

## **BOARD MEETING MINUTES**

July 20, 2020

### **Call to Order**

President Heather Fralick called the Regular Board Meeting of the Shoreline Board of Directors to order via Zoom at 7:00 p.m. on July 20, 2020. Rebecca Miner, Superintendent; Adam Kastel, District Event Coordinator; and Kathie Schindler, Executive Assistant, were attending this meeting at the Administrative Offices at the Shoreline Center.

### **Roll Call**

Present: Heather Fralick, President; David Wilson, Vice-President; Sara Betnel, Member; Meghan Jernigan, Member; and Rebeca Rivera, Member. *(President Fralick announced that she had visual confirmation that all board members were present.)*

### **Land Acknowledgement**

Director Jernigan stated: "It is an honor to formally recognize tonight that we are meeting on the traditional homelands of the Coast Salish people. As a guest, I have committed to learning about the land we inhabit, the history that makes it uniquely and beautifully Coast Salish, and the contemporary culture that defines it today. It is a shared history that belongs to all of us and when we know it and we understand it, we begin to see clearly our obligations and our responsibilities. I'm sharing that because as I reflected on the board packet and the work we are tackling as a district, I see the spirit of collaboration and responsibility. Thank you, President Fralick, for letting me get the work started this way."

### **Flag Salute**

### **Comments**

President Fralick began by stating that she wanted the record to reflect that we are still in the midst of the COVID-19 pandemic and per Governor Inslee's order, we are still meeting via Zoom. She then asked Ms. Miner to share a few words about the updates to the Governor's order.

Ms. Miner announced that the Governor's order regarding boards meeting remotely has been extended to August 1 and at this time, we don't have any additional information about further extensions; that information will be shared as soon as we receive it. Community members have been given the opportunity to join these meetings via dialing in or as a participant in a Zoom webinar. They also have the opportunity to provide written comments online through a mechanism on the District's website.

To reiterate, President Fralick noted that community members were given notice the previous week regarding how to join this meeting. They were notified by email of the opportunity to join the meeting electronically or telephonically and to submit written comments using an online form until noon on July 20. There were a total of 14 pages of comments submitted. Those comments were received by the Board via email earlier in the afternoon (July 20). They were also placed on the district website at the following URL: <https://www.shorelineschools.org/Page/1235> (School Board agenda for July 20). In order to make these comments more accessible, they have been posted in two locations (at the top before the agenda items begin and immediately following the consent agenda) within the board agenda packet. As with past meetings, President Fralick announced that there would also be a link to those public comments within the meeting minutes once the minutes are transcribed and approved by the Board (see link above). Several of the comments received addressed the District's consideration for the fall reopening and distance learning. She took the opportunity to thank everyone for participating in the distance learning community survey, the town halls and the focus groups that had occurred over the past weeks. The Board sincerely appreciates the feedback and comments and wants to thank the students, parents, teachers and community members who took the time to submit their comments in advance of this meeting. President Fralick announced at the

last meeting that the presentation on school board governance rules had been moved to this meeting; however, due to time constraints, that has been postponed again to August 17.

Based on this alternative community comment process, President Fralick moved to suspend the provision of Board Procedure 1441P allowing for community members to address the Board during this meeting.

MOTION NO. 52: President Fralick moved that the Board suspend the provision of Board Procedure 1441P allowing for community members to address the Board. The motion was seconded by Director Jernigan and the motion carried unanimously.

### **Approval of Minutes**

The minutes of the June 1 Regular Board Meeting and June 29 Regular (Business Only) Meeting were approved as submitted.

### **Adoption of Consent Agenda**

The following consent agenda was presented for approval:

- a. Acceptance of Gifts, Grants, Donations
  - Shorewood High School - \$19,189.47 – Shorewood Boosters – Various ASB Sports and Clubs
- b. Approval of 2020-2021 Leases and Rates
- c. Approval of Aldercrest Annex Ground Lease to Sound Transit for Use as Storage/Laydown Area
- d. Aldercrest Campus Modernization Project, Phase 2 – Approval of Change Order #15 – Kassel and Associates, Inc.
- e. Einstein Middle School Replacement Project – Approval of Change Order #03 – Hoffman Construction, Inc.
- f. Kellogg Middle School Replacement Project – Approval of Change Order #03 – Hoffman Construction, Inc.
- g. Kellogg Middle School Replacement Project – Approval of Change Order #01 – SME, Inc. of Seattle
- h. Shorewood High School Wainscoting Upgrade – Total Budget Authorization and Award of Contract to K-A General Construction Contractor LLC
- i. Approval of Personnel
  - 1) Certificated
  - 2) Certificated – Out-of-Endorsement Assignments for 2019-2020
  - 3) Classified
- j. Approval of Payroll and Vouchers

President Fralick asked each director if there were any agenda items they wanted pulled for discussion or a separate vote. There were none.

MOTION NO. 53: Director Wilson moved that the Board adopt the consent agenda, items 5a through 5j, which is attached hereto and becomes a part hereof. The motion was seconded by Director Rivera and carried unanimously.

As of July 20, 2020, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: June 2020 Payroll Warrants #447040-447068 and Electronic Transfers in the amount of \$11,885,377.04; Reconciliation of Warrants Issued between June 26 and July 10, 2020 - General Fund Warrants #86036-86122, 86136, 86137-86139, 86140-86317, 192001198-192001261 and 192001270, totaling \$1,210,871.33; Capital Projects Fund Warrants #86123-86131, 86318-86328, 86454-86455, 192001262-192001263 and 192001271, totaling \$6,168,781.69; Student Bond Fund Warrants #86132-86135, 86329-86450, 192001264-192001269 and 192001272, totaling \$39,150.63; and Private Purpose Trust Fund #70 Warrants #86451-36453, totaling 2,931.00, for a grand total of \$19,307,111.69.

President Fralick took the opportunity to express gratitude for the generous support from the Shorewood Boosters in the amount of \$19,189.47, for the benefit of various ASB clubs and sports.

