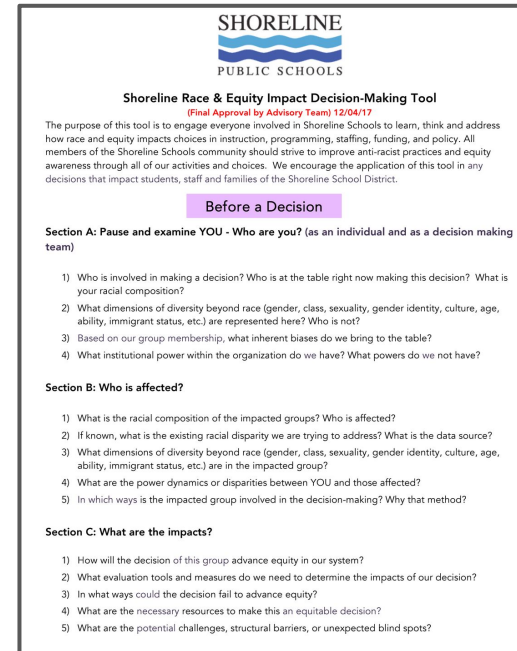
Norms

1. Be present and persistent
2. Maintain confidentiality
3. Presume positive intent
4. Listen and ask questions to understand different perspectives; be mindful of airtime
5. Keep students at the center of our work

Equity and Our Work

Please review the "Race and Equity Decision Making Tool" and highlight the key components you think are vital for our consideration in the context of evaluating the closure of one of our schools.

Share your thoughts with 1-2 “elbow partners”



The image shows a document titled "Shoreline Race & Equity Impact Decision-Making Tool" with the Shoreline Public Schools logo at the top. The document includes a purpose statement, a section titled "Before a Decision" with sub-sections A, B, and C, each containing a list of reflective questions.

SHORELINE
PUBLIC SCHOOLS

Shoreline Race & Equity Impact Decision-Making Tool
(Final Approval by Advisory Team) 12/04/17

The purpose of this tool is to engage everyone involved in Shoreline Schools to learn, think and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Shoreline Schools community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. We encourage the application of this tool in any decisions that impact students, staff and families of the Shoreline School District.

Before a Decision

Section A: Pause and examine YOU - Who are you? (as an individual and as a decision making team)

- 1) Who is involved in making a decision? Who is at the table right now making this decision? What is your racial composition?
- 2) What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are represented here? Who is not?
- 3) Based on our group membership, what inherent biases do we bring to the table?
- 4) What institutional power within the organization do we have? What powers do we not have?

Section B: Who is affected?

- 1) What is the racial composition of the impacted groups? Who is affected?
- 2) If known, what is the existing racial disparity we are trying to address? What is the data source?
- 3) What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?
- 4) What are the power dynamics or disparities between YOU and those affected?
- 5) In which ways is the impacted group involved in the decision-making? Why that method?

Section C: What are the impacts?

- 1) How will the decision of this group advance equity in our system?
- 2) What evaluation tools and measures do we need to determine the impacts of our decision?
- 3) In what ways could the decision fail to advance equity?
- 4) What are the necessary resources to make this an equitable decision?
- 5) What are the potential challenges, structural barriers, or unexpected blind spots?

Our Decision-Making



Review of Criteria, Data, and Information

1. Individually:

- Review our criteria and data & information shared during our meetings. Identify key aspects that stand out to you as significant factors we should consider when deciding which schools to remove from our list. (7 minutes)

2. With your assigned group

- Have each member share their factors (2 minutes/group member)

Group #1

Andrew
Natalie
Matt
Rob
Dan

Group #2

John
Kristin
Heather
Erin
Ina

Group #3

Lara
Travis
Lyn
Evangelina

Group #4

Melissa
Barb
Jessica
Xandra



Deliberation

Deliberation

Review rankings and make motion for school(s) to remove from list for further consideration.

- Member makes a motion. A “second” allows motion to move forward for discussion and vote.
- If a “second” obtained, each member will have an opportunity to make comments. *Members may also make a “friendly amendment.” Amendment must be agreed upon by person who made the motion.*
- All members will vote using the scale to the right.
- 85% up or sideways votes = motion carries

Fully support recommendation(s)



Can support recommendation(s) but need to share reservations



Cannot support recommendation



Number	21	20	19	18	17
85%	18	17	16	15	15

Deliberation

Important Considerations

1. When making a motion or comments, refer to data, important information we've shared this year, and related criteria.
2. Each member will have an opportunity to make comments in two rounds and members can pass on either or both rounds.
3. We ask that members who want to respond to a comment made by another member, wait until their turn in the round.

Next Steps

June 18

- Provide update to School Board

Fall 2024

- Review enrollment data
- Recommend 1 school for closure
- Public hearing
- Begin boundary process if Board acts on recommendation

Fall Meeting Dates:

Option #1 - Recommended

- Sept 5 and 19
 - (Sept 2 is Monday of Labor day)
- Oct 3 and 17
- Present Recommendation to the Board Oct 22 or 29

Option #2

- Sept 12 and 26
- Oct 10 and 24
- Present to the Board Oct 29.



Thank you!