

BOARD MEETING MINUTES

June 17, 2019

Call to Order

Vice President David Wilson 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 June 17, 2019, followed by the flag salute.

Roll Call

Present: David Wilson, Vice President; Heather Fralick, Member; Dick Nicholson, Member; and Dick Potter, Member (*attended remotely via conference phone*).

Absent: Mike Jacobs, President. Student Representatives Soumya Keefe (SC) and Saagar Mehta (SW) graduated on June 9!

Approval of Minutes

The minutes of the June 3 Study Session and June 3 Regular Board Meeting were approved as submitted.

Adoption of Consent Agenda

The following consent agenda was presented for approval:

- a. Adoption of Resolution 2019-11, Interdistrict Cooperative Programs for Students with Disabilities
- b. Adoption of Resolution 2019-12, Purchase of Educational Services for Students with Disabilities
- c. Adoption of District Instructional Materials Committee (DIMC) Recommendations
- d. Approval of the 2019-2020 Addendum to Employment Agreement with Superintendent Rebecca L. Miner
- e. Approval of the 2019-2020 Administrative Personnel Contract with Deputy Superintendent Marla Miller
- f. Approval of the 2019-2020 Administrative Personnel Contract with Assistant Superintendent Brian Schultz
- g. Approval of Memorandum of Understanding Related to State Changes to Insurance and Leave with Shoreline Principals Association and Shoreline Center Administrators
- h. Approval of Memorandum of Understanding Related to State Changes to Insurance and Leave with Confidential Employee Association
- i. Approval of 2019-2022 Collective Bargaining Agreement with Shoreline Professional-Technical Association
- j. Aldercrest Campus Modernization Project, Phase 2 – Approval of Change Order #07 – Kassel and Associates, Inc.
- k. Acceptance of Gifts, Grants, Donations
 - Shorecrest High School - \$5,060.00 – Shorecrest Boosters – Concession Proceeds
- l. Approval of Extended Field Trips
- m. Approval of Personnel
 - 1) Certificated – New Hires, Leaves of Absence, Resignations/Retirements
 - 2) Certificated – Issuance of Non-Supervisory Certificated Personnel Contracts for 2019-2020
 - 3) Classified – New Hires, Resignations/Retirements
- n. Approval of Payroll and Vouchers

MOTION NO. 33: Mr. Nicholson 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 June 17, 2019, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: May Payroll Warrants #446482-446530 and Electronic Transfers in the amount of \$11,288,376.56; Reconciliation of Warrants Issued Between May 24 and June 7, 2019 - General Fund Warrants #77835-77971, 181901327-181901381, 78014-78068, 181901402-181901459, 78091-78198, 181901477, and 181901480-181901520, in the amount of \$1,591,770.73; Capital Projects Fund Warrants #77972-77980, 181901382, 78069-78076, 78199-78210, and 181901478, in the amount of \$2,694,678.28; Student Bond Fund Warrants #77981-78013, 181901383-181901401, 201800001, 78077-78090, 181901460-181901476, 78211-78243, 181901479, and 181901540, in the amount of \$114,759.57; for a grand total of \$15,689,585.14.

Vice President Wilson announced that the consent agenda included the 2019-2020 addendum to the employment agreement with Superintendent Rebecca Miner; he thanked her for her service. Additionally, on behalf of the Board, he thanked the Shorecrest Boosters for their generous donation of \$5,060.00, which was also included on the consent agenda.

Reports/Presentations

Review of Special Education Program Review Committee Recommendations

Presenters:

Amy Vujovich, Director of Student Services (Co-Chair)
Andrew Lohman, Echo Lake Elementary Principal (Co-Chair)
Nancy Elder, Shorewood High School Assistant Principal
Johannes Skjonsby, Syre Elementary Behavior Tech
Jimmy Saxon, Echo Lake Parent

During the 2017-2018 school year, the Shoreline School District contracted with the American Institutes for Research (AIR) to conduct a third party, independent Special Education Program Review. AIR conducted this review and identified four major recommendations for improving supports and outcomes for struggling students and students with disabilities in Shoreline Schools.

The Special Education Program Review Committee, made up of parent/community members, classified, certificated and administrative staff, met over the course of the 2018-2019 school year to develop action items specific to the following in meeting the needs of students with disabilities in the Shoreline School District:

- 1) Developing a strategic plan to improve communication, staffing, instructional practices and placement process for students receiving transition services through the Transition Plan component of the IEP (Individual Education Plan);
- 2) Increasing capacity of general and special educators to effectively include students with disabilities in the general education instruction, to the extent appropriate, and in the school community;
- 3) Developing clearly written guidance and resources in high needs areas that are easily accessible to the intended user (i.e. parents/guardians and school staff);
- 4) Exploring the ratio of staff to students eligible for special education services in both general and special education classroom settings and how staff roles and responsibilities are allocated.