**Reports and Presentations**

Reopening of School Update

*Rebecca L. Miner, Superintendent, presented.*

Ms. Miner announced that most of the materials being presented were also shared in the town halls that were conducted the previous week. She expressed a debt of gratitude to the many who participated, 1,800 in all, which is in addition to the thousands who participated in the first survey.

Ms. Miner reviewed the current timeline **[subject to change]:**

June 17 – July 10 – Teams developed proposals and prepared for stakeholder input

July 13 – 22 – Stakeholder (students, staff and family) input

July 20 – Board update

July 24 – Teams finalize recommendation to Superintendent

July 31 – Superintendent finalizes recommendations

August 3 – Bargaining begins

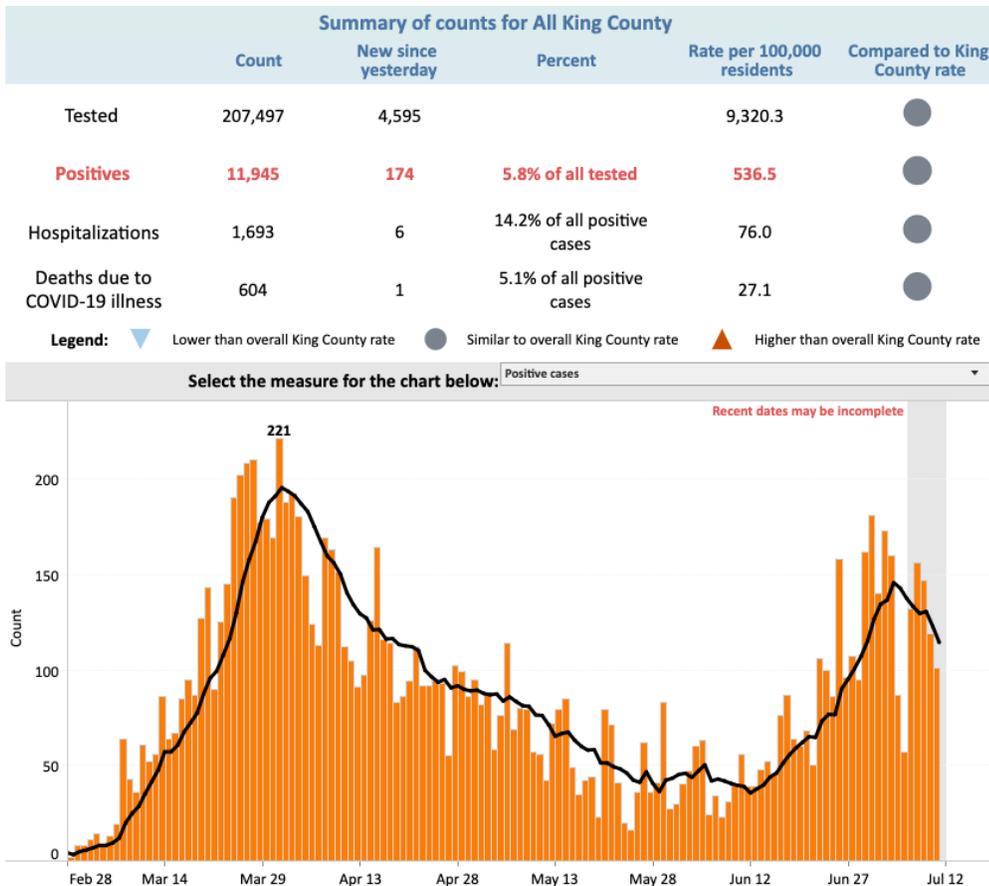
August 14 – Submit recommendation and resolution to Board

August 17 – Board adopts plan through resolution

August 18 – Staff training begins

September 2 – School opens

A slide reflecting the shifting COVID-19 landscape as of July 13 was shared with the Board. The chart clearly reflects the uptick in cases beginning in June.



Guiding documents for planning have included:

- **Reopening Washington Schools 2020: District Planning Guide (OSPI; June 11, 2020)**
- Reopening Washington Schools: Questions and Answers for School Districts (OSPI; June 24, 2020)
- Shoreline Public Schools Race and Equity Policy
- Shoreline Public Schools Race and Equity Impact Decision-Making Tool
- Considerations for K-12 Schools Reopening and Planning Tool (CDC: July 1, 2020)
- Public Health – Seattle & King County Guidance
- **CEE School Reopening Survey Reports**
- All applicable state and federal laws and guidelines

Ms. Miner stated she would be focusing on the two bolded items listed above.

A question from the Board earlier in the day was addressed regarding what might happen if federal funds are withdrawn from schools that do not open for in-person learning. At this point, we do not know the likelihood of the withdrawal of federal funds. If this is attempted, it is likely that there would be lawsuits by states that would need to be litigated, so this is an area of uncertainty. On the state level, if schools don't follow the guidance, there is the potential for loss of apportionment funding and possibly audit issues.

Another question that Ms. Miner has been receiving is whether or not the OSPI guidance aligns with the Governor's phases. On page 16, it indicates that it does not nor is it designed to. The OSPI Reopening Schools guidance applies to counties in all phases but those in Phase 1 or modified Phase 1 may need to get additional guidance from their health departments to open safely.

OSPI's Reopening Washington Schools 2020: District Planning Guide lists four foundational principles from OSPI. They are as follows:

- 1) Support students furthest from educational justice – Ms. Miner read the following definition from the Guide, "The impacts of fear, hatred and systemic and structural racism within institutions cannot be ignored and they yield tragic outcomes. Washington's public education system must engage in anti-racist capacity building, leadership and resource allocation. Dismantling systemically racist structures will make progress on inclusivity and will better serve students of color, students with disabilities, students who are English learners, students who are migratory, students experiencing homelessness, students in foster care, students experiencing intergenerational poverty and students who identify as LGBTQ+." This definition was taken forward in the District's planning work on how to best serve students furthest from educational justice.
- 2) Prepare for health and safety in 2020-2021
- 3) Invest in connectivity and hardware
- 4) Leverage local expertise and provide training

Ms. Miner also reviewed the OSPI planning template that was previously reviewed at the June 29 study session.

