

BOARD MEETING MINUTES

September 6, 2018

Call to Order

Director Dick Nicholson called the Regular Board Meeting of the Shoreline Board of Directors to order in the Board Room of the Administrative Offices at the Shoreline Center at 7:00 p.m. on September 6, 2018, followed by the flag salute.

Roll Call

Present: Dick Nicholson, Member; Heather Fralick, Member; Dick Potter, Member (*attended remotely via conference phone*); and Saagar Mehta, Shorewood Student Representative. Soumya Keefe, Shorecrest Student Representative, was in the audience.

Absent: David Wilson, President and Mike Jacobs, Vice President

Introduction

Assistant Superintendent Brian Schultz introduced the District's new School Resource Officer (SRO), Deputy Jonathan Salter. Deputy Salter comes to us from the King County Sheriff's Office, where he has served for four and a half years, the last three of which were for the City of Kenmore. During the last two years, he has served as an SRO Officer at Inglemoor High School in the Northshore School District. He comes from a family of educators; his mother was a national board-certified teacher in the Edmonds School District and his sister is also an educator. Deputy Salter graduated from Edmonds-Woodway High School, where he wrestled and played football. He resides in Edmonds with his wife and four young children.

Approval of Minutes

The minutes of the August 20 Regular Board Meeting were approved as submitted.

Adoption of Consent Agenda

The following consent agenda was presented for approval:

- a. Approval of 2018-2019 Insurance Renewals with Washington Schools Risk Management Pool (WSRMP) and Colony Insurance
- b. Einstein Middle School Replacement Project – Adoption of Resolution 2018-16, Certifying Einstein Middle School Replacement Project Will Neither Create Nor Aggravate Racial Imbalance
- c. Einstein Middle School Replacement Project – Adoption of Resolution 2018-17, Acceptance of Einstein Middle School Value Engineering/Analysis Report and Implementation Summary
- d. Kellogg Middle School Replacement Project – Adoption of Resolution 2018-18, Certifying Kellogg Middle School Replacement Project Will Neither Create Nor Aggravate Racial Imbalance
- e. Kellogg Middle School Replacement Project – Adoption of Resolution 2018-19, Acceptance of Kellogg Middle School Value Engineering/Analysis Report and Implementation Summary
- f. Approval of 2018-2021 Shoreline Education Association (SEA) Collective Bargaining Agreement
- g. Approval of 2018-2021 Shoreline Children's Center Association (SCCA) Collective Bargaining Agreement
- h. Approval of Extended Field Trips
- i. Approval of Personnel
 - 1) Certificated
 - 2) Classified
- j. Approval of Payroll and Vouchers

MOTION NO. 52: Ms. Fralick moved that the Board adopt the consent agenda, which is attached hereto and becomes a part hereof. The motion was seconded by Mr. Potter and carried unanimously.

As of September 6, 2018, the Board, by a unanimous vote, approved for payment those vouchers described as follows: Payroll Warrants 446112-446149 and Electronic Transfers in the amount of \$9,181,312.16; Reconciliation of Warrants Issued Between August 10 and August 24, 2018 - General Fund Warrants #72490-72539, 72552, 171801902, 171801905-171801917, 72553-72624, 72655-72662, 171801919-171801924, 72666-72727, 72749-72768, and 171801929-171801950, in the amount of \$1,011,750.40; Capital Projects Fund Warrants #72540-72546, 171801903, 171801918, 72625-72643, 171801925-171801927, and 72728-72737, in the amount of \$5,530,139.54; and Student Bond Fund Warrants #72547-72551, 171801904, 72644-72654, 72663-72665, 171801928, 72738-72746, 72769-72771, and 171801951-171801952, in the amount of \$83,109.08; Private Purpose Trust Fund #70 Warrants #72747-72748, in the amount of \$4,578.00; for a grand total of \$15,810,889.18.

Reports and Presentations

Opening of School Review

Curtis Campbell, Public Information Officer, presented.

Mr. Campbell provided a five-minute video, which highlighted the fun and excitement of the first day of school at all sites.

Summary Report on External Special Education Program Review

Brian Schultz, Assistant Superintendent and Dia Jackson, Senior Researcher for AIR, presented.