The Committee met six times over the past six months: January 15, February 7, March 14, April 11, May 7 and June 6. In addition to co-chairs Amy Vujovich and Andrew Lohman, the Committee included the following members:

Parents/Community Members: Kirsten Bannister, Sara Betnel, Fia Gibbs, Chalie Livingston, Jimmy Saxon, Ananda Scott and Silje Sodal

Students: Dylan Pugh (SW) and Brandon Ward (SW)

SESPA Members: Kendahl Adjorlolo (SC), Stephanie Gould (Kell), Johannes Skjonsby (Syre) and Lyla Taddei (HT)

SEA General Education: Heidi Alexander (Syre), Kari Bonallo (SW) and Matt Law (MP Kind)

SEA Special Education: Deb Limon (ECE), Barb Mills (SW), Laura Reed (CK8) and Tricia Zurybida (SLC)

Principals: Michelle Carroll (SY), Nancy Elder (SW), Heather Hiatt (Kell)

Central Office Administrators: Scott Irwin, Director of Secondary Student Services and Dan Gallagher, Director of CTE

Visitor: Matt Reiman, SEA Union President

Mr. Lohman asked the committee members in the audience to stand and be recognized for their work.

Mr. Saxon described the learning process, which involved all members reading and developing an understanding of the 2017-2018 AIR special education program review recommendations as well as special education in the district, state and federal context. Committee members then engaged and processed the information through a variety of means: partners, table talk, small groups, share outs, charting, etc.

For consensus on decision-making, the approval for moving forward was 85% but members were not required to be present to vote. Members could “gift” their vote, which means the member is in support of the recommendation moving forward despite some reservations or concerns. Only one committee member was not in attendance for the final voting. Each of the recommendations passed with 100% approval.

Ms. Elder spoke about the learning that committee members received from the various presenters:

- Erin Stewart, Special Services Director, Puget Sound ESD – Special Education: *What it is and Why it is Necessary*, an overview of state, federal and local level special education policies, rules and laws
- Hillery Clark, Director of Early Learning – Shoreline Early Learning Board-approved Recommendations, process of developing the model of inclusive education that is currently in place
- Glenna Gallo, OSPI Assistant Superintendent of Special Education and Scott Raub, OSPI Special Education Parent Liaison – OSPI Priorities for Improving Outcomes for Students with Disabilities – these priorities of leadership, growth mindset, evidence-based practices, professional development, resource allocation, recruitment and retention are very much aligned with what was learned from the AIR report
- Nyla Fritz, Einstein Middle School Principal and served on the District Race and Equity Committee to develop the District’s race and equity policy – she shared how their work impacts special education

Initial Committee Recommendation: The Committee recommends that the first step to addressing the specific AIR priority recommendations is to have a diverse group of stakeholders define a clearly articulated vision and guiding principles for the special education program, which is approved by the Board. (100% of the committee voted yes to move this forward for the Board’s approval)

In regard to the four priority recommendations that resulted from the AIR review mentioned above, the presenters shared the Committee’s recommendations for implementation (*in italics below*):

- I. Developing a strategic plan to improve communication, staffing, instructional practices and placement process for students receiving transition services through the Transition Plan component of the IEP (Individual Education Plan)
 - 1) *Research and define Transition Services best practices*
 - 2) *Based on identified Transition Services best practices, develop written guidance including but not limited to: stakeholder communication, allocation of staff, and professional development provided to special and general educators*
(100% of the Committee voted yes to move these forward for Board approval)

- II. Increasing capacity of general and special educators to effectively include students with disabilities in the general education instruction, to the extent appropriate, and in the school community
 - 1) *Inclusion of special educators in planning the multi-year professional development plan for all educators (general and special educators, classified paraeducators, administrators) to ensure all staff have the knowledge and skills to effectively include all students with disabilities in general education classroom instruction and the school community*
 - 2) *Research and develop a plan for the implementation of inclusive instructional models in elementary schools that includes the professional development needs for general and special education teachers. Continue the support and professional development for the inclusive instructional models at the pre-K and secondary school levels.*
(100% of the Committee voted yes to move these forward for Board approval)
- III. Developing clearly written guidance and resources in high needs areas that are easily accessible to the intended user (i.e. parents/guardians and school staff)
 - 1) *Create a readily accessible and available parent and staff online resource that addresses the high needs areas defined by the AIR report, with a priority of the development of written guidance for teams specific to the determination of setting (i.e. placement decision)*
(100% of the Committee voted yes to move this forward for Board approval)
- IV. Exploring the ratio of staff to students eligible for special education services in both general and special education classroom settings and how staff roles and responsibilities are allocated
 - 1) *Develop a plan addressing the training and staffing needs in both general and special education settings based on universal design for learning principles. This plan is to include service delivery models that minimize student transitions, a variety of inclusive education models, and effective use of Multi-Tiered Systems of Support.*
 - 2) *Identify areas of high needs staffing shortages and develop recommendations for retention and recruitment*
(100% of the Committee voted yes to move these forward for Board approval)

Director Nicholson asked if all disabled students would be merged into general education classes. Ms. Vujovich referred to the specific recommendation of the Committee (see above) to research and develop a plan for the implementation of inclusive instructional model. This is part of the very specific and detailed work that still needs to be completed. Director Nicholson also asked if moving disabled students to a general education environment was a parent decision. Yes, IEP teams, in which parents are required members, make decisions regarding the setting in which services are delivered.

