

## BOARD MEETING MINUTES

October 19, 2020

### **Call to Order**

President Jernigan called the Regular Board Meeting of the Shoreline Board of Directors to order via Zoom at 7:00 p.m. on October 19, 2020. Rebecca Miner, Superintendent; Curtis Campbell, Public Information Officer; and Kathie Schindler, Executive Assistant, attended this meeting from the Administrative Offices at the Shoreline Center.

### **Roll Call**

Meghan Jernigan, President; Rebeca Rivera, Vice President; and Sara Betnel, Member. *(President Jernigan acknowledged that she had visual and audio confirmation that all three board members were present.)*

### **Land Acknowledgement**

Director Jernigan stated: "I'm grateful to get our work started this evening with a brief land acknowledgement. On October 12, the City of Shoreline formally celebrated Indigenous Peoples Day. In honor of this day, I'd like to share a short poem by Joy Harjo, citizen in the Muskogee Creek Nation and 23<sup>rd</sup> poet laureate of the United States, titled "For Earth's Grandsons":

*Stand tall, no matter height, how dark your skin  
Your spirit is all colors within  
You are made of the finest woven light  
From the iridescent love that formed your mothers, fathers  
Your grandparents all the way back on the spiral road—  
There is no end to this love  
It has formed your bodies  
Feeds your bright spirits  
And no matter what happens in these times of breaking—  
No matter dictators, the heartless, and liars  
No matter— you are born of those  
Who kept ceremonial embers burning in their hands  
All through the miles of relentless exile  
Those who sang the path through massacre  
All the way to sunrise  
You will make it through—*

### **Flag Salute**

### **Comments**

President Jernigan began by stating that on May 29, Governor Inslee issued a proclamation regarding the Open Public Meetings Act and the Open Public Records Act. This proclamation prohibits us from conducting meetings in person but we must, at a minimum, provide access electronically or telephonically.

President Jernigan stated that community members were given notice last week regarding how to join this meeting. They were also 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 October 19. Those comments were shared with the Board via email earlier in the afternoon (October 19). They were also placed on the district website at the following URL: <https://www.shorelineschools.org/Page/1235> (School Board agenda for October 19). A total of eight comments were received. *[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, there will be a link to those public comments within the meeting minutes once the minutes are transcribed and approved by the Board (see link above)].*

The Board sincerely appreciates the feedback and comments and wants to thank those who took the time to submit their comments in advance of this meeting.

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

MOTION NO. 7: President Jernigan 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 Betnel and the motion carried unanimously.

### **Approval of Minutes**

MOTION NO. 8: President Jernigan moved that the Board approve the minutes of the August 17 and September 21 regular minutes as submitted. The motion was seconded by Director Rivera and the motion carried unanimously.

### **Adoption of Consent Agenda**

The following consent agenda was presented for approval:

- a. Adoption of Resolution 2020-18, Declaration of Unclaimed Property
- b. Approval of 2020-2021 VEBA (Voluntary Employees Beneficiary Association) Memorandum of Understanding with Shoreline Maintenance Employees
- c. Approval of Interlocal Agreement with Seattle School District for Title I Services
- d. Briarcrest Elementary School Roof Replacement Project – Authority and Project Budget for Feasibility/Design Phase
- e. Einstein Middle School Replacement Project – Approval of Change Order #01 – KCDA/FieldTurf
- f. Einstein Middle School Replacement Project – Approval of Change Order #01 – Advanced Classroom Technologies
- g. Kellogg Middle School Replacement Project – Approval of Change Order #01 – Advanced Classroom Technologies
- h. Acceptance of Gifts, Grants, Donation
  - Lake Forest Park Elementary - \$5,980.00 – Lake Forest Park PTA – Various Projects
- i. Approval of 2020-2021 Shoreline Education Association (SEA) Substitute Rates
- j. Approval of Extended Field Trips
- k. Approval of Personnel
  - 1) Certificated
  - 2) Classified
- l. Approval of Payroll and Vouchers

President Jernigan asked if there were any agenda items the Board wanted pulled for discussion or a separate vote. There were none.

MOTION NO. 9: President Jernigan moved that the Board adopt the consent agenda, items 5a through 5l, which is attached hereto and becomes a part hereof. The motion was seconded by Director Betnel and carried unanimously.

As of October 19, 2020, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: September 2020 Payroll Warrants and Electronic Transfers in the amount of \$11,115,560.37;

Reconciliation of Warrants Issued between September 18 and October 9, 2020 - General Fund Warrants #87175-87241, 87246-87284, 202100031-202100062, 87288, 87289-87321, 87325-87345, 202100065-202100073, 87372-87438, 87446-87470, 202100074-202100097, 87485, 87486-87510, 87516-87525, 202100099, and 202100102-202100114, totaling \$2,600,964.44; Capital Projects Fund Warrants #87322-87323, 87346-87371, 87439-87440, 87471-87483, 87511-87512, 87526-87528, and 202100100, totaling \$8,814,970.31; Student Bond Fund Warrants #87242-87245, 87285-87287, 202100063-202100064, 87324, 87441-87444, 87484, 202100098, 87513-87515, 87529, and 202100101, totaling \$116,216.80; and Private Purpose Trust Fund #70 Warrants #87445, totaling \$323.06; for a grand total of \$22,648,034.98.

## **Reports and Presentations**

### Update on New Board Members Appointment

*Rebecca L. Miner, Superintendent, presented.*

Superintendent Miner thanked those in the community who took the time to submit an application to serve on the school board. A total of five applications were submitted for District 2 and 10 applications for District 3. Ms. Miner apologized for an inadvertent omission of one question that the Board had asked to be included in the application questions. The intent of the question was to gauge perspectives on equity and race. After discussions with President Jernigan over the weekend, the decision was made to modify the interview questions for candidates to include that question as mandatory in the interviews. The question is: *What effect has racism had on your experience in the education system or your perception of the education system and how do you believe this will shape you as a board member?*

Ms. Miner announced that at the end of this meeting, she and the Board would convene into an executive session on a separate Zoom call in order to review the qualifications of candidates for appointments to elective office for approximately 15 minutes. If the executive session were to go longer than 15 minutes, Ms. Miner would text Mr. Campbell and he would make that announcement. All in the audience were invited to remain on the Zoom until after the executive session if they wished to hear the announcement of which candidates were being moved forward for an interview. The Board had set aside the following dates for possible interviews:

- Saturday, October 24 (time TBD)
- Monday, October 26 (evening)
- Wednesday, October 28 (evening)
- Thursday, October 29 (evening)

The final dates and times and the links to the interviews would be placed on the website for any interested persons to attend via Zoom.