The reopening survey participation was shared:

Survey participants:

- 860 staff
- 4,824 parents/guardians
- 1,775 students
- 6,481 comments submitted (approximately 1,000 pages); the full survey reports can be found at: [www.shorelineschools.org/reopeningsurveyreports](http://www.shorelineschools.org/reopeningsurveyreports)

Ms. Miner shared a few slides reflecting results of the survey that ended on June 24. A demographics slide of survey participants was also included.

Shoreline has formed three primary groups to engage in the reopening work. Weekly updates have been going out to families regarding the guidance being received and the work being accomplished. The committees are:

- Engagement: Family and Community Engagement (FACE), chaired by Dr. Tanisha Brandon-Felder – representation and input from 6 parents/guardians and 8 staff members
- Instruction and Whole Child: Reopening Instruction Planning Team (RIPT), chaired by Maria Stevens and Dr. Dan Gallagher – representation and input from 7 school principals, 4 assistant principals, 18 teachers and 5 district administrators
- Operations: Terrific Operations Planning for Shoreline Schools (TOPSS), chaired by Marla Miller – representation and input from staff from Maintenance and Operations, Technology, Athletics, Communications, Purchasing, Accounting, Budgeting, Transportation, Food Service, Nurses, School Office Staff, Human Resources, and Emergency Planning
- Planning teams developed plan recommendations using available guidance and survey results
- Planning team leads meet weekly
- Chairs from these groups, along with Curtis Campbell, are meeting with the superintendent weekly through the summer

Planning assumptions include:

- There will still be active cases of COVID-19 in Shoreline at the time of school opening and throughout the 2020-2021 school year.
- There will not be a vaccine in time to impact the 2020-2021 school year.
- There may be multiple waves of virus outbreak and changing guidance from health officials.
- Schools will need to maintain operational flexibility for the 2020-2021 school year.
- We do not anticipate increased state or federal funding for schools.

Safety requirements include:

- *Facial coverings*: Masks will be required to be worn at all times by all staff and students. Masks will be provided to staff. Extras will be available at schools for students who do not bring their own.
- *Health screening*: Students and staff will be screened daily for symptoms before entering schools and work sites.
- *Social distancing*: Desks will be spaced so students and staff are six feet apart “nose to nose”.
- *Grouping*: Students will be kept in cohort groups to the extent possible to reduce potential exposure.
- *Cleaning and disinfecting*: Daily disinfecting of touch points and weekly deep cleaning of schools.
- *Limit volunteers and visitors*.

Ms. Miner reviewed the definitions of the three instructional models:

Onsite: Students safely learn in school; safe access to in-person instruction and supports in accordance with public health requirements (clarification received – six feet of distance is required)

Hybrid: Students safely learn in school and from home; student groups have access to in-person instruction and support using a rotating schedule and/or prioritization of certain grades, courses and/or programs. Onsite instruction is supplemented by remote learning in accordance with public health requirements.

Remote: Students safely learn from home; students are engaged in learning through remote instruction with very limited exceptions for in-person supports.

Ms. Miner reviewed the recommended instructional model for Shoreline. Other options were considered, e.g. all remote, more time in the school building, but this was the one chosen because of the flexibility and variety of options it could provide.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A	Onsite	Onsite	See below	Remote	Remote
Student Group B	Remote	Remote		Onsite	Onsite
Student Group C	Remote	Remote		Remote	Remote
Student Group D	Onsite	Onsite		Onsite	Onsite

Wednesday activities will include:

- Remote learning
- Intervention services
- Recovery services
- Staff planning
- Staff collaboration
- Staff professional learning
- Deep cleaning of buildings

Remote Learning (Continuous Learning 2.0) will include:

- Standards-based instruction – moving student learning forward
- Regular assessments of student progress
- Both synchronous and asynchronous instruction and support

Several Seattle board members have proposed an outdoor learning model but due to the complexities in regard to space, weather, staff expertise, the ability to deliver instruction that is aligned to standards, it wasn't really deeply considered for our district.

The remote learning will be very different from the model used this past spring. Additional hotspots and devices have been ordered so it is anticipated that no student will be left without the opportunity to access the learning through technology challenges. We won't be looking to maintaining skills but rather advancing them and grading will not be the same as it was in the spring.

Ms. Miner reviewed the definitions of the various student groups listed in the model:

- Student Groups A and B – Students will follow the hybrid model.  
 Students in Group A will attend school in person on Mondays and Tuesdays. That same group of students will then do remote learning at home on Wednesdays, Thursdays and Fridays.  
 Students in Group B will attend school in person on Thursdays and Fridays. They will do remote learning at home Mondays, Tuesdays and Wednesdays.
- Student Group C – Students will do full remote learning five days a week. This is a temporary option designed for students and families who prefer a full remote model. Students will eventually return to their school.
- Student Group D – Priority will be given to students furthest from educational justice:
  - ❖ Require in-person therapy
  - ❖ Receive services as English Learners
  - ❖ Are supported by McKinney-Vento – students experiencing homelessness or unstable housing
  - ❖ Were not able to access and engage in spring remote learning
  - ❖ Are credit deficient

The District is also looking for ways to provide Student Group D access to our youngest learners, K-2 or K-3, to see if they could attend every day. This determination has not yet been made. Highlights of the town halls and focus groups were provided to the Board.

## Minutes – July 20, 2020

6 virtual school reopening town halls:

- 1 staff town hall on July 14 – 618 attendees
- 4 parent/guardian town halls (2 w/Spanish interpretation) on July 15 – 1,557 attendees total
- 1 student town hall on July 16 – 230 attendees

Focus groups in 8 areas with 140 staff, parents/guardians and students:

- Communications
- Family Engagement
- Food Service
- Instruction
- Operations
- Technology
- Transportation
- Special Education

All of the town halls were recorded and have been posted on the District website. Ms. Miner shared some of the “chat box” questions that were provided during the town halls (also part of the recordings except for the first Spanish family town hall):

- Are there areas of the planning template that you think are missing? What additional planning assumptions should be made?
- How well do you think this model will serve students farthest from educational justice and what additional considerations should be made?
- How well do you think this model will help meet safety requirements and what additional considerations should be made?
- How well do you think this model will support the needs of our families and what additional considerations should be made?
- What are your questions and feedback on the recommended model?