In regard to the Initial Committee Recommendation to “define a clearly articulated vision and guiding principles for the special education program, which is approved by the Board,” Director Potter asked if there were plans to get this underway and do we know who is going to participate in creating a draft in order to take the next steps. Ms. Vujovich stated that the Board would be asked to vote [at the next meeting] on these recommendations, which includes the formation of a committee to begin the work on the next steps and to develop a vision and guiding principles for the Board’s approval at a future date. That was not the charge of this particular committee. Director Potter expressed a desire to get this moving quickly and Ms. Vujovich agreed that once these recommendations were approved by the Board, she was enthusiastic about moving forward in an expedited manner.

Regarding slide #10, Director Fralick asked why the Committee’s Recommendation #2 does not include paraeducators and administrators but Recommendation #1 on the same slide does include them. The Committee felt that the priority is to focus on the certificated staff as the next step. As mentioned in a response earlier in the day, the AIR report specifically referenced the “inconsistent teacher training and use

of effective inclusive practices...The current practices described in the results highlight a shared perception across the district that general education staff do not have the expertise to support students with disabilities in their classrooms." Director Fralick also inquired about the definition of "high needs areas" as mentioned in AIR's Priority Recommendation III. Mr. Lohman responded that wasn't specifically defined in the report but the report did specifically reference IEP placement decisions, writing IEPs, support for students in inclusive settings, communicating with staff and families, and implementing other special education requirements.

Ms. Vujovich concluded by thanking everyone on the Committee and stating that this was an amazing process. The Board also thanked them for their important work.

Review of Kindergarten Highly Capable Committee Recommendations

Jennifer Etter, Instructional Specialist for Highly Capable, presented.

Over the past two years, Shoreline has conducted a highly capable program review at all levels. Three areas of improvement were identified where staff felt the service model didn't align with best practices—secondary program, equity of identification practices, and the kindergarten service model. A committee was convened of educators who specialized in kindergarten and highly capable services. The goals included:

1. To develop and implement a Highly Capable kindergarten program that is:
 - a. Primarily housed within the positive learning environment of students' regular classrooms and is consistent in schools across the district in meeting student learning needs (in the past students were provided transportation to a magnet site for kindergarten enrichment but this was not as developmentally appropriate as housing them in the same consistent and familiar learning environment)
 - b. Developmentally appropriate
 - c. Based on evidence-based best practices
 - d. Increasing access and equity in the Highly Capable program
2. To provide adequate support to teachers in developing materials and tasks and providing differentiated instruction to meet student learning needs

After a thorough examination of the current kindergarten Highly Capable program, laws, regulations, expectations, future needs and what other districts were doing, the Committee learned the following about *evidence-based best practices*:

1. Formal identification/testing of students should not occur in kindergarten/1st grade as this is not developmentally appropriate or equitable
2. Services are best provided in neighborhood schools for kindergarten/1st grade to better support students' social/emotional needs
3. Teachers need more training, support and resources to address needs of highly capable students
4. Specific outcomes should be developed to ensure consistent outcomes at all schools

Additionally, the Committee learned the following after comparing eight other local districts of similar size:

1. We are the only comparable district that has a pullout magnet model for kindergarten
2. We are one of only two comparable districts that begins the magnet program in grade 1; the other district is not in compliance and does not serve or identify kindergarten at all
3. Several districts do not do formal identification testing in kindergarten, but rely on other measures and classroom observation

The Committee then went into "recommendation mode" and decided to make changes to 1) the identification process; 2) the service delivery; and 3) training and support.

1. Identification	
Informal identification	<ul style="list-style-type: none"> To occur for talent development in winter of the kindergarten year To include WaKIDS, Screener, district and classroom based assessments and teacher feedback
Formal identification	<ul style="list-style-type: none"> Screener, full battery, district and classroom based assessments and teacher feedback (full battery testing takes approximately six hours, spread out over two days, which is a struggle for five year-old children so it makes sense to move to later) To occur in 1st and 3rd grades Opt in to be offered grades 2, 4-11

2. Services	
Talent development	<ul style="list-style-type: none"> Services to be provided in general education classroom Differentiated instruction and enrichment tasks in math and/or ELA To begin in kindergarten and continue through 1st grade
Highly Capable	<ul style="list-style-type: none"> To start in fall of 2nd grade year Magnet and neighborhood programs <ul style="list-style-type: none"> Students eligible in ELA and math served in either magnet or neighborhood school Students eligible in either ELA or math served in neighborhood school

3. Training and Supports	
Training	<ul style="list-style-type: none"> Provided to teachers and paraeducators and should include: <ul style="list-style-type: none"> How to identify highly capable students; how giftedness may present in culturally, linguistically, and economically diverse students How to utilize extension and enrichment tasks How to support the social/emotional growth of highly capable students
Supports	<ul style="list-style-type: none"> Paraeducator for math enrichment and extension District to collaborate in creating enrichment tasks Teacher and school specific training Materials for differentiated learning

A visual of the proposed model in a timeline format was shared with the Board.