Ms. Miner also announced that both Shorecrest and Shorewood High Schools had recently selected students to serve as student representatives on the Board—Mareshet Pulliam from Shorecrest and Raphael Berhane from Shorewood. Their first meeting with the Board will be on November 2.

### Data Report on Remote Learning

*Presenters:*

*Dr. Tanisha Brandon-Felder, Director of Equity and Family Engagement*

*Curtis Campbell, Public Information Officer*

*Anzara Miller, Director of Assessment and Professional Practice*

*Rebecca L. Miner, Superintendent*

*Maria Stevens, Director of Teaching and Learning*

At the Board's August 17, 2020 regular meeting, it was determined that District staff would collect and analyze data related to implementation services during the pandemic as opposed to using an outside entity

to complete the work. This was the first formal presentation to the Board although some data had been emailed to the Board earlier in the month. It is hoped that these presentations would be provided monthly. The presentation includes information on attendance, progress updates on universal screeners, formative assessments and grading intervals, family engagement updates and the results of the district-wide survey, which closed on October 12. The important thing to remember is not that the data was collected but how it will be used to inform recommendations, monitor and adjust, and continue to improve the remote learning model for all of our students in Shoreline.

Ms. Miner thanked this team for their work, noting that they are a dedicated, passionate and knowledgeable group of professionals.

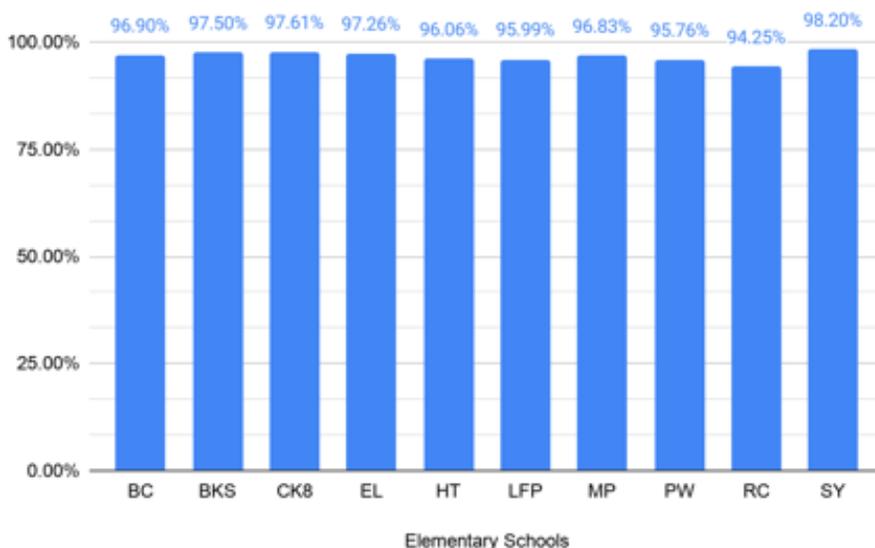
Attendance: Ms. Miller reviewed the data on attendance. A student is marked absent when they do not do one of the below items within 24 hours after the class period/school day is over. A student is NOT ABSENT when:

- They log into Zoom
- Log into Canvas/Classlink/Seesaw, etc.
- Email or text teacher
- Attempt to submit an assignment

There is a series of events that occurs when a student misses a live class session, e.g.:

- Teacher attempts to make contact with student/family
- Review of Canvas/Classlink/Seesaw to check login/activity
- Attendance team makes attempt to contact absent students and families using various communication modalities in the student’s native language
- Attendance team meets regularly to discuss any issues with families/students who are not engaged

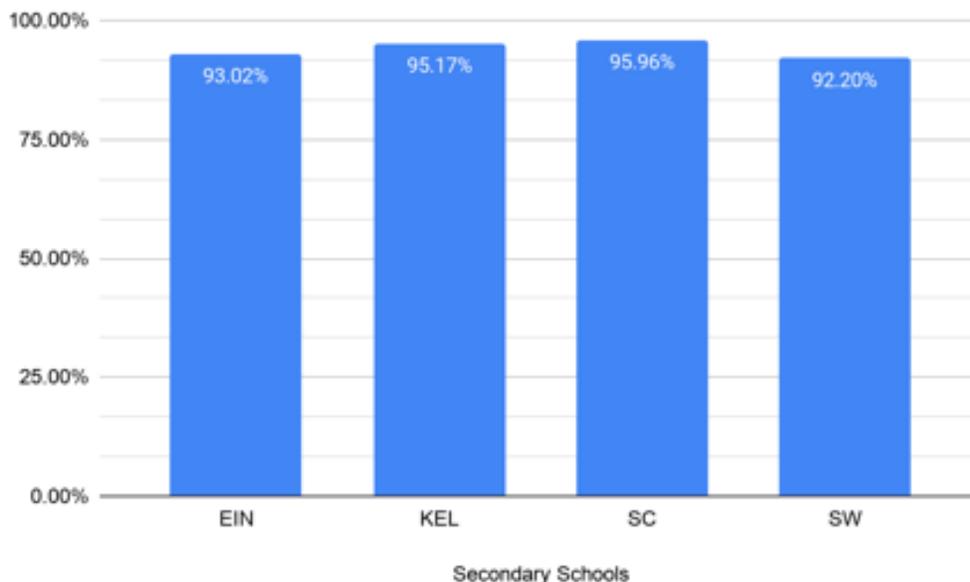
Acceptable attendance rates are 90% or higher according to OSPI. The format shared with the Board was the same format that OSPI uses. The chart below reflects the percentage of students in elementary school who have an attendance average of 90% or higher, which equates to 0 to 2 absences. This was for the period of September 2 through October 2. These attendance rates are much higher than neighboring school districts.