Participants of the town halls were able to type their answers into the chat boxes.

Next steps include **[but subject to change]**:

- Monitoring of additional guidance
- Continued weekly updates to community
- Beginning of work on required plan for OSPI
- July 20: Update to Board with proposal concepts included
- July 20: Survey to families opens; closes July 24
- July 24: Final recommendations from workgroups presented to the Superintendent
- **August 3: Proposing a NEW study session to follow the Board’s “Business Only” meeting to include budget information as well as updates on the reopening plan**
- Bargaining impacts with employee groups
- August 14: Resolution to Board (in packet) to include Final Reopening Plan required by OSPI
- August 17: Adoption of Resolution by Board

Ms. Miner extended a huge thank you to the staff members who have been working on this process. “I’m very grateful and humbled to work with people whose passion and dedication to the work of our district and our community—they inspire me every day!”

President Fralick asked if we had any guidance from OSPI regarding the required number of instructional days and hours per year in terms of the hybrid model. Ms. Miner responded that in Washington, governance comes from a variety of sources. This particular guidance comes from the State Board of Education. They recently issued some guidance and passed some emergency rules, which give us

flexibility in counting remote days as school days. The District is making sure that recommendations align with the new guidance and still meets the 180 days/1,027 hours requirement (which has not been lifted).

Director Betnel stated she was unclear as to what public health parameters are guiding the decision about whether the District determines to go all online or provide some form of in-person instruction. Does the Governor issue a proclamation or is that at our capacity to make the determination that our buildings are safe? Ms. Miner responded that she didn't know what was guiding the Health Department or the Governor at this time. Certainly they have access to all of the science related to this current situation. Superintendents do have the ability to close schools and that is an established parameter under which superintendents operate. However, if Shoreline closes schools for one day due to a power outage, there is an expectation of making that day up. State Superintendent Reydal indicated that there may be some jeopardy for individual districts who go against the Washington State Reopening Guide by not opening schools for any in-person instruction.

Director Rivera asked if Ms. Miner could once again explain apportionment. Apportionment is the amount of money districts get from the state and it is based on a per pupil allocation (FTE). The more students you have, the more money you receive. So the question becomes, if we decide to not open our schools at all and go entirely remote, would the state withhold the apportionment funds or would they possibly withhold transportation funds for a period of time since students are not riding the bus to school.

Director Rivera asked about the hybrid model and how the classroom would look in terms of number of students with social distancing (6 feet). Our classrooms cannot accommodate a full class. Marla Miller stepped in to report that staff have gone to schools and measured classrooms. Most are standard size and would be able to accommodate 15 students and 2 staff members. Ms. Miner encouraged all to take the current survey; the more we know about our families' choices, the better staff will be able to refine the various options available.

Director Jernigan asked if there were any updates on state assessments. Ms. Miner responded that there hadn't been any updates as to whether or not testing will be waived for another year based on the unpredictability of this year and the unfairness of some states allowing students to attend school more than others due to the level of COVID-19 outbreaks, etc. State testing is quite costly and therefore begs the question as to whether or not those dollars, in a recession-like situation, could be spent more wisely.

Director Wilson added that there has been an ongoing re-evaluation of some assessments, such as the ACT and SAT, and the future of them may be something different.

Director Betnel asked if, in the Group A/B model, it is anticipated that the same teacher is teaching Group A students in person and Group B students in person. Again, Ms. Miner reiterated that further feedback from families would help determine some of these details on a greater level of specificity.

Director Betnel acknowledged that many of the community comments have encouraged making an early decision so that families can make their plans for the school year. However, she asked if not voting sooner on a preferred model was preventing the District from creating solutions regarding the specifics of the remote platform (continuity, communications, etc.) Ms. Miner responded no because agility and flexibility will be necessary in moving forward, regardless of what plan is chosen and implemented. Conditions will not stop changing on September 2 (first day of school). We need to have a robust online learning platform and the robust ability to implement it, because the likelihood is great that it will be in play for us. She recognizes and acknowledges the extreme hardship the "unknowingness" places on our families and staff members. We wanted to give families a look at how things might be so they could begin to make plans, but in terms of the District's planning, it doesn't impact the ability to plan and prepare by not having a Board vote sooner.

Monthly Financial Reports for February 2020 through June 2020 and March 2020 Enrollment

*Presenters:*

*Marla S. Miller, Deputy Superintendent*

*Mark Spangenberg, Director of Finance and Business Services*

In introducing this presentation, Ms. Miner reminded all that due to the COVID-19 pandemic, beginning in March 2020 the Governor placed restrictions on open public meetings. As a consequence, board meetings have focused on priority presentations and monthly District financial updates have been suspended since that time. With this meeting, monthly financial information is being provided for the months that have been missed.

Reports for February through June were provided to the Board; however, this presentation focused on the June information.

The Cash Flow Report reflects \$1.1 million in local property tax collections through June. In June 2019, tax collections were \$107,000. This year, community members had an option to defer their non-escrowed April tax payment to June 1. It appears that most of the tax collections came in, but if July and August come in as projected, we would still be about \$200,000 short of projections. Another point of interest was the state revenues. May and June are the lowest apportionment months and they combine to be 11% of the state annual funding. July and August are the two highest months and combine to be 22.5% of the state annual funding. The state's fiscal year is July through June so there have been deliberate decisions on the state's part to delay revenue to school districts until July and August (new fiscal year for state). In the past, there was a more even distribution over the actual school year. It isn't increased revenue over anticipated; it is rather the schedule of payments to school districts.