Proposed Model				
	Kindergarten	1st Grade	2nd Grade	3rd Grade
Screening/testing	Screen only	Screen in winter Full battery in spring	Screen and full battery new students only	Screen in winter Full battery in spring
Service	Talent development	Talent development	HiCap services	HiCap services
Service start	Spring of Kdgn	Continuation from K	Start of 2 nd grade	Start of 4 th grade
Service provider	Gen ed teachers	Gen ed teachers	Magnet or neighborhood gen ed teacher	Magnet or neighborhood gen ed teacher
Service location	Gen ed class	Gen ed class	Magnet or gen ed classroom	Magnet or gen ed classroom
Training and resources	<ul style="list-style-type: none"> Enrichment tasks Differentiation lessons Materials 	<ul style="list-style-type: none"> Enrichment tasks Differentiation lessons Materials 		

Ms. Etter shared the timeline for implementation.

2019-2020

- Screen kindergarten students
- Talent development provided at kindergarten
- Screen and full battery at 2nd grade
- Co-create enrichment activities
- Provide individual and school-wide professional learning

2020-2021

- Screen kindergarten students
- Screen and full battery at 1st grade
- Co-create enrichment activities
- Talent development provided at kindergarten and 1st grade
- Provide individual and school-wide professional learning

2021-2022

- Screen kindergarten students
- Screen and full battery at 1st grade and 3rd grade
- Co-create enrichment activities
- Talent development provided at kindergarten and 1st grade
- Highly Capable services to start in 2nd grade
- Provide individual and school-wide professional learning

Director Potter asked if the regular Highly Capable program begins in second grade, but students begin to be evaluated and identified in kindergarten, do we try to consolidate those students together in first grade to get a head start or are they dispersed across the grades. Ms. Etter responded that the current recommendation suggests that those first grade students who are attending neighborhood schools be placed in clusters (anywhere from three to nine students) as it is important for them to have access to their intellectual peers but also to their other peers in order to develop social-emotional skills and abilities to collaborate with students of differing ability levels.

Director Nicholson asked if second graders have the option of attending a magnet school or a neighborhood school. Students who are identified in both math and English language arts (ELA) have the option of attending the magnet school or choosing to stay at the neighborhood school and receive services in both areas. Students who are identified in only one area stay at the neighborhood school.

Director Fralick asked for further clarification on the collaboration between K-2 services and development segments versus grades 3 and above. The work began on the kindergarten group prior to the first meeting of the Highly Capable elementary review; however, as part of that second committee, the recommendations from the first committee were shared so the members would be aware of what was being proposed for kindergarten. The consensus was to move quickly on the changes that would affect the kindergarten students.

Update on City of Shoreline Community and Aquatic Center and District Considerations for Participation

Presenters:

- Rebecca L. Miner, Superintendent*
- Marla S. Miller, Deputy Superintendent*
- Don Dalziel, Director of Athletics*

The City of Shoreline is developing a proposal to seek voter approval to build a new Community and Aquatics Center (CAC). The City's preferred option:

- Will be built on property to be acquired by the City, moving the City's pool from its current location on school district property;
- Will include rooms to provide a community center in addition to a community swimming pool;
- City Council has provided direction to include expanded capacity to accommodate high school swim and dive team practices and competitions—two additional lanes beyond the six lanes needed for a community pool and a larger viewing deck to accommodate attendance at swim meets

At the Board's study session on June 10, six options were shared by staff as well as a seventh option that was presented by Director Potter. Superintendent Miner reviewed those seven options.

1) Contribute to the construction of the new pool

- Estimated cost \$2.43 million
- Funding source: 2006 Bond (following public process to repurpose funds)
- Requires renegotiation of Joint Use Agreement with City
- Assures the swim/dive teams of preferred and consistent practice schedules
- District teams use pool without maintenance or use fees for 50 years

2) Pay annual fees to use the City's new pool

- Estimated cost \$48,000 per year (at 2018 hours of use and 2022 rates)
- Funding source: General Fund
- Requires renegotiation of Joint Use Agreement with City
- Annual payment provides access to the pool for swim/dive teams; includes guaranteed practice times
- Leaves remaining 2006 Bond authorization for other priorities
- Places a burden on future General Fund to continue pool access
- Fees are subject to future change

3) Partner with a new entity to access an existing pool (basically the same as option #2 but with a different entity)

- Unknown cost – to be negotiated
- Funding source: General Fund
- Need to find a viable partner
- Likely increase to transportation costs and time – may impact student athletes' instructional time
- Places a burden on future General Fund to continue pool access
- Unknown guarantee of preferred practice times

At the study session on June 10, the Board asked for a list of possible alternative partners for a pool (Option #3). Mr. Dalziel provided a summary of his department's research on this topic. He and Vicki Klein contacted 13 different pool facilities, both public and private and both indoor and outdoor. There were two options available—one at the University of Washington, which was quite cost-prohibitive and one at Mariner High School. While Mariner would be available for Shoreline's practices, there would also be potential for some priority scheduling after school, due in part because Mariner swim team numbers are minimal. There are significant limitations in that it is not a competition pool and there are no dive options, plus there would be the transportation factor. Mariner's meets are held at Kamiak. Additionally, if Mariner's program grows, we most likely would lose the partnership.