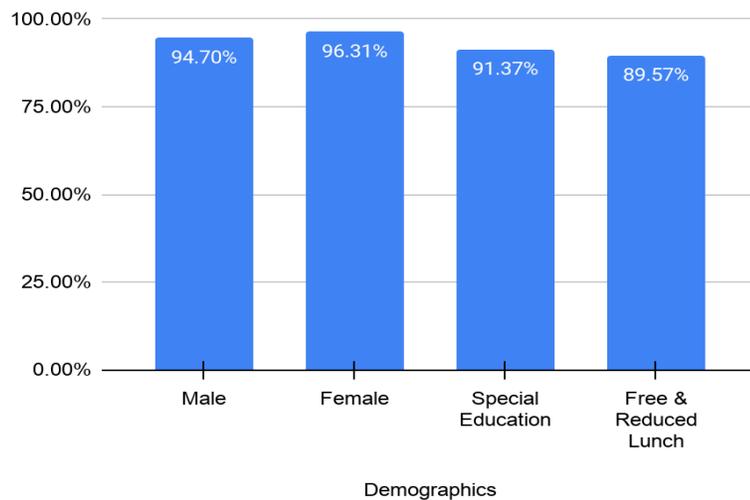
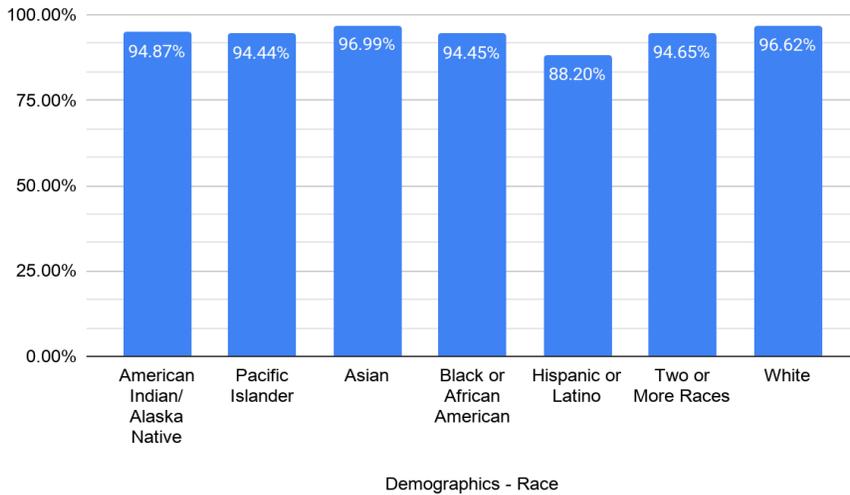
The chart below is an example of one elementary school. When there are students with a higher number of absences, the principals know exactly who these students are and the school attendance teams, e.g. counselors, teachers, family advocates begin immediately in their attempts to mitigate the number of absences.

Elementary School		
# of Absences 9/2 - 10/2	# of students	% of students
0	405	80.20%
1	64	12.67%
2	20	3.96%
3	5	0.99%
4	1	0.20%
5	2	0.40%
6	2	0.40%
7	1	0.20%
9	1	0.20%
10	1	0.20%
12	1	0.20%
16	1	0.20%
17	1	0.20%
Grand Total	505	100.00%
Attendance of 90% or greater		96.83%

The chart below reflects the percentage of students at secondary who have an attendance average of 90% or higher.



Charts were also shared that broke down the attendance by grade level. Below are the breakdowns by race and demographics, again in terms of the percentage of students by race or by demographics who have an attendance average of 90% or higher.



Discipline: Ms. Miller reported that at this point in the school year, the sample size for suspensions, expulsions and exclusions was too small (less than 10) to run a report.

Progress Updates: Ms. Stevens announced that she would be reporting in four areas: universal screeners, formative assessments, grades and credits.

*Universal screening* is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education; typically these are given 2-3 times per year. OSPI has recommended using universal screening.

Screeners include:

- WaKIDS (kindergarten)
- Dibels 8 (Title/LAP grades 1 and 2)

- i-Ready Reading (grades 1-5)
- i-Ready Math (grades 1-8 and high school if needed)
- Reading Inventory (grades 6-10)

*Formative assessment* refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it's happening*. The use of formative assessments is the primary way in which teachers understand what their students are learning.

*Grades and credits:* Elementary grading follows the regular timeline; however, secondary grading timeline has been altered (see below) due to the remote schedule:

November 6	End of 1 <sup>st</sup> semester (1.5 credits)
January 28	End of 2 <sup>nd</sup> semester (1.5 credits)
April 9	End of 3 <sup>rd</sup> semester (1.5 credits)
June 18	End of 4 <sup>th</sup> semester (1.5 credits)

Teachers are continually monitoring the students and providing supports and interventions (if needed) to ensure they are getting the credits they need. Once grades are reported, each secondary school will “pull” the data to track progress toward graduation or the progression in learning.

Family Engagement: Dr. Brandon-Felder reviewed the activities that have occurred. Family Academies were comprised of four webinars in three different languages (Spanish, Amharic, English). The topics included: tech access, supporting remote learning, SEL (social-emotional learning) and family connections. The goal of the Family Academies was to bridge the gap between families who wanted to understand more about what is happening with remote learning and the District providing opportunities to share that information. The format was to have a higher-level district academy as well as smaller school specific sessions so that schools could build connections with their own families. Through this, it was learned that families also want to connect with each other. Family Affinity Groups were established to help address our ongoing need to stay connected and build community during this time of social distancing and remote learning. Members of affinity groups will have opportunities to connect with other families within their schools and across the district who have shared experience or particular identities.

For the back to school Family Academy webinars, the attendance was as follows:

August 26 (English only)	1,205
August 27 (English only)	666
September 1 (w/Spanish interpreter)	161
September 3 (w/Amharic interpreter)	35

Trends that emerged from the four topics included:

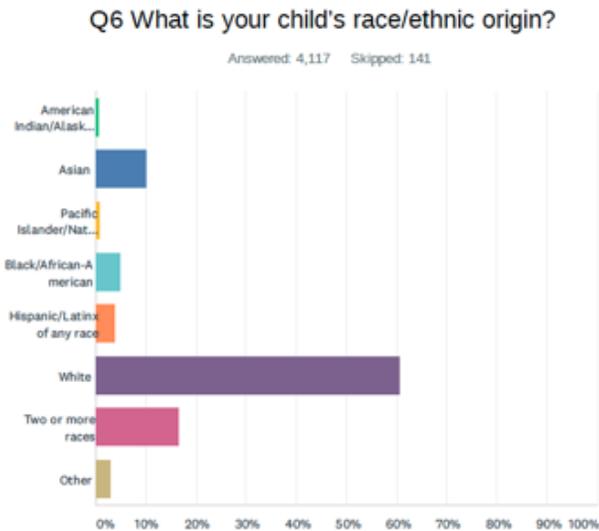
- Technology and Access: Logging into LMS (Canvas, Seesaw) accounts and navigating between accounts when there are multiple children in one home
- Supporting Remote Learning: Most concerns were around following the remote learning school schedule, especially for single parent households, working families with multiple children in the home at various grade levels
- Social-Emotional Learning: Interest in learning redirection techniques
- Community Building: Suggestions for different affinity groups: single parents affinity group (plus support for children with parents going through divorce), deaf/hard of hearing community, foster families, stay-at-home dads, immigrant families

Dr. Brandon-Felder reviewed the format for the upcoming Family Academies. For the first two weeks (November 2-6 and November 9-13), each school will provide a resource to their community for each of those weeks; possibly a link or a video—something around a specific topic. For November, the topic will be “supporting remote learning”. During weeks three and four, they will host a one-hour webinar or some type of interactive activity for families to ask questions and have them answered.