Mr. Schultz reported that the District contracted with the American Institutes for Research (AIR) to conduct a third party, independent special education program review. AIR was selected to conduct this review after a process in which the District gathered feedback from stakeholders on two separate proposals. The stakeholders graded out those proposals using a rubric with no names attached so that it would be a blind selection. The purpose of this review was to gain perspectives of students, parents and staff of the quality of services for students with disabilities. The review was conducted over an eight-month period, between January and August, 2018, drawing on information gathered from extant student-level statewide data and documents, which included publicly available district policies, student achievement reports, demographic information of students and staff, organizational lists and special education guidance documents. Additionally, AIR performed a staff survey and a parent survey, conducted interviews that also included students, and met with eight focus groups.

Mr. Schultz announced that the full 200+-page report was going through some fine-tuning and would be available on the District's website in the very near future. Amy Vujovich, Director of Student Services, will be convening with a group of stakeholders in the coming weeks to begin addressing the results noted in the report.

Ms. Jackson applauded the Board and staff for taking on this project. She then reviewed the quality indicators for this report, which included:

- Staffing
- Staff collaboration and professional development
- Inclusive education and instructional practices
- Placement
- Individualized Education Plans (IEPs)
- Equitable access
- Response to Intervention/multi-tiered system of support and data-driven decision making
- Communication

Data sources included focus groups comprised of general education staff, special education staff, a district leadership interview, parents of students with disabilities and students.

A total of 291 personnel took the staff survey and 888 parents took the parent survey, 354 of whom were parents of students with disabilities.

Ms. Jackson summarized the four areas of strength as follows:

- Ensuring high expectations for and inclusion of students with disabilities is a clear priority for the Shoreline Public Schools leaders.
- Overall, most staff and teachers believe that students with disabilities are fully included in the general education instruction and the school community.
- Overall, most parents of students with disabilities reported positive perceptions about the implementation of Shoreline’s special education processes and services.
- Schools report having tiered systems of support in place to support struggling learners and students with disabilities.

Ms. Jackson also reviewed the priority areas as identified: (*Note: the specifics associated with these six priority areas can be found on the District’s website at: <https://www.shorelineschools.org/Page/1235> under September 6 agenda*)

- 1) Staff and parents believe that the current allocation and quality of staff is not adequate to support the social, emotional and behavior needs of students with disabilities.
- 2) Many staff feels there are not enough professional development (PD) opportunities for their role, although staff perceptions of their level of preparation to teach students with disabilities vary by role.
- 3) Although most staff and parents believe students with disabilities spend an appropriate amount of time in general education, parents of some groups of students feel their children are less included in core instruction and school community.
- 4) Most students with disabilities are served in the general education setting, but the decision-making process for determining placement is not clear to parents or staff and varies across schools.
- 5) Schools are implementing some level of tiered systems of support, but the use of data within the system is perceived inconsistent, according to parents and staff.
- 6) Although most staff and families view district and school communication efforts positively, these efforts are perceived to be implemented inconsistently across families and schools.

There were four major recommendations geared towards addressing the results outlined in the report and improving supports and outcomes for struggling students and students with disabilities in Shoreline Public Schools.

- 1) *Strategic Planning.* Develop a strategic plan to improve communication, staffing, instructional practices, and placement process for students receiving transition services. Develop a systematic process for communication among staff and stakeholders.
- 2) *Staffing.* Explore the ratio of staff to students in both general and special education classroom settings and how staff roles and responsibilities are allocated.
- 3) *Professional Development.* Increase capacity of general and special education educators to effectively include students with disabilities in the general education instruction, to the extent appropriate, and in the school community.
- 4) *Clear Guidance.* Develop clearly written guidance resources in high-need areas (such as IEP development, placement decisions, use of data, etc.) that are easily accessible to the intended user (i.e., parents and school staff).

Director Potter asked for clarification on one slide, specifically under Result 1, where it states, “Special education self-contained: 30% agree and Special education non self-contained: 0% agree, 100% disagree,” with the statement, “Focus group indicates that staff felt there were not enough special education staff to match the increase in the special education student population.” Ms. Jackson will research this question so that Superintendent Miner can provide that clarification to the Board.

Director Potter also noted the need in Result 6 for “a consistent approach for communicating with parents and guardians of students with disabilities” and requested follow-up for how that concern would be addressed.

Director Fralick referenced previous comments from special education parents regarding students in general education classes being pulled at the end of the day, resulting in students missing 15 minutes of instruction. She asked Ms. Jackson if this particular comment had come up, specifically in regard to Result 3 or any other questions. Ms. Jackson did not recall hearing that concern.