4) District builds a new pool

- Unknown cost – based on City's recent estimates, would likely require approval of additional construction bonds
- Funding source: Capital Bonds (remaining 2006 Bond or new bond?)
- Need to begin design and confirm cost estimates

- Likely need to run a construction bond; if the City has already run a bond to build a new pool it may be difficult to garner community support for a separate pool
- Places significant continuing obligation on General Fund to pay annual operating costs

5) District upgrades the existing pool

- Unknown cost – based on City’s recent estimates, would likely be a significant cost and may require approval of additional construction bonds
- Funding source: Capital Funds (remaining 2006 Bond or new bond?)
- Requires renegotiation of Joint Use Agreement with City
- Need to begin design and confirm cost estimates
- Likely need to run a construction bond; if the City has already run a bond to build a new pool it may be difficult to garner community support for a separate pool
- Places a significant burden on the General Fund to pay annual operating costs

6) Discontinue swim and dive teams

- No construction costs or annual use fees
- Represents loss of program and participation opportunities for Shoreline students
- Potential loss of community support for school district

7) Re-engage the City regarding building the new pool on school district property

- District contributes property rather than construction or annual use fees
- Community amenities are co-located on one site (new pool, tennis courts, city park, district auditorium, district stadium)
- Site offers easy access to public transportation
- Maintains the current public properties rather than adding a new tax exempt site for the new pool

Superintendent Miner reported that she had been in contact with Debbie Tarry, City Manager, regarding Option #7. Ms. Tarry’s written response stated a concern that if the tennis courts were left on the Shoreline Center property, the site would not be large enough, especially given the need for an appropriate amount of parking, so the tennis courts would need to be relocated. The City also shared information regarding the amount of property added to the tax rolls in the last few years. Additionally, the impact to taxing jurisdictions is more complex than just the factor of whether or not a property is on the tax rolls. The bottom line was that it did not appear that the Shoreline Center site was under any further consideration for the CAC.

Ms. Miller shared information regarding the status of the 2006 Bond.

Original authorization: \$149,500,000

Issued: \$124,500,000

- \$23,300,000 issued but not yet spent (does not reflect projected but unencumbered cost of currently anticipated needs)
- \$25,000,000 not yet issued

Approved categories of uses include improvement of existing facilities for PE/athletics.

Currently anticipated needs for approved projects with remaining issued but unencumbered funds (\$15-20 million):

- 2017 Bond Contingency Reserve
- Completion of North City Renovation
- Field upgrades: Aldercrest, Echo Lake, Brookside, North City, Parkwood, Einstein, Kellogg
- Safety improvements: Secure elementary school vestibules (designs have been received and will be moving forward in the near future)

Additional anticipated requests for use of funds:

- Ongoing facility improvements: roofing, HVAC, painting, drainage, other significant maintenance needs at different schools
- Installation of energy conservation measures, including solar panels at existing sites, lighting upgrades, others

Summary of Options	Capital Fund	General Fund	Preferred Times	Team Access
Re-engage City to build the pool on district property	Property		X	X
Contribute to construction of City's new pool	X		X	X
Pay annual fees to use the City's pool		X	X	X
Partner with a new entity to access an existing pool		X		X
District build a new pool	X	X	X	X
District upgrade the existing pool	X	X	X	X
Discontinue swim and dive teams				

Superintendent Miner summarized the Board's preferences as voiced at the June 10 study session, specifically, either Option #1, contribute to the construction of the new pool, or Option #2, pay annual fees to use the City's new pool. At this meeting, she now asked for the Board's direction as to which option to prepare for board action at the July 15 regular meeting.

Director Potter expressed disappointment that the City's re-engagement did not result in an agreement on Option #7.

Director Nicholson asked Ms. Miller if she felt comfortable that the District has the necessary funds to move forward with the \$2.43 million contribution to the City (Option #1). She responded that yes she was comfortable that there are 2006 bond funds available. However, there will be a time when those funds will be exhausted, which may stimulate future conversations about whether or not to re-commit to a similar bond measure. Director Nicholson recommended Option #1.

Director Fralick asked what the public approval process would look like if we went with Option #1. Ms. Miller responded that a public hearing (announced in the newspaper) would be held for the purpose of considering authorization to repurpose the use of the 2006 bonds. The hearing would take place during a regular board meeting; public input would be taken, after which the Board takes action through a resolution produced by bond counsel. This process was engaged in a couple of years ago (North City site).