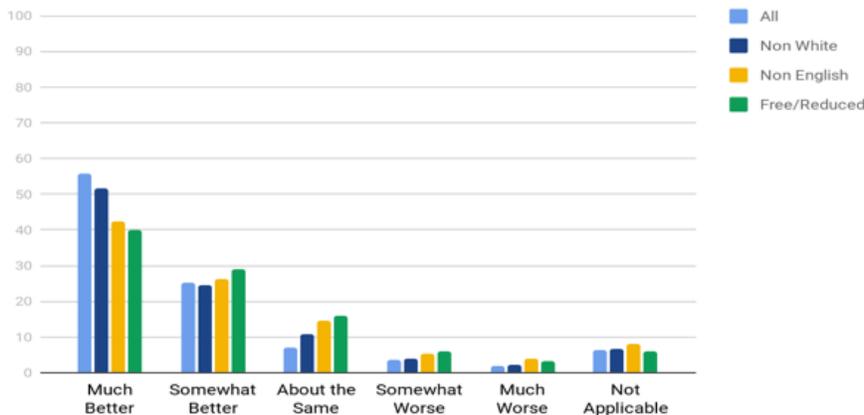
For the Family Affinity Groups, topics so far include: race, language, LGBTQ+, single parents, foster families, etc. These groups will be led by families, for families. Training will be provided by Rebekah Gardea, Equitable Family Engagement Coordinator.

Mr. Campbell spoke about the remote learning experience survey that had just recently been administered from October 6-12. It was a survey to gauge families’ remote learning experiences so far this fall. There were 4,389 survey submissions (families were asked to submit one survey per child). Approximately 120 disaggregated district and school-level reports were provided to administrators, broken down by ethnicity, language, special programs, free/reduced lunch status, grade bands and more. There was also a separate Spanish survey with 111 participants.

Mr. Campbell shared a number of slides on various topics. The survey results, in their entirety, would be placed on the District website later in the week. A couple of the slides are highlighted below.



**Q13. Compared to your child’s remote learning experience in the spring, your child’s learning experience this fall has been:**



Other survey questions highlighted in the presentation included:

- Do you feel your child has an appropriate amount of school work in the current remote learning model? (most said yes)
- I feel my child's mix of synchronous (teacher-led) and asynchronous (teacher-directed) time is: Just the right balance; not enough synchronous time; not enough asynchronous time? (most indicated just the right balance)
- I feel my child is progressing in their learning: Yes; somewhat; no; unsure
- Have you experienced any technology issues that have prevented your child from accessing their class or learning tools for a period of time? Yes or no (most said no)
- As a parent/guardian, I am provided enough information to support my child with remote learning: Yes; somewhat; no; unsure (most said yes)
- Do you feel your child's social and emotional needs are being supported by their school during this period of remote learning? Yes; somewhat; no; unsure (most indicated somewhat)
- Has your family accessed school meals during this period of remote learning? (most said no including 40% of those eligible for free and reduced price meals)
- Did you attend or watch a recording of one of our Family Academy webinars at the beginning of the school year? Yes or no (mixed responses)
- Have you accessed the Remote Learning Resources webpage on your school or district website? Yes or no (most said yes)
- Have you contacted your school regarding any needs your family may have? Yes or no (most said no)
- Do you know who to contact at your school if you need resources or support? Yes or no (most responded yes)

While reviewing question #20 regarding whether or not families had experienced technology issues that had prevented their child from accessing their class or learning tools for a period of time, Mr. Campbell reported that the number who reported having access to the Internet was in the 95-99% range.

President Jernigan expressed appreciation for this encouraging information and enthusiasm for the attendance numbers and the many avenues available for families and students to engage with the District. She noted with concern the slide indicating that 40% of students eligible for free/reduced meals were not taking advantage of that provision. *[See Marla Miller's comments on this topic in next presentation on page 11.]* However, "there is so much to celebrate here with this information."

Director Betnel echoed the appreciation for this report, particularly in light of the District losing its Director of Assessment as part of the RIF. She acknowledged the efforts of others in extending their duties to include this evaluative work. She also inquired about possibly further extending the outreach to families around the availability of free and reduced meals. Ms. Miner added that the Board may be interested in having Jessica Finger, Director of Food and Nutrition Services, present at an upcoming board meeting on what her department is doing in terms of messaging and distribution of food.

Director Betnel reported that she has been sharing information on behalf of the District through a social media site involving families from the Shoreline School District. There has been some feedback indicating that many parents, particularly those with K-3 students, are having difficulty keeping up with the amount of work involved with remote learning. She wanted to ensure there was clear communication to all families regarding the supports that are available through the schools, particularly to those families who may not be as familiar with how to navigate school systems.

Out of concern for the 12<sup>th</sup> grade attendance numbers, Director Betnel stated she looked forward to hearing in future reports how that is being addressed.

Regarding slide 3 of the presentation, Director Rivera asked if a student logged in at the beginning of the day but maybe didn't stay logged in all day, does that count as "present" for that day. Ms. Miller responded yes; however, attendance is taken every period at the secondary level. Attendance is calculated on being present more than half of the day. So if we have three class periods, students need to attend two of the three in order to be marked present for the day.

Director Rivera asked for clarification about excused and unexcused absences and when the school reaches out to the family. Ms. Miller responded that if the family doesn't notify the teacher, the school doesn't know whether an absence is excused or unexcused. For the data presented at this meeting, the excused/unexcused component was not yet in effect. That began as of October 5 so moving forward, the information presented will include that data. If a student is absent, the teacher reaches out. If the absences continue and the teacher is unable to reach the family, the attendance team steps in to further attempt to make connections.

For future presentations, Director Rivera indicated she would like to see a deeper dive into the segment of students who are not actively participating. It would be great to see how many of those students are successfully contacted and whether or not any form of mitigation is useful to them.

Director Rivera asked Dr. Brandon-Felder how individuals can join the affinity groups and how they are being selected. Dr. Brandon-Felder responded that anyone who wished to participate would have the opportunity to do so. It is being organized by family advocates through outreach and in coordination with the District's family engagement coordinator. No one is being turned away. Information has been posted on the District's website as well as the family engagement webpage, school newsletters, family communications and the weekly email updates. Student affinity groups will begin in November.

Director Rivera also stated that it would be great, in the future, to see a wider breakdown in the survey demographics to include Black and Latinx students.