Regarding the March enrollment report which was included in the packet, Ms. Miller referred to a question that was asked by a board member earlier in the day regarding whether or not an updated enrollment report would be shared with the Board in September even if schools were online only. The response that was provided: "For the 2019-2020 school year OSPI has announced that the March enrollment will be the last reported month of actual enrollment for the year due to school closures. We will provide the Board with a final report for 2019-2020. For 2020-2021, OSPI has stated school districts will be required to report enrollment whether we are learning in school or online. The rules have not yet been announced, but we will provide the Board with updated enrollment information for 2020-2021 beginning after the 4<sup>th</sup> day count in September." For the April, May and June 2020 enrollment, the state used 2019 numbers as a mathematical model for calculating our enrollment for those three months. As reflected on the March enrollment report, student head count was 9,552, compared to 9,517 in 2019 (growth of 35) for the same month. We were 7.41 below the budgeted FTE of 9,412.

Director Wilson thanked Mr. Spangenberg for continuing to include the free and reduced meal percentages on the enrollment report. At this point, it appears to be going down. Ms. Miller stated that with the current unemployment rates in the area, it is anticipated that the percentage will increase for 2020-2021.

Director Betnel asked if families decide to have their children remain enrolled, but choose the HEE option or other services, does that still contribute to our enrollment. Ms. Miller replied that HEE students are included in the District's enrollment. There are slightly different rules for how students are counted. There is also an expectation that the funding gets targeted for the program differently than for other schools. Home Education Exchange (HEE) is the only program in the Shoreline School District that operates under the Alternative Learning Education model. The HEE numbers are typically pulled out on the monthly enrollment reports because those numbers drive things differently, e.g. staffing is not done using the normal staffing ratios. There are different rules as to how many hours per week students need to be engaged with certificated staff. It is a very good model for supporting home instruction for families.

Preliminary 2020-2021 Budgets

*Presenters:*

*Marla S. Miller, Deputy Superintendent*

*Mark Spangenberg, Director of Finance and Business Services*

Mr. Spangenberg began with a review of the Board budget review and adoption schedule:

- Preliminary budget review – July 20
- Publication of first public hearing notice – week of July 27
- Additional Board study session announced for August 3
- Publication of second public hearing notice – week of August 3 (must be no sooner than 8 days before the public hearing)
- Public hearing and recommended final adoption – August 17 (legally required by August 31)

	<b>General</b>	<b>ASB</b>	<b>Debt Service</b>	<b>Capital Projects</b>	<b>Transportation Vehicle</b>
Beginning Reserves	\$11,275,227	\$1,214,000	\$11,468,000	\$19,685,519	\$563,000
Revenues/ Other	\$158,264,823	\$2,891,000	\$34,582,000	\$57,966,800	\$600,000
Expenditures/ Other	\$166,472,509	\$2,878,000	\$33,718,000	\$50,794,636	\$1,157,800
Ending Reserves	\$3,067,541	\$1,227,000	\$12,332,000	\$26,857,683	\$5,200

General Fund Notes:

- This preliminary budget represents a “worst case” scenario:
  - ❖ Reflects a 3% reduction in projected enrollment and related revenue
  - ❖ Does not yet reflect all expected reductions in expenditures
- 2019-2020 budget allocations are built into the 2020-2021 budget, unless specific decisions are made or information becomes available to inform revisions
- Detailed reviews and updates continue as more information becomes available
- Pending adjustments:
  - ❖ CAREs funding (preliminary budget includes @ half of eligibility)
  - ❖ Additional state reductions or new mandates
  - ❖ Safety Net projection (have not yet increased to 3-year average)
- Levy collections:
  - ❖ Due to pandemic, the county deferred non-escrowed property tax payments to June 1
  - ❖ Tax collections have mostly caught up – through June 30, we are at 51.15% collected. Trend data normally would expect 51.77% collected at this time.
  - ❖ Due to the limit of \$2,604 per 2019-2020 student enrollment for the 2021 levy collection, a rollback of \$569,331 is expected (General Fund only); next levy election is 2022 for collection beginning in 2023 and can be set (by the Board) for 2-6 years; 4 years is typically a stable planning timeframe because it is difficult to predict what collection authority will be 6 years out
    - √ A “rollback” means the District is legally unable to collect the amount authorized by voters, due to the state’s levy limit.

When districts have a levy that has been authorized by the voters, the district can’t go back and request a new authorization unless the state gives some special dispensation, which is rarely done. At this point, we are not authorized to go back to the voters and ask for additional levy capacity. And right now, we are not even able to collect what’s already been authorized so additional levy capacity would not do us any good because the limit the state has set is lower than what the voters authorized.

Director Betnel asked about a past opportunity with the previous Board to go back and reauthorize a levy. At the time, the Board declined to do so because they felt the dollar amount (approximately \$1.5 million) didn't warrant re-approaching the voters and it wasn't for a specific purpose. Ms. Miller responded that was one of the rare times where the state has given special dispensation to reauthorize a levy. The reason they did was because they had changed the rules. The McCleary decision set a limit on levy funding. A very large district to the south of us talked with the legislature about the impact of that decision on their levy so a special change was made to the law and school districts were allowed to go back to the voters for a supplemental levy. One of the considerations by the District and the Board related to the fact that voters are able to predict their tax bill based on what they authorized. Shoreline wanted to be very cautious about disrupting that for the community so the decision was made not to proceed with a supplemental levy.