Mr. Mehta asked about the extent of the collection of student input for this review. Ms. Jackson explained that there was a student focus group for students with disabilities, comprised of five students. Their input was valuable and very much aligned with the information gathered from parents and staff, e.g., voicing of the need for additional staffing as noted in Result 1.

Director Nicholson asked if partial release time could be used for professional development in the area of special education. Mr. Schultz responded absolutely yes.

First Reading: 2018-2019 Board/Superintendent/District Priorities
Rebecca L. Miner, Superintendent, presented.

Superintendent Miner reviewed the process that was used in preparing this year’s priorities, which included a slight change. It began with the directors reviewing their individual priorities from last year in order to determine what was completed and what was ongoing. The added nuance this year was to limit the priorities to the elements of the work that are a focus for this year rather than routine work that is part of the annual work plan. They, along with their staff, drafted priorities for 2018-2019, which were shared in individual meetings with Ms. Miner over the summer. They were then presented at the administrative retreat in early August, where they received feedback from principals and directors. Revisions were made and then once again the priorities were shared in a second individual meeting with Ms. Miner. Next steps after this first reading include sharing with the PTA presidents on September 10, recommended adoption by the Board on September 20, and then if adopted, communication with the community.

This year’s priorities are as follows:

- 1) ***All students graduate college and career ready*** – A theme emerges on developing implementation plans for the instructional strategic plan, the equity policy, our professional learning plan and other initiatives; special education comprehensive program review work continues.
- 2) ***Maintain fiscal systems with adequate reserves to ensure the long-term financial stability of the District, while strategically using available resources to best serve the instructional needs of students. Continue to identify and implement operating efficiencies.*** Ensure that bargaining commitments are sustainable; maximize eligibility for receiving K-3 class size reduction funding; and develop a capital assets replacement plan. Work in the arenas of Business Services, Food Services and Warehouse, Maintenance and Operations, Transportation, and Emergency Planning/Safety Support Services are included under this priority.
- 3) ***Continue implementation of the capital projects identified in the 2006 and 2017 bonds and the 2014 technology levies, and the 2018 technology levy*** – Preparation of additional classrooms ready by August 2019; design of secure foyers in elementary schools; and staying on time and on budget for bond measure projects.
- 4) ***Continue focus on improved and expanded Human Resources services*** – Enhancing and improving recruitment and retention processes; development and implementation of exit interview protocols; and piloting a pool hiring process at the elementary and secondary levels.

- 5) **Refine and expand infrastructure and educational uses for instructional technology** – Implement high school 1:1 replacement; collaborate between the Technology Department and CTE and Teaching and Learning for computer science and STEM programming.
- 6) **Explore and expand opportunities for open, timely and two-way communication with the Shoreline and Lake Forest Park community members, families, and district staff** – Coordinate an annual, district-wide survey; develop Community Connections meeting; and support website and electronic media compliance with the Americans with Disabilities Act.

Directors Potter and Fralick expressed appreciation for the time and thought that went into this process as well as the streamlining in connection with the routine day-to-day work. Director Fralick also spoke positively about the specific information (particularly in respect to target dates) noted in Priority #1.

Director Nicholson asked for additional information on the elementary foyers mentioned in Priority #3. Ms. Miner will provide that in a future briefing to the Board.

As noted above, these priorities were presented for first reading and will be brought forward for recommended adoption at the Board's September 20 regular (business only) meeting.

Electronic Flyer Distribution Project

Curtis Campbell, Public Information Officer, presented.

The e-Flyers process the district has been using to share PDF flyers on behalf of non-profit groups does not meet current Americans with Disabilities Act (ADA) web standards for the visually impaired. Additionally, despite links to the e-Flyers page prominently featured on the website and included in regular email news blasts, the page receives an average of less than 200 visits per month.

In order to ensure e-Flyers are ADA web accessible as well as to increase the reach and convenience for families to access district, school and community flyers, we are partnering with an electronic flyer distribution service called Peachjar, based in San Diego, which is an award-winning K-12 technology company that is already being used by a majority of the school districts in the Puget Sound region. Over 600 school districts and 8 million families in 35 states currently use their electronic flyer distribution platform.