Director Fralick stated that she was not comfortable moving forward with either Option #2 or Option #3, which would necessitate taking funds from the General Fund and committing the District to paying "rent" for the next 50 years. Since the City doesn't appear to be willing to accept land as an alternative, she expressed support for Option #1.

Vice President Wilson stated he agreed with moving forward on Option #1 as swimming is a very important component of athletics at both high schools. He agreed with Director Fralick in not encumbering the District for the next 50 years.

Director Potter also indicated that he would support Option #1.

Superintendent Miner stated she would prepare an action item for the July 15 regular meeting.

First Reading: Revisions to Policy 5328, Leave Sharing

Marla S. Miller, Deputy Superintendent, presented.

OSPI recently adopted regulations implementing changes to the leave sharing program authorized by the Legislature for public employees. Through this law, public employees are eligible to donate and receive shared leave from fellow employees for certain qualifying conditions. Policy 5328, in its current form, only allows for leave sharing by an employee for staff members suffering from or has a relative or household member suffering from an extraordinary or severe illness, injury, impairment, or physical or mental condition. The changes adopted by the Legislature and authorized by OSPI through the revisions to WAC 392-136A (attached) expand the conditions under which leave may be shared. Those conditions include:

- A) suffering from or has a relative or household member suffering from an illness, injury, impairment, or physical or mental condition which is of an extraordinary or severe nature;
- B) has been called to service in the uniformed services;
- C) has the needed skills to assist in responding to a state of emergency declared anywhere in the United States by the federal or any state government and the employee's offer of voluntary service has been accepted by a governmental agency or nonprofit organization engaged in humanitarian relief in the devastated area;
- D) is a victim of domestic violence, sexual assault, or stalking;
- E) is a current member of the uniformed services or is a veteran as defined under RCW 41.04.005, and is attending medical appointments or treatments for a service connected injury or disability;
- F) is a spouse of a current member of the uniformed services or veteran as defined under RCW 41.04.005 who is attending medical appointments or treatments for a service connected injury or disability and requires assistance while attending appointment or treatment;
- G) needs the time for parental leave; or
- H) is sick or temporarily disabled because of pregnancy disability.

Shoreline School District employees may only enjoy these expanded leave sharing benefits with Board adoption of changes to Policy 5328, Leave Sharing.

The District agreed to adopt the State's expanded leave sharing benefits in contracts negotiated after the law was passed by the Legislature, provided OSPI adopted new regulations making those changes legally available to school district employees. Those regulations have been adopted by OSPI and are scheduled to take effect June 24, 2019.

Director Fralick asked if the language in "H" above regarding pregnancy as a disability was state language. Ms. Miller responded yes.

This is a first reading of proposed policy changes. Following board review and direction, a second reading/final adoption is anticipated at the Board's July 15 regular meeting.

April 2019 Financial Update and June Enrollment

Marla S. Miller, Deputy Superintendent and Mark Spangenberg, Director of Finance and Business Services, presented.

In introducing this presentation, Superintendent Miner announced that Mark Spangenberg had just received his pin for 10 years of service in the District and Amy Vujovich received her 20-year pin.

The April report now reflects the budget extensions that were recently adopted by the Board for the General Fund and the Debt Service Fund. April is typically the high point for the ending fund balance projection (based on apportionment revenues) and May and June are the low points. The current projected ending fund balance is approximately \$12.2 million, which is up slightly due to some state forest revenues.

Ms. Miller added that this report represents a tremendous amount of work by Mr. Spangenberg as a result of many recent changes at the state level. She also noted that earlier in the day, the very first school district (Franklin Pierce) in the State of Washington took delivery of an electric bus. It is the first bus designed to meet the State's safety codes for pupil transportation. In looking ahead to the next fiscal year, the District may have an opportunity to procure an electric bus. The cost is still a bit prohibitive but costs are coming down.

June enrollment reflects a total of 9,496 students, 72 less than this time last year and 238 students under budget. Kindergarten numbers for the fall are looking strong.

Board Requested Discussion

None

Comments from the Community

The following individuals spoke on the topic of mental health and the Memorandum of Understanding regarding mental health counselors in the SEA contract; significant increase in students with mental health needs over the past several years; petitioned Board to assist in accessing the outside mental health support included in recent negotiations;

- 1) Lauren Paulhamus, Einstein Counselor and Parkwood Parent – Eight students hospitalized in the past year to address mental health concerns.
- 2) Jill Brown, Shorecrest Counselor – Significant losses in 2013-2014 school year changed Shorecrest forever; 69 formal suicide assessments at SC and SW, 40 individual safety plans, counselors have contacted 82 families related to student safety issues, 60 referrals to outside agencies
- 3) Lori Ramsay, Shorewood Educator (Forefront) and Parent – Advocated for taking the stigma away from mental illness and suicide and opening an in-school health clinic for high school students.