- Classroom staffing ratios: (these have not been adjusted for what ratios might be in the fall with the implementation of social distancing in the classrooms)
  - ❖ K-3 classroom allocations 20 students per teacher, plus music and PE
  - ❖ Grade 4 classroom allocations 27 students per teacher, plus music and PE
  - ❖ Grade 5 classroom allocations 28 students per teacher, plus music and PE
  - ❖ Grades 6-12 classroom allocations 26.10 students per teacher
  - ❖ Staffing ratios have not yet been adjusted based on classroom capacity restrictions due to public health guidelines; classroom adjustments will be incorporated into the Fall 2020 Reopening Plan recommendation
- Curriculum adoption (provided by the levy)
  - ❖ Math adoption estimate \$473,000
- Compensation: Cost of living increase (1.6%) vs reduction in state funding (2%) due to drop in Regionalization Factor
- Operating Transfers
  - ❖ \$1,487,926 from the Capital Projects Fund (Tech Levy) to General Fund for tech support and software license fees
- Comprehensive Early Intervening Services (CEIS) set aside: \$315,000
- Other financial impacts (primarily due to pandemic):
  - ❖ 2019-20 Children's Center deficit: \$556,400
  - ❖ 2019-20 Food Service deficit: \$292,025 (may be offset by CARES)
  - ❖ Career & Technical Ed recapture by OSPI: \$226,000
    - √ underspend of revenue and carryover
    - √ difficult to spend with distance learning

#### General Fund Revenues

- Schedule of fees is consistent with 2019-2020 fees except; (found at the end of the budget)
  - ❖ Food Service: prices as approved by the Board on June 15, 2020
  - ❖ Field trips: transportation rates will be updated based on OSPI's methodology to reflect increases in labor and fuel costs
- Recommended Children's Center fees will be updated – in this preliminary budget, revenues and expenditures were built to break even, but the Fall 2020 Reopening Plan may impact this program

#### General Fund Reserve Notes

- Preliminary budget reflects "worst case" reserve scenario
- Expect to be below target of 4%-5% of expenditures (Policy 713)
- Adjustments that affect fund balance are expected in the following areas:

❖ 2019-2020 Ending Fund Balance:

- CARES funding received prior to August 31, 2020 (assumed half); anticipate eligibility for a total of approximately \$800,000 in CARES funding
- Safety Net funding (expected to be slightly reduced from preliminary award letter)

❖ 2020-2021 Ending Fund Balance:

- CARES fund received after September 1, 2020 and before August 31, 2021
- Additional reductions in expenditures to align with 3% reduction in enrollment projection

General Fund expenditures by object for 2020-2021: salaries and benefits, 88.1%; purchased services (fixed costs regardless of how many staff are in buildings), 7.5%; supplies and materials, 4.0%; and other, 0.4%. General Fund expenditures by activity for 2020-2021: teaching and support, 75.0%; central and building administration and office support, 10.2%; transportation, food service and other, 8.9%; and maintenance and operations, 5.9%. These are all relatively similar to previous years.

Capital Projects Fund

- Complete the middle schools, estimate expenditures for 2020-2021
- Summary of projects included is on “Shoreline Page 123” (middle schools are the largest drivers in both revenues and expenditures); can be challenging to predict how much to estimate for one year when they are multiple year projects)
- Preliminary budget still reflects capacity for swimming pool commitment to City of Shoreline: \$2,430,000; this will be adjusted based on board action of the recommendation concerning the pool
- Includes the capacity to sell the remaining \$25 million of bonds authorized in 2006

Director Betnel inquired if the bulk of the health, safety and security funds were primarily related to the vestibules. Ms. Miller responded that yes, mostly, as well as some of the security related to fire alarms, etc. Ms. Miller reported that she would have a more detailed list at the August 3 meeting. Capital Projects funds cannot be used for much of what is needed for COVID-related expenditures, e.g. custodial supplies, personal protective equipment, which all come from the General Fund. Tech Levy funds are used for the devices for students and staff.

President Fralick clarified that the pool commitment mentioned above was the previous Board’s commitment to the City if the community vote for an aquatic center was successful. The \$2.43 million would have been the contribution for the construction of that project. Ms. Miller added that this commitment was conveyed through a resolution adopted by the previous Board in July 2019. That commitment has been left in the budget for now but could be pulled before the final budget is adopted.

Associated Student Body Fund

- Overall budget is very similar to the budget for 2019-2020
- Fund balance is up because of limited ability to spend ASB funds during the closure

Debt Service Fund

- 2021 Levy: \$35,200,00
  - ❖ Principal payments: \$16,920,000
  - ❖ Interest payments: \$16,777,322

Transportation Vehicle Fund

- Final year of two-year grant to replace four older diesel buses with four newer “low sulphur” diesel buses

- First year of a two-year grant to replace two diesel buses with two electric buses
  - ❖ Anticipate purchase of one electric bus in 2020-2021 and another in 2021-2022
  - ❖ Grant includes funding to upgrade infrastructure necessary to support charging stations for buses
- Confirming expected timing for bus deliveries and managing the cash flow

Next steps include:

- Staff will continue to analyze/verify the source data and finalize budget details
- A 4-year budget projection will be included with the recommended final budget, as required by law
- Planning for a board study session on August 3, 2020
- A public hearing will be scheduled and the final adoption of the budget for all funds will be recommended at the Board's August 17, 2020 regular meeting

Director Rivera asked about the food service program and whether or not the expenses associated with providing community meals throughout these months would be built back into the budget. Yes, the recommendation from the Food Service Department involves planning for both the school meals program and the potential for pivoting to the community meals program. There are lots of questions about the financial impact that have not yet been answered, but assuming there is approval of the same type of waiver from the federal government that has existed through the spring and summer, the ability to provide the community meals would be there.

Ms. Miller stated that in the near future she would like to provide the Board with some talking points to use with legislators to assist them in thinking how they can support the work in the community, which really is an essential service. Ms. Miller praised the incredible work that has been performed by our staff (food services, bus drivers) in making these provisions available. Ms. Betnel added that in the conversations she and Superintendent Miner had earlier in the day with local legislators, they expressed interest in knowing our needs and offering support.

Regarding the budget changes, Director Betnel asked why regular instruction was going up and special education was going down. Ms. Miller responded that adjustments would be made before the recommended adoption of the budget that would provide more balance. Compensation varies with bargaining groups; all of them have a built-in cost of living adjustment (COLA); plus there are midpoint adjustments for many of the groups. As mentioned in previous meetings, the Regionalization Factor is dropping 2% from last year and the COLA will be 1.6% so they almost offset each other. However, the state doesn't fully fund the COLA. Generally, employees in the same bargaining unit would all expect to get the same percentage of increase. The state doesn't fund every position in every bargaining unit but the District agrees to honor the same increase to all in the unit. The state funding formula determines how many positions it will fund. We have nurses in every school at a level that the state doesn't fund. Additionally, we have positions that support teaching and learning that are not funded by the state. There are many positions that are funded in part by state funding and in part by local levy. In summary, the general increase that is bargained for all employees in a particular unit means that there are also local costs that are not supported by state or federal funding.