With Peachjar, uploaded flyers are automatically converted to meet ADA standards. If there are areas where information is missing, the information can be added by the uploader to make it ADA accessible. Notices are sent directly to families and it synchronizes with the District's website and mobile app. Individuals can choose to receive e-Flyers immediately, daily, weekly or not at all. The full-color webpage is much more visually stimulating and engaging. Mr. Campbell provided an example of Lake Washington's e-Flyer page. Peachjar has been around for about 10 years and is a trusted partner of services the District is already using--Blackboard (website and mobile app) and SchoolMessenger (mass notification system).

Peachjar integrates with our student information system to email approved e-Flyers and uses industry standard data security protocol and encryption. They do not share, sell or disclose emails or user information, nor do they collect or access personally identifiable student information. Families can opt out of receiving e-Flyers before the launch of the program.

Aside from the initial cost of approximately \$147 per school, the service is free for the district, schools and PTA/Boosters (includes a design library). The service is also free for groups offering free activities or services and \$25 per school for groups charging fees for activities. Groups still have an option for posting free hard copies on bulletin boards.

Benefits to the *community partners* include:

- Broader access to families through email, website and mobile app
- Hyperlinking to additional information and registration
- Shareable on social media
- Analytics on flyer performance by school

Benefits to *families* include:

- e-Flyers delivered where and when they are wanted
- Improved access to opportunities for children and families
- e-Flyers are ADA accessible
- Sorted by sponsor (school, PTA, community group, etc.)
- Access sign-ups or more information with e-Flyer hyperlinks

Benefits to *schools and district* include:

- Compliant with ADA web standards
- Unlimited free e-Flyers and template design library
- Meets the preferences of millennial parents
- Integration with existing web, app and notification systems

Director Potter expressed appreciation for the “sheets saved” and “trees saved” component of this service and also asked if there was a way for individual schools to determine how many times a flyer has been viewed. Mr. Campbell responded that yes, they can tell how many viewed the flyer, how many clicked on links and from what schools. Ms. Miner asked a clarifying question about families with students at multiple schools and whether or not parents would have to sign up for multiple digests. No, the information would be synced at the point of sign up when the preferences are entered into the system by the parent/user.

Director Fralick asked if this would be a mechanism used for conveying district-wide information. Only if it was in flyer form, e.g. a groundbreaking or some other type of specific event or activity. Other methods would be used for more lengthy and complex communications. She also asked if there were efforts in place to ensure that screen readers could easily navigate the website. Mr. Campbell responded that the District is partnering with AudioEye, a highly regarded web accessibility provider, and with the capital region ESD 113, which offers a discounted rate, to do further work around the District’s website. Lastly, Director Fralick asked if Peachjar could be used in preparing board packets (in terms of ADA compliance). Mr. Campbell stated that we weren’t there yet; however, progress is being made in that area.

Board Requested Discussion

None

Comments from the Community

The following individuals spoke:

- 1) Kathleen Fleming, Kellogg and Shorecrest Parent and Head Start Teacher – Called attention to the issue of teacher pay in early learning; Head Start teachers often speak multiple languages in addition to the educational mandate for every Head Start teacher to hold a degree in early childhood or equivalent. In view of recent pay raises for teachers and Children’s Center teachers in the district, she encouraged the Board to consider equity in pay for Head Start teachers.
- 2) Naomi Hillyard, Meridian Park Parent – Expressed three concerns about the a la carte menu at Meridian Park: sugar availability (way too high); equity across the district; and “plastic water bottles are bad.”

- 3) Elizabeth Swan, Meridian Park Parent – Provided a concept outline for a project that involves creating education enrichment opportunities for an entire family. The goal of the project would be to create a proactive resource for the parents and guardians of public school students in order to bridge the gap between their experience and the knowledge they have about the system (public schools) providing that experience. (Handout provided)
- 4) Rhonda Dawson, Meridian Park Parent – Expressed concern about the class sizes at Meridian Park – her daughter is in a class of 34 students; understands the long-range solutions to this problem but inquired as to the short-term solutions; encouraged the Board to hire more teachers.
- 5) Ananda Scott, Parent – Thanked the Board for the investment of time and funds into the special education review; also spoke to Director Potter’s question about how expectations affect perceptions, stating that her issues around special education in Shoreline haven’t been with the district—rather, it has been more about a much larger cultural problem where limits and lower expectations are placed on those with disabilities.
- 6) Callie Steward, Meridian Park Parent – Followed up on her email earlier in the week to the Board regarding class sizes and a la carte items. In watching School Funding 101 on the website, she noticed that the District’s measure for class size in the 5th and 6th grade is 28 but the current classes are at 33 and 31 for the split class. Encouraged the Board to solve the class size problem and the lunchroom issues.
- 7) Matt Reiman, SEA President – Thanked the Board for approving the 2018-2021 SEA Collective Bargaining Agreement. “This is an historic agreement and with it, you have changed the lives of Shoreline teachers.”