The following individuals spoke in support of the Board's thoughtful work on the City of Shoreline's Community and Aquatic Center over the past six months; referred to as a wonderful gift to students' lives:

- 4) Susie McDowell, Shorewood Swim Coach
- 5) Angie Nouwens, Shorewood Teacher and Parent of 2 Swimmers

The following individuals spoke on the District's composting programs, which are 100% student led; encouraged the District/Board to formulate a permanent composting plan facilitated by staff:

- 6) Olivia Baetz, Shorecrest Student and incoming officer of Environmental Club (joined by fellow students, Piper Rosman and Amanda Lee)

The following individuals spoke regarding raising awareness about twice-exceptional (2E) students across the spectrum of special education, highly capable and general education; so important to have robust professional development and specific dialogue to find the best ways to support them as well as scaffold them in their challenge areas and stretch them in their areas of aptitude:

- 7) Lanaya Waldron, Briarcrest Parent – Raised awareness
- 8) Linda Tsai, Einstein Parent and Co-Leader, Shoreline Highly Capable Parent Association

The following individual also spoke:

- 9) Ananda Scott, Parent and Special Needs PTSA – Expressed gratitude to David Wilson for attending every meeting and every special event of the Special Needs PTSA during 2018-2019; presented him with an attendance award.

Action Items

Authority to Purchase Grades K-2 Computers and Surplus End-of-Life Student Computers

Eric Caldwell, Director of Technology, presented.

Kindergarten, first and second grade classrooms have traditionally used technology that was repurposed from other district programs and grades. This year the District intends to provide equipment and systems that are intentionally designed to support the learning and teaching needs of our K-2 programs. All equipment and services will be purchased using 2017 Technology Levy funds.

To best determine the mix of equipment of services, the District conducted stakeholder engagement involving administrators and teachers, a technical evaluation by our Technology Department and a fiscal/support evaluation to include total cost of ownership.

Upon examination of the results of those processes, it is recommended that Kindergarten and first grade students get iPads at a 2:1 student to computer ratio and second graders get either iPads or Lenovo 300e Chromebook 2 in 1 devices at the same ratio. The purchase would be approximately \$560,000 and would include:

- iPads with cases
- Lenovo 300e Chromebooks
- SeeSaw learning and sharing platform
- JAR charging cabinets
- Headphones

It was the recommendation of the Superintendent that the Board authorize the purchase of necessary equipment and software for kindergarten, first and second grades at an approximate cost of \$560,000 and approve the surplus of the obsolete Macbook unibody laptops and iPads in accordance with district surplus policy.

MOTION NO. 34: Ms. Fralick moved that the Board authorize the purchase of necessary equipment and software for kindergarten, first and second grades at an approximate cost of \$560,000 and approve the surplus of the obsolete Macbook unibody laptops and iPads in accordance with district surplus policy, as presented. The motion was seconded by Mr. Nicholson and carried unanimously.

Authority to Purchase Grades 3-8 Computers and Surplus End-of-Life Student Computers

Eric Caldwell, Director of Technology, presented.

The Hewlett Packard G1 Chromebooks in grades 3-8 will reach the end of their useful lives at the end of June 2019 and are slated to be replaced using 2017 Technology Levy funds. These Chromebooks constitute roughly 80% of our grades 3-8 fleet and their replacements will continue to be standard Chromebook laptops in line with the 20% of the fleet that will remain. The District's Technology Department conducted a technical and a fiscal/support evaluation to ensure best value and fit with our existing infrastructure.

Upon examination of the results of those processes, it is recommended that the obsolete G1 Chromebooks be replaced with Lenovo 100e Chromebooks in order to best support student learning

needs and maintain consistency with the remaining grades 3-8 computers. It is of particular urgency to receive these units by the fall in order to complete student testing. The purchase would be approximately \$1,100,000 and would include:

- 3900 Lenovo 100e Chromebooks
- LightSpeed classroom management software for these Chromebooks
- 8 Additional carts to accommodate growth in the number of classrooms in grades 3-8

Director Wilson asked about the surplus units. Mr. Caldwell reported that the high school iPads had been sold for \$74,000 and the Chromebooks will be sold for approximately \$80-100,000. These funds will return to the levy funds to be used for future projects.

It was the recommendation of the Superintendent that the Board authorize the purchase of necessary equipment and software for the replacement of obsolete HP G1 Chromebooks in grades 3-8 at an approximate cost of \$1,100,000 and approve the surplus of the obsolete HP G1 Chromebooks in accordance with district surplus property.

MOTION NO. 35: Ms. Fralick moved that the Board authorize the purchase of necessary equipment and software for the replacement of obsolete HP G1 Chromebooks in grades 3-8 at an approximate cost of \$1,100,000 and approve the surplus of the obsolete HP G1 Chromebooks in accordance with district surplus policy, as presented. The motion was seconded by Mr. Nicholson and carried unanimously.

Approval of 2019-2020 Proposed Increases in Meal Prices

Marla S. Miller, Deputy Superintendent and Jessica Finger, Director of Food and Nutrition Services and District Warehouse, presented.