### **Board Requested Discussion**

None

### **Action Items**

Adoption of Resolution 2020-12, Support for Development, Addition and Integration of Ethnic Studies for Shoreline Students

*Rebecca L. Miner, Superintendent, presented.*

This resolution is a step forward in recognizing and leveraging past and current work of staff in the District while simultaneously making this work an ongoing and immediate priority.

Resolution 2020-12, drafted by Directors Jernigan and Rivera with support from Superintendent Miner, includes, among other things, provisions to assess current practices as they relate to ethnic studies; an expectation to provide more representation of people of color and expertise in DIMC (District Instructional Materials Committee) and PACT (Program Alignment and Coherence Team) committees; and requires the exploration of additional ways to improve practices relating to integration and addition of ethnic studies into the education of Shoreline School District's students in order to have a positive impact on eliminating opportunity gaps.

This resolution has the potential to become the cornerstone of our work moving forward to make sure that all of our students are seen in our instructional materials and that they learn about these very important topics. The resolution contains a number of "WHEREAS" paragraphs, which in the beginning highlight our current practices and our beliefs. Actions that the Superintendent is being directed by the Board to implement include:

- Assess the current state of implementation of ethnic studies including Since Time Immemorial and Black Lives Matter curriculum in all schools, grade levels and classrooms, identify available curriculum resources, and document successful practices already in use within schools with a report to the Board by November 16.
- Follow district-established processes, best practices and necessary considerations to explore the creation of an ethnic studies course as a graduation requirement with a recommendation to the Board by January 11.
- Include members in the DIMC and PACT committees to represent expertise in ethnic studies and a variety of racial and ethnic perspectives including local tribal perspectives.
- Create a schedule to implement plans for district-wide integration of ethnic studies into existing and future K-12 curriculum, including courses for graduation, while taking into consideration budget constraints and report to the Board by December 7 on the progress of the development of this plan.
- Provide training opportunities to be provided to our teaching staff to enable them to fully utilize existing instructional materials and access professional development opportunities that strengthen ethnic studies and implementation of the curriculum and increase pedagogical knowledge, skill and relationships building to effectively engage students with the materials.
- Provide teaching staff with training to fully implement state requirements on teaching about the Native Americans of the region, and the history and government of the 29 sovereign tribal nations within the boundaries of Washington State and to be given access to professional development opportunities that strengthen knowledge and skill to effectively engage students with the materials. Continued support to fully implement the curriculum even after training is complete.
- District-wide participation in Black Lives Matter at School during the annual week of action celebrated nationally through discussions and activities that take place in classrooms and beyond.
- Develop hiring practices to include assessment of skills and knowledge of ethnic studies for new hires.

In conclusion and on a personal note, Ms. Miner added that she felt this was an amazing way to move our work forward in a time when educators are engaged in conversations about masks and other related topics that don't necessarily speak to our heart in the same manner as the implementation of the items listed in this resolution.

President Fralick expressed gratitude to Superintendent Miner and Directors Jernigan and Rivera for their work on bringing this resolution forward. Director Betnel also acknowledged Dr. Brandon-Felder and her team over the last few years in laying the groundwork for our district to be ready for this implementation at this time. She also acknowledged the equity leads, equity teams, student leaders, and Melyssa Stone for her work in creating Black Voices Week.

It was the recommendation of the Superintendent that the Board adopt Resolution 2020-12, Support of Development, Addition and Implementation of Ethnic Studies for Shoreline Students, as presented.

MOTION NO. 54: Director Betnel moved that the Board adopt Resolution 2020-12, Support for Development, Addition and Integration of Ethnic Studies for Shoreline Students, as presented. The motion was seconded by Director Jernigan and carried unanimously.

Director Rivera also expressed gratitude to Superintendent Miner and Director Jernigan.

Authority to Decline Ownership of Shoreline Pool

*Rebecca L. Miner, Superintendent, presented.*

Ms. Miner reviewed the presentations to the previous Board that took place in 2019: February 25, 2019, June 3, 2019, June 10, 2019 and June 17, 2019. On July 15, 2019, the Board adopted Resolution 2019-14, which provided up to \$2.43 million in capital construction funds in exchange for a preferred schedule for district swim and dive teams. The capital funds were to be used for:

- Two additional lanes (a total of 8)
- Pool depth to allow for competition and practice of the District's dive teams
- Expanded viewing deck
- The pool bond measure did not pass and will not be run again prior to the expiration of the resolution commitment on December 31, 2020.

The City of Shoreline is not planning to reopen the pool after its closure during the COVID-19 pandemic. It had originally been slated for closure in September of 2021. This supports the City's budget needs as the annual pool operational costs have historically exceeded the revenue generated from the aquatic programs by approximately \$800,000 to \$850,000 per year.

The District owns the property where the pool resides. The City of Shoreline has made an offer to allow the District to take ownership of the pool "as is". The District would assume ownership of the building as well as responsibility for running and financing it. Estimated annual costs to General Fund would be at least those expressed by the City (\$800,000-\$850,000) and possibly more if use was decreased during the pandemic. This would also entail future needs for capital funds to be spent for repairs.

Alternatives to District ownership:

- The City would see if other parties might be interested in the pool
- The City could demolish the pool and restore the site (estimated cost to the City of \$913,850)
- The City could shutter ("mothball") the pool for the time being in anticipation of future use or future demolition. In response to a question from a board member earlier in the day, if the City mothballed the pool for potential future use, they are estimating ongoing annual costs of \$155,000 (utilities and supplies) and one-time costs of \$4,500. If they mothball it in anticipation of future demolition, the one time costs would be the same and the demolition costs are estimated to go up by 3% per year to annual construction inflation.