Action Items

Adoption of Revisions to Policy 8600, Resource Conservation/Education

Marla S. Miller, Deputy Superintendent, presented.

The Resource Conservation Advisory Committee was convened by the Superintendent in 2017 to review the District’s resource conservation policies and procedures, and make recommendations as agreed upon by the Committee.

The proposed revisions to Policy 8600 were presented to the Board as a first reading on August 20, 2018. Once adopted, the Committee will be reconvened to begin drafting procedures to implement the revised policy.

It was the recommendation of the Superintendent that the Board adopt the proposed revisions to Policy 8600, Resource Conservation/Education recommended by the Resource Conservation Advisory Committee, as presented.

MOTION NO. 54: Ms. Fralick moved that the Board adopt the revisions to Policy 8600, Resource Conservation/Education, as presented. The motion was seconded by Mr. Potter and carried unanimously.

Adoption of Revisions to Policy 3115, Homeless Students: Enrollment Rights and Services

Amy Vujovich, Director of Student Services, presented.

Revisions to Policy 3115 were presented for first reading at the Board’s August 20 regular meeting. The Federal McKinney-Vento Act requires all school districts to identify, enroll, and serve children and youths living in homeless situations. These proposed revisions bring the policy in alignment with ESSA (Every Student Succeeds Act) and district practices.

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It was the recommendation of the Superintendent that the Board adopt the revisions to Policy 3115, Homeless Students: Enrollment Rights and Services, as presented, and to be effective September 6, 2018.

MOTION NO. 55: Ms. Fralick moved that the Board adopt the revisions to Policy 3115, Homeless Students: Enrollment Rights and Services, as presented. The motion was seconded by Mr. Potter and carried unanimously.

Adoption of Revisions to Policy 1241, Board of Directors: Absences
Rebecca L. Miner, Superintendent, presented.

Revisions to Policy 1241, Board of Directors: Absences, were presented for first reading at the Board's August 20 regular meeting. In March 2018, this policy was revised to state that a board member "is limited to remotely attending three (3) board meetings per year." However, it did not indicate the definition of a year. In this revision, the policy has been clarified to indicate that the district's fiscal year will be the measurement.

It was the recommendation of the Superintendent that the Board adopt the revisions to Policy 1241, Board of Directors: Absences, as presented, and to be effective September 6, 2018.

MOTION NO. 56: Ms. Fralick moved that the Board adopt the revisions to Policy 1241, School Board: Absences, as presented. The motion was seconded by Mr. Potter and carried unanimously.

School Board Reports and Communications

Mr. Mehta reported that in order to make the system of communication between the ASB core and the student body more effective and meaningful, the Student Council at Shorewood was being restructured. Preparations for homecoming have begun. Shorewood football won the first game of the season, 42-0, and all were invited to attend the first home game of the season on Friday night, where the theme will be "Blackout."

Ms. Keefe reported that a new Shorecrest app was rolled out on September 5. The new app contains information about the school schedule, games, events, etc. The homecoming theme of "Elements" was announced; each class will take one of the four elements. Earlier in the day, the new Student Council reps were elected. The fall play is "*Pride and Prejudice*" and will run from November 8-18. "*Top Scott*", a family friendly comedy talent show will be held on September 12 in the Shorecrest Theater at 7:00 p.m. Shorecrest football won their game last Friday against Marysville-Getchell and is scheduled to play Friday against Edmonds-Woodway.

Ms. Fralick attended a couple of "coffee, tea and sympathies," one on the first day of school for grades 1-12 and another on Tuesday, September 4, for kindergartners. She also attended the grand opening on Wednesday evening of The Works in their new location at the Shoreline Center and Curriculum Night at Cascade K-8 right before this board meeting.

Mr. Nicholson attended the Welcome Back celebration at Shorecrest on August 21.

Adjournment: 8:31 p.m.

David Wilson, School Board President

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Attest: September 20, 2018

Rebecca L. Miner, Secretary
Shoreline Board of Directors

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