Mr. Campbell revisited slide 30 of the presentation (is my child progressing?) to clarify that the number who responded "yes" was under 50% but "somewhat" is also a "yes" but not as strong. The two categories together definitely made up the majority. In some cases, it may have been kindergarten families who didn't have the prior year's experience in which to make a comparison and chose "unsure" as the best option.

Director Rivera asked if there was any other type of assessment prior to online learning that could be used as a comparison tool. Mr. Campbell responded that the annual CEE (Center for Educational Effectiveness) likely had a question or multiple questions that might relate to learning experiences prior to COVID-19. He would research that question.

In response to Director Betnel's question about the additional information that was shared with the Board prior to this presentation, e.g. special education data, Mr. Campbell reported that there would be many categories of information shared on the website later in the week.

#### Update on Planning for Reopening of Schools

*Marla S. Miller, Deputy Superintendent, presented.*

This presentation provided an overview of the current status of public health information and guidance regarding the reopening of schools. Additionally, the presentation reported on efforts currently underway to prepare for the reopening of schools.

Currently, there is a 100% remote learning instructional model in place for all students:

- Approximately 65% of teachers are teaching from their campus classroom

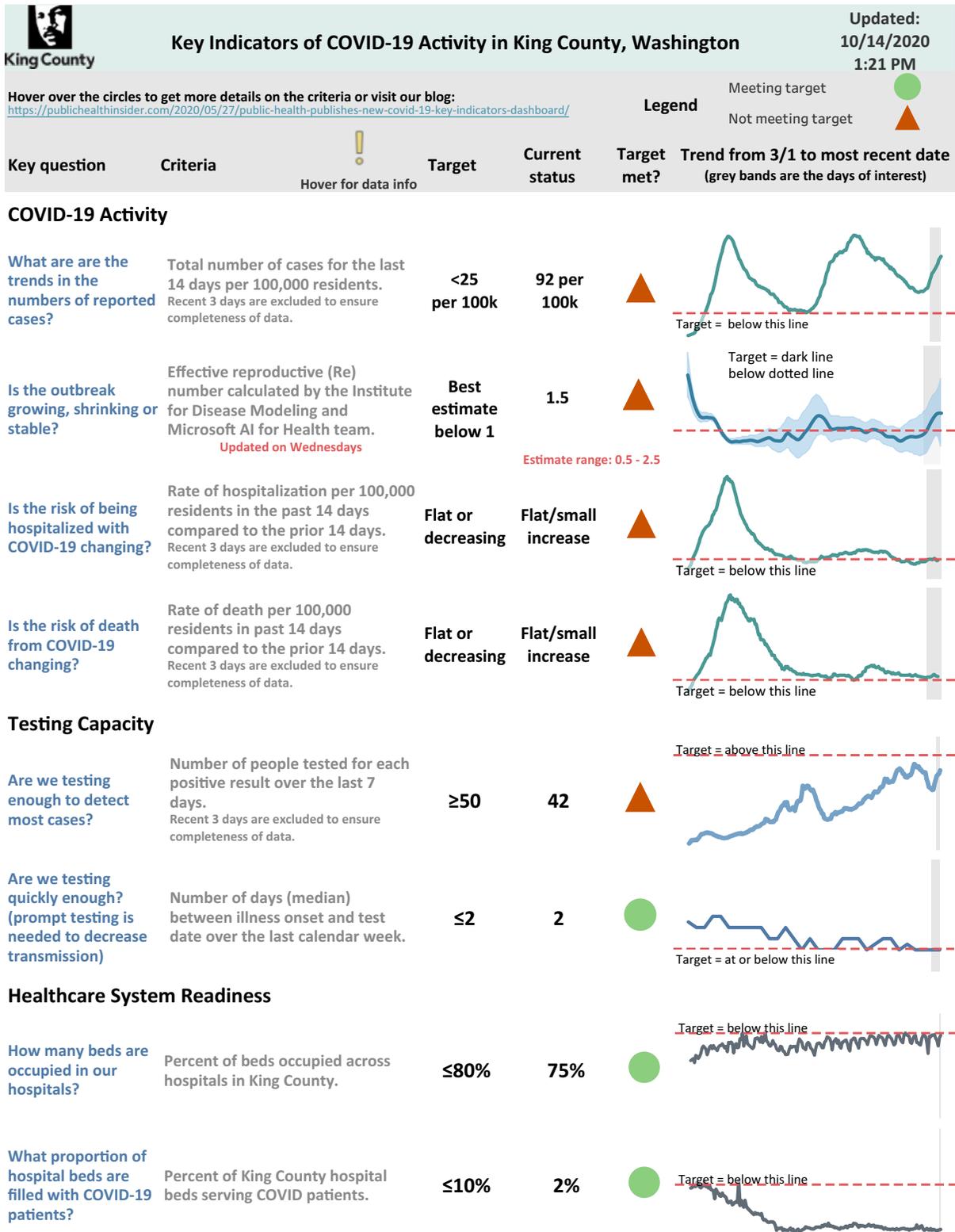
- Instructional materials are being provided to families—textbooks, supplemental materials, learning supplies, library books

Over 14,000 meals per week are being distributed to families. Ms. Miller provided a note of caution related to the previous presentation and the concern that eligible families weren’t taking advantage of the free and reduced meal program. The free and reduced meal application process will not be complete until the end of October. At this point, it’s too soon to have accurate participation numbers because many families have not yet completed the application process.

Superintendent Miner has been relying on available science for making determinations about reopening schools. The Washington Department of Health distributed guidelines for school districts across the state to use in assessing the trends for the COVID impacts on communities.

COVID-19 Activity Level	Education Modality*	Extracurricular
<p><b>HIGH &gt;75 cases/100K/14 days</b> Other considerations:</p> <ul style="list-style-type: none"> <li>• Increasing trend in cases or hospitalizations</li> <li>• Test positivity &gt;5%</li> <li>• Other health and education risks and benefits to children and their families</li> </ul>	<p>Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners</p>	<p>Strongly recommend canceling or postponing all in-person extra-curricular activities, including sports, performances, clubs, events, etc.</p>
<p><b>MODERATE 25-75 cases/100K/14 days</b> Other considerations:</p> <ul style="list-style-type: none"> <li>• Increasing trend in cases or hospitalizations</li> <li>• Test positivity &gt;5%</li> <li>• Other health and education risks and benefits to children and their families</li> </ul>	<p>Recommend distance learning as described above. In addition, consider expanding in-person learning to elementary students.</p> <p>Over time, consider adding hybrid in-person learning for middle or high school students if limited COVID transmission occurs in schools.</p>	<p>Strongly recommend canceling or postponing all in-person extra-curricular activities.</p> <p>Consider low risk activities when all students have some level of in-person learning.</p>
<p><b>LOW &lt;25 cases/100K/14 days</b></p>	<p>Encourage full-time in-person learning for all elementary students and hybrid learning for middle and high school.</p>	<p>Consider low and moderate risk in-person extra-curricular activities.</p>

The updated 14-day numbers are published every Wednesday. The King County Public Health Key Indicators as of October 14, 2020 were as listed on the following page. As can be seen towards the top of the chart, the number of cases per 100,000 over 14 days for King County was 92, which is clearly in the HIGH range.