Proposed increases include:

- Prices would increase for those who pay full price for meals, NOT those students eligible to participate in the free and reduced meals program.
- Proposed breakfast and lunch prices generally reflect a 2% increase over the 2018-2019 prices, rounded up to the next nearest nickel.
- The Food Service program will no longer subsidize the bank fee per transaction for those who pay for meals using their credit card. The fee is determined by the bank, and is currently \$1.75 per transaction. The annual cost of that subsidy has grown to nearly \$25,000 per year. Families may minimize their cost by doing larger transactions, or by paying by check or cash.

The Food Service program is intended to operate as close as possible to an “enterprise” program, where operating revenues cover expenditures. In recent years revenue increases have not kept pace with expenditure increases. Program costs, labor as well as food costs, have increased without related increases in revenues.

The Food Service program has also responded to District initiatives that have increased their overhead costs, primarily by adding operating kitchens to offer breakfast and lunch service for schools/programs (Cascade K-8, Early Childhood Education) previously housed in schools that shared kitchens. The meal counts haven’t increased because students were already participating, but the cost of providing the service has.

Ms. Miller and Ms. Finger shared program financial information (revenues and expenditures) for the four years, beginning in 2015-2016 and ending with 2018-2019. They also provided program meals participation information for the past three years, which have remained relatively flat over that time period.

As of June 10, the proposed prices for 2019-2020 compare with neighboring school districts as follows:

District	Elementary Lunch	Secondary Lunch	Adult Lunch		Elementary Breakfast	Secondary Breakfast	Adult Breakfast
Bellevue	\$3.50	\$3.75	\$4.75		\$2.50	\$2.75	\$3.50
Edmonds	\$2.95	\$3.75	\$5.00		\$1.50	\$1.75	\$2.50
Everett	\$3.00	\$3.25	\$4.25		\$1.25	\$1.50	\$2.00
Marysville	\$3.00	\$3.25	\$4.50		\$2.00	\$2.25	\$3.00
Mukilteo	\$3.00	\$3.25			\$1.50	\$1.75	
Northshore	\$3.25	\$3.50	\$4.25		\$2.00	\$2.25	\$2.65
Renton	\$3.00	\$3.25	\$4.00		\$1.50	\$1.50	\$2.25
Shoreline Proposed	\$3.35	\$3.60	\$4.35		\$1.85	\$2.05	\$2.85
Shoreline Current Price	\$3.25	\$3.50	\$4.25		\$1.75	\$2.00	\$2.75

Director Potter asked if these prices included sales tax. Ms. Finger responded that they don't charge sales tax.

Director Fralick asked if the transaction bank fees applied to debit cards as well as credit cards. From the audience, Mr. Spangenberg confirmed that the fee applies to debit cards also. Director Fralick asked if approval of this item would trigger any changes to board policies. Ms. Miller replied no but there will be some changes in the near future to the negative meal balance policy/procedure. Director Fralick also asked what the process would be if the banks change the transaction fee. Ms. Miller responded that if the bank changes their fee, it doesn't come to the District for any type of approval process. The process is between the bank and the client (parent). If these increases are approved, the District would amend online information to include messaging about transaction fees. In answer to Director Fralick's question about meal prices, the last increase occurred in the 2017-2018 school year for lunches only.

On a final note, Director Wilson asked for additional information, possibly by January, about negative meal balances. Ms. Miller stated that there is a plan to bring a proposal to the Board before the start of the next school year. Ms. Finger added that as of two weeks ago, the program is approximately \$12,000 in debt. Director Fralick asked if there were efforts made to ensure families in need were aware of the free and reduced meals program. Ms. Finger responded yes, they provide assistance in numerous ways, including through translation services.

It was the recommendation of the Superintendent that the Board authorize the District to increase full paid meal prices and discontinue the subsidy of bank credit card transaction fees for the 2019-2020 school year.

MOTION NO. 36: Mr. Nicholson moved that the Board authorize the District to increase full paid meal prices and discontinue the subsidy of bank credit card transaction fees for the 2019-2020 school year, as presented. The motion was seconded by Mr. Potter and carried unanimously.

School Board Reports and Communication

Director Potter attended the dedication of the Edwin Pratt Early Learning Center, Caen Laida at Shorecrest, Moving Up at Shorewood and graduation ceremonies at the Angels of the Wind Arena. He was also able to meet with a number of community members.

Minutes – June 17, 2019

Director Fralick attended the dedication of the Edwin Pratt Early Learning Center, the Taste of Ridgecrest (Heritage PTA potluck), graduation ceremonies, Pack the Park event (backpack lunches for needy families), Cascade K-8 Market Day, and earlier in the evening, the Cascade K-8 Moving Up in the Shoreline Auditorium.

Director Nicholson attended the dedication of the Edwin Pratt Early Learning Center dedication and his last graduation ceremonies.

Director Wilson announced that there would be two sessions of the Elementary STEM Day event at Shorecrest on June 21. It will be put on by the Technology Students Association (TSA); tickets are available online.

Adjournment: 8:55 p.m.

Michael Jacobs, President

Attest: July 15, 2019

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.