The impacts of the closure of the pool to the District's swim and dive program include:

- Don Dalziel, Athletic Director, is currently in negotiations to secure practice and meet facilities.
- Preference is to have the two teams (Shorecrest and Shorewood) practice at separate facilities on each side of the District.
- Dive team would likely need to practice separately as few pools have dive practice capabilities.
- Meets would need to be held at "away" facilities; this is not uncommon for many schools and many districts do not have pools.

- Participation fees for swimming, as for other teams where we have to rent practice facilities, e.g. golf and gymnastics, would increase by \$100 per participant. Scholarships are available to offset the costs.

The recommendation of the Superintendent is to decline the City of Shoreline's offer for the District to take ownership of the pool. In the best of times, modern, newly constructed pools are expensive endeavors for a school district's General Fund with high ongoing costs. Assuming the costs for an aging and inefficient pool with high maintenance and potential for capital needs is not recommended and necessitates cuts in other General Fund areas to be sustainable.

MOTION NO. 55: Director Jernigan moved that the Board decline to accept ownership of the pool from the City of Shoreline. The motion was seconded by Director Betnel and carried unanimously.

Adoption of New Policy 3424, Opioid Related Overdose Reversal  
*Amy Vujovich, Director of Student Services, presented.*

This new policy was presented for first reading at the Board's regular meeting on June 15. Based on input from that first reading, the first sentence of the second paragraph has been revised to read as follows (underlined section has been added): "The district has authority to obtain and maintain opioid overdose reversal medication either by purchasing through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources."

It was the recommendation of the Superintendent that the Board adopt new Policy 3424, Opioid Related Overdose Reversal, to be effective July 20, 2020 as presented.

MOTION NO. 56: Director Rivera moved that the Board adopt new Policy 3424, Opioid Related Overdose Reversal, to be effective July 20, 2020 as presented. The motion was seconded by Director Wilson and carried unanimously.

**School Board Reports and Communications**

Director Betnel (Legislative Rep) reported that she and Superintendent Miner met virtually earlier in the day with all representatives from the 32<sup>nd</sup> and 46<sup>th</sup> legislative districts. They spoke about the status of a potential special legislative session to address emergency funding or intersession funding, what they are working on to address impacts of the COVID-19 pandemic, shared what Shoreline's impacts have been and how they can move forward on our behalf. The legislature will not be holding a special session in August. This is beneficial for Shoreline in a couple of ways:

- The District will not be passing a budget in the middle of a month in which the entire funding landscape could change
- If there had been a special session, it would have been held only for budget cuts

There is a possibility of holding a special session at the end of November but that is still to be determined. Contributing to that possibility is what could result with the federal funding and the federal stimulus that may be enacted by congress. If there is no special session, the legislature would just move into their regular session in January, which would include setting a biennium budget for 2021-2023. Director Betnel asked the legislators if they indeed waited to set the budget during regular session, was there any way to expedite distribution of funds so that districts didn't have to wait until July. One of the legislators indicated there might be some facility for getting that done. The Heroes Act, recently passed by the House and waiting to move to the Senate, would give Washington State \$10.8 billion, which is more than the current deficit that our state is facing. She recommended that individuals advocate for that legislation.

Director Betnel and Superintendent Miner shared information with the legislators about local impacts, e.g. food, family needs, and recovering costs related to the pandemic. They also shared that there had been a connectivity gap in the spring but due to the Tech Levy, the District had been able to purchase the needed devices and hotspots. There were lots of questions about educational justice and the focus is definitely there on the part of our state legislators.

One of the legislators mentioned that there were three anticipated areas of focus for the biennium budget:

- 1) COVID response (funding)
- 2) Economic response
- 3) Social justice reform – response around racial, economic and environmental justice, which in part, was in response to Shoreline’s request to return some ethnic studies funding to support the anticipated adoption of the ethnic studies resolution at this meeting

Ms. Miner expressed gratitude to Director Betnel for setting up the communication and for being such a strong advocate on behalf of the District’s staff, students and community.

Director Jernigan thanked Superintendent Miner and Director Rivera for their unwavering work on the resolution as well as the work of the entire team. The work that is being done on behalf of our students is very well illuminated in the board packet for this meeting.

President Fralick also expressed her gratitude for the incredible work being done by staff and fellow board members. On behalf of the Board, she continues to attend the weekly WSSDA conference calls. She promised to do her best to respond to the flood of emails that were received over the last couple of days.

Director Wilson announced that he was resigning from the Board effective September 12, 2020. A copy of the text of his speech is attached to these minutes.

President Fralick stated that she had nothing but deep respect and admiration for Director Wilson. She greatly appreciates his mentorship and leadership as well as his dedication to Shoreline. “I deeply appreciate all of the work and all of the time you have given to me personally to help me become a better board member. Thank you for that!”

Director Rivera expressed her appreciation by saying how wonderful it had been to work with Director Wilson and to serve on a board with him. “You are so patient and warmhearted and bring a lot of institutional knowledge and support that I’ve been feeling as a new board member. I really appreciate all of the work you have done and your support for this board. I’m sorry to see you go.”

Director Jernigan stated she couldn’t agree more. “You are incredibly patient and generous and such a kind colleague. I think I can speak for all of us when I say we will miss you terribly. The community service that has characterized the last several years of your time here is one that I think we all aspire to. Thank you for all that you’ve given to this district. I’m sorry to see you go but I know that your lasting impact has been made.”

Director Betnel echoed the above sentiments. “You epitomize generosity in your presence and in your participation and your collaboration . . . your generosity to the community, your dedication to special education that has been so very clear throughout your tenure and your celebration and support of our students and our staff. . . . I’m so grateful for the time I got to serve with you and learn from you. I look forward to continuing to learn from you.

Adjournment: 9:24 p.m.

Minutes – July 20, 2020

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Heather Fralick, Board President

Attest: September 10, 2020

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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.**