In regard to the Washington Interscholastic Activities Association, their return to participation update on October 6 stated: “Local control will remain in place related to when a District should choose to resume in person small group athletic or activity practices.”

For Shoreline School District, the athletics/activity status is as follows:

- Shoreline remains in a holding pattern for return to play participation for Athletics.
- The District will reconsider launching small group athletic/activity programs, once King County numbers return to the moderate level
- Currently, no public schools in our WESCO Conference are offering school-sponsored athletic practices.
- The District is creating a safety plan and using WIAA sport-specific guidance once implementation of small group athletics begins.

The District has a number of different groups working hard to assess where we are now and what it will take to be able to implement a combination of on-campus learning and remote learning—a hybrid model. Over the last several months, the District has engaged in public outreach to parents/guardians, students and staff through various surveys. For parents/guardians and students, this included:

- June 17-24 - CEE Reopening Survey (included students) – 6,599 participants
- July 20-24 – District Reopening Survey – 4,930 participants
- September 17-25 – Learning Option Preferences – 6,536 participants
- October 6-12 – Remote Learning Experience Survey – 4,389 participants

On the September 17-25 survey, parents/guardians were invited to give the District an early indication of what their preference might be for on campus learning vs. remote learning once the data begins to indicate that we can bring students back into our buildings. For a number of parents, they didn’t feel there was enough detail given for them to give a definitive indication of their preferences. However, the District wanted to get an idea of how many would lean towards keeping their children at home when on-campus learning became available and how many would choose to send their children to school. Knowing this assists in determining building capacities, meals and transportation support, etc. One of the things to keep in mind is that the state will not be providing additional funding for staff because of COVID. The information provided in that survey is being used in the planning process to determine needs and demand.

For staff, two surveys were conducted:

- June 17-24 – CEE Reopening Survey – 860 participants
- July 20-24 – District Reopening Survey – 951 participants

The Teaching and Learning and Technology departments are making preparations for a hybrid model of learning. Some of the components include:

- Professional development in tools and skills necessary to support remote teaching
- Active outreach to re-engage students and families
- Preparation of supplemental lessons to support classroom teachers, e.g. an elementary teacher has responsibility for a wide array of academic areas. When delivering remote instruction to students who are on the other side of a screen, it is very challenging to cover the full array of subjects especially with the schedules that are in place. There is much discussion about the amount of screen time. The Teaching and Learning team is in the developing mode of creating packages that nicely align with the learning standards with a focus on reading, writing and math that are so critical in the early grades. This will be especially helpful in a hybrid model because the same teacher isn’t able to deliver instruction live to a group of students in their classroom and simultaneously broadcast and manage the learning of students who are attending remotely.
- Development of “remote learning academy” concept to support hybrid instructional model – a group of instructors developing supplemental instruction

- Continuous monitoring and support for essential online tools such as Zoom, Seesaw, Canvas
- Work with state to implement internet access for families without home internet service
- Continuous repair and deployment of devices for remote student learning and staff instruction
- Network management

Dr. Tanisha Brandon-Felder leads the Family and Community Engagement (FACE) team. Currently, the team is focusing on the following three questions from a family and staff perspective:

- 1) Who are the students that should (be invited to) come back first?
- 2) How do we decide which students?
- 3) How do we get reliable information from representative families?

Ms. Miller's team, Terrific Operations Planning for Shoreline Schools (TOPSS) has been tasked with staff and student safety and facility preparation. The area of staff/student safety includes:

- Personal Protective Equipment (PPE) for hybrid model
- Health screening protocols for students and for staff (separate)
- Exposure protocols (what happens when someone in a building has tested positive—responses, communication requirements)
- Data collection for contact tracing, if necessary – Public Health has made it very clear that when students and staff come back to the buildings, they want to take care of the contact tracing but they want the schools to take care of the data collection

The area of facility preparation includes:

- Designated drop-off/pick-up zones and protocols
- Safe routes through schools (to classrooms, the nurse's office, to restrooms)
- Signage
- Increased ventilation
- Appropriate furniture and circulation routes with reduced classroom capacity

Both the remote learning model and the hybrid model require contract management and bargaining with the various employee groups. For the remote learning model, this included:

- Monitoring and adjusting agreements, as necessary and feasible
- Staff assignments
- Employee rights/benefits
- Leaves and accommodations
- Furloughs/unemployment

Currently, negotiations are in progress for the hybrid model, which includes:

- Structure of model for in-person and remote learning
- Elementary and secondary daily schedules
- Staff assignments
- Employee rights/benefits
- Leaves and accommodations
- Furloughs/unemployment

Ms. Miller added that a totally separate bargaining would begin in the spring with Shoreline Education Association (SEA). The current three-year agreement expires on August 31, 2021 so the full contract will be open for negotiation.

Ms. Miller reviewed sample hybrid weekly student instructional models that are currently being evaluated. All models assume two groups of students (cohort A and cohort B).

AABB (model used for planning purposes this past summer)

- Each cohort is on campus two full days per week and remote three full days per week
- Asynchronous Wednesdays (deep disinfecting of classrooms and shared areas required between cohorts)

A/B

- Each cohort is on campus half days and remote half days
- One cohort is on campus in the mornings and the other in the afternoons

AAAAA

- Cohort A is on campus half day and remote half day every day
- Cohort B is remote all day every day

The District isn't ready to recommend any of these just yet. There might be another model that would ultimately be more beneficial than any of these. It is believed that there will be families that won't feel comfortable with their students coming back to school. We expect that there would be a 100% remote model that families could opt into if it was available.

Next steps include:

- Continue to monitor public health data
- Finalize hybrid instructional model and elementary and secondary schedules
- Complete bargaining and staff assignments
- Complete safety and facility preparations

Once the District decides to move into a hybrid model, there will be very clear communication to parents so that they can make informed decisions as to whether or not they want to return their children to school campuses or continue with remote learning.

President Jernigan asked if the exposure protocols would be coming from the state or was that something that each district determines. The state has provided some templates and some guidance. The District has had some experience in dealing with reported building exposures so the guidance and the templates are in the process of being customized by the District.

President Jernigan reported that Bellevue School District had recently announced that they have no plans to resume in-person instruction until at least January. She asked Superintendent Miner if she could share the District's rationale for not doing the same—was it because we were tying that decision-making to public health guidelines? Superintendent Miner replied that was exactly the reason. There is reluctance at this point to move away from guidance that is based on science. She wouldn't feel comfortable putting off the return for three months if the science said otherwise. For parents who may say that they just need to know, they always have the ability to stay in remote status even if a hybrid option is offered.

In regard to contact tracing, Director Rivera asked if an entire class would be notified if one student in a class tested positive. She had read King County guidelines that indicated notification would only occur if they were within six feet of an infected person for 15 minutes. She wondered if the District should consider extending that to the entire classroom. Ms. Miller responded that they have come to realize that there are many variables and that evaluation on a case-by-case basis is prudent. For example, did a student walk or play somewhere with that student; did they receive special instruction with that student, etc. The District isn't currently taking a hard stance but rather is trying to learn from what is being seen in other places. The tendency is to be as transparent as possible, recognizing that sometimes individuals are very concerned about something that from a public health standpoint might not be a source of concern. Superintendent Miner added that she had recently heard that the County was keeping up with the contact tracing.

In talking with individuals in other school districts, Director Betnel stated that some have brought their students with the highest needs back into the buildings for instruction. She asked if there had been conversations on that topic in Shoreline. Ms. Miller responded that in some cases, those families have preferred not to have their children back on campus. There are different needs for different families. Dr. Brandon-Felder's FACE group has been tasked with trying to reach out and determine what families really need. The District is reviewing family needs and facility and staff logistics; this is still very much a live conversation.

Director Betnel expressed appreciation for the creativity being shown at some of our schools in the area of athletics. For example, Kellogg Middle School has launched several virtual athletic opportunities. Ms. Miller added that the coaches have been very interested in reaching out to students even without the presence of an active athletic season.

Director Betnel encouraged clarity around expectations for students when they return to the buildings, e.g. hand washing and wearing of masks.

First Reading: 2020-2021 Board/Superintendent/District Priorities  
*Rebecca L. Miner, Superintendent, presented.*

Ms. Miner expressed appreciation to the leads in charge of the various priorities—Maria Stevens, Marla Miller, Tam Osborne, Eric Caldwell and Curtis Campbell, all of whom were on hand for this presentation. However, Ms. Miner announced that she had a request from a board member to delay the adoption of these priorities until December (rather than November 16 as originally planned). Given that, this presentation would be a brief overview with more information to come later.

The proposed priorities for 2020-2021 are:

- 1) *All students graduate college and career ready*
- 2) *Maintain fiscal systems with adequate reserves to ensure the long-term financial stability of the District, while strategically using available resources to best serve the instructional needs of students. Continue to identify and implement operating efficiencies.*
- 3) *Continue implementation of the capital projects identified in the 2006 and 2017 bonds and the 2018 technology levy*
- 4) *Continue focus on improved and expanded Human Resources services*
- 5) *Refine and expand infrastructure and educational uses for instructional technology*
- 6) *Explore and expand opportunities for open, timely and two-way communication with the Shoreline and Lake Forest Park community members, families, and district staff*

The joint work on these priorities began this summer and continued through management council meetings in October. Typically, in a non-COVID year, this work begins in the spring. Ms. Miner meets with the individual priority leads to review the accomplishments of the current year and to discuss aspirationally about what they might want to include for the following year and what moves forward from one year to the next. The leads then work with their teams to develop the priorities for the upcoming year. Although equity isn't a specific priority all on its own, it is infused throughout all the individual priorities and those leads each work with Dr. Brandon-Felder to ensure that equity is strong and in the forefront in each priority. The leads share a draft with Ms. Miner and then input from the entire Management Council is taken before taking to the Board.

Ms. Miner reviewed the accomplishments of the 2019-2020 school year, which include:

- Completed elements relating to 6<sup>th</sup> grade transition to middle school
- Increased K-12 equitable access to culturally responsive computer science instruction
- Implemented the threat assessment protocol (policy coming in January 2021)
- Ensured middle schools were ready for September opening

- Managed construction and moving projects
- Implemented new structure for community connections meetings
- Work shifted from some of the priorities to emergency needs as we shifted to remote learning in March

Ms. Miner reviewed some of the impacts of the pandemic on this year's priorities:

- Impacts can be seen both in what was not completed last year as well as in this year's priorities
- Given the ongoing, emergent and ever-changing needs, each priority addresses the needs which we anticipate at this time but we also recognize the need to be flexible

The needs related to the pandemic for 2020-2021 include:

- Careful fiscal management
- Health and safety measures
- Staffing and training needs
- Technological support
- Communication

Resolution 2020-12, Support for Development, Addition and Integration of Ethnic Studies for Shoreline Students, was adopted by the Board on July 20, 2020. The Board's goals and milestones for this initiative are captured in Priority 1.

Throughout the year, there will be updates to the Board on the progress of the 2020-2021 Board/Superintendent/District Priorities. Due to the request from a board member to delay the adoption of this year's priorities, the schedule below was modified (moved back one meeting) from what was listed on the PowerPoint presentation. This will provide time for board members to meet with Ms. Miner and for a study session to be held specifically on these priorities. *[The study session has since been scheduled for December 1 @ 5:30 p.m.]*

- January 25 – Progress presentation on Priorities 1 and 4
- February 8 – Progress presentation on Priorities 2 and 3
- March 1 – Progress presentation on Priorities 5 and 6

President Jernigan announced that it would be best for board members to hold their questions on the priorities at this time and follow the newly established timelines for their adoption.

First Reading: District Instructional Materials Committee (DIMC) Recommendations  
*Maria Stevens, Director of Teaching and Learning, presented.*

Ms. Stevens presented the recommendation from DIMC for the Board's consideration. *Smartmusic* is intended to assist during remote learning as opportunities are quite limited on Zoom. It is supplemental to core for grades 6-12 and is a music learning software for educators and students. It makes practicing and tracking student progress easy and fun. DIMC reviewed and found it to be appropriate, a needed resource during remote learning, and it supports student practice and teacher feedback as students develop their skills. It was unanimously approved by DIMC.

Director Rivera asked if this software was already being used in the District. Ms. Stevens responded that there could be some teachers who may have acquired it last spring when companies were distributing materials for free that would assist during remote learning. However, the software has not yet been approved by the Board nor has it been purchased by Ms. Stevens for district use. Director Rivera questioned the feasibility and noted some issues that her daughter had with this program. If approved, Ms. Stevens envisioned that music teachers would undoubtedly work together to use this as a practical tool and to mitigate any issues that might arise. Director Rivera acknowledged that the software would be used for grades 6-12 but asked if other grades would be able to use it as well. Ms. Stevens reported that the teachers involved in submitting this tool for approval felt it would be too challenging for most students in lower grades who may not have a developed understanding of musical notes.

Director Betnel asked if there was a place for board members to review before adoption. Ms. Stevens stated that as is typical with DIMC recommendations and depending on the level of intended use, submissions are available in the Instruction building for board members or any community members to review. With this particular submission, it can be accessed from the DIMC page on the district website.

First Reading: Revisions to Policy 2130, Student Assessment and Program Evaluation

*Presenters:*

*Marla S. Miller, Deputy Superintendent*

*Mark Spangenberg, Director of Finance and Business Services*

*Anzara Miller, Director of Assessment and Professional Practice*

The State Auditors' Office (SAO) recently completed its annual financial and federal accountability audit for the 2018-2019 school year for Shoreline School District. The audit report has been shared with the Board and is available for viewing on the SAO website.

The audit resulted in a finding due to identified weaknesses in the District's documentation of security measures in place during the 2018-2019 school year to protect assessment materials. The District had provided training and security guidelines for school testing coordinators to follow, but did not have adequate documentation of adherence to those guidelines. Appropriate procedures and documentation were in place for the 2019-2020 school year, but the mandatory assessments were waived by OSPI due to the statewide school closures in light of the COVID-19 pandemic.

The District's response to this finding was as follows: "The District concurs with the finding that test security and building plans were not on file for the 2018-2019 fiscal year. All of the test security and building plans are on file for the 2019-2020 fiscal year. While the District did update a portion of its policy on Student Assessment and Program Evaluation in response to the prior exit item on this topic, additional procedures and policy edits will be recommended to ensure compliance with federal assessment system security requirements."

As a part of responding to the audit concern, the District has reviewed its board policy related to assessment and program evaluation. Proposed revisions to Policy 2130, Student Assessment and Program Evaluation were presented for a first reading for board consideration at this meeting, with a second reading/final adoption recommendation anticipated at the Board's November 2, 2020 regular meeting. The following sentence was amended as follows from Policy 2130: "The district will comply with all current requirements as listed on OSPI's Test Administration website: <https://www.k12.wa.us/student-success/testing/test-administration> ~~follow the state's Professional Standards and Security, Incident, and Reporting Guidelines for all state testing within Shoreline schools.~~ Additionally, the cross references at the end of the policy have been updated and administrative procedures are being updated to provide consistent and ongoing expectations for compliance with the mandatory testing requirements.

Director Betnel shared that she was able to attend the audit exit conference that occurred at the end of the 2018-2019 audit. She stated that "the state audit team was effusive about how excellent it was to work with our team on this audit." Ms. Miller added that "we ride on Mark Spangenberg's coattails—I want you to know how much respect they have for him."

First Reading: Revisions to Policy 3144, District Notification of Juvenile Offenders

*Rebecca L. Miner, Superintendent, presented.*

This robust policy update provides specific requirements for action when the District receives notification about students who are identified as registered sex or kidnapping offenders as well as required responses when students or employees are subjects of threats of violence or harm.

The Washington State School Directors Association (WSSDA) provided this update to the District in August for our consideration. These revisions were originally placed on the September 21 board agenda; however, due to some concerns from a board member [Director Betnel], it was pulled for further discussion and research. Some of these revisions are statutorily restrictive so the District was not able to accommodate all of the requested additional revisions by the board member—some were made and some were not based on Ms. Miner’s interpretation of the policy and her responsibility for implementation.

Director Betnel stated that she learned a lot through the process and is grateful for the work.

First Reading: Revisions to Policy 3209, Students: Sexual Harassment

*Darlene Mendoza, Director of Human Resources—Classified Staff, presented.*

Title IX prohibits discrimination on the basis of sex – including sexual harassment – in education programs and activities that receive federal financial assistance. On August 14, 2020, new US Department of Education rules implementing Title IX of the Education Amendments of 1972 (Title IX) went into effect. Some of the significant changes in the Title IX rules include:

- The definition of sexual harassment is narrower from previous federal guidance, as well as current Washington law; specifically, in regards to sexual harassment that creates a hostile environment (as opposed to *quid pro quo* harassment). The new definition limits a school district’s responsibility to respond to only harassment that is “determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the [school district’s] education program or activity.”
- The rules establish a standard for responding to sexual harassment that is different than previous federal guidance, as well as current Washington law: schools must respond to sexual harassment in a manner that is not “deliberately indifferent.” A school is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- The rules require a complaint (or grievance) process for responding to complaints of sexual harassment that is more prescriptive than previous federal guidance and Washington state law.

Washington law also specifies how school districts must respond to sexual harassment; therefore, school districts may not rely on Title IX rules alone to guide their response to sexual harassment. To ensure compliance with state law while implementing the Title IX complaint process, school districts must also meet the requirements set forth in Chapter 392-190 WAC when a sexual harassment complaint is filed under Title IX.

These revisions have been reviewed and recommended to move forward by legal counsel.

Director Rivera inquired about the language in the last paragraph that states a report would be given to the Board on an annual basis regarding the efficacy of this policy and related procedures. She wondered if that had taken place this year and whether or not there was a way to determine its effectiveness. Also, some of the language in this policy as well as in the HIB (harassment, intimidation, bullying/cyberbullying) policy appears to make it very onerous on a victim to prove an allegation. She asked how many HIB and sexual harassment complaints had actually gone through the process and been designated as HIB or sexual harassment; also, if the policy that was in place has been working for students who may feel unsafe in school. To the first question, Ms. Miner responded that there had not been a report given this year related to this policy. In regard to the second question, Ms. Miner suggested that a study session might be a good idea for the Board to discuss this topic further. Administrators in the district have received training from legal counsel in this area. There are far fewer sexual harassment complaints than HIB complaints. Perhaps, legal counsel could provide something for the Board similar to what was done with administrators.

Director Betnel referenced an incident that occurred broadly last year in the community involving cyber harassment. She asked if more specific language referencing that type of behavior needed to be included in the policy. Ms. Mendoza responded that the definitions that were included in this policy come directly from state and federal law. The example above may either meet Title IX (federal) or state definitions. It is up to the District to determine the umbrella under which an individual case falls. The procedure is then followed in handling the grievance process. Just because every possible behavior isn't listed specifically in the policy doesn't mean it isn't covered. Director Betnel also asked when the procedure might be shared with the Board. Ms. Mendoza prepared a procedure that had been vetted by legal counsel. Ms. Miner responded that could be shared in a Friday Briefing. Superintendents have the discretion to develop procedures but they are not adopted by the Board. Procedures are enacted after a policy has been adopted, not before, and typically, they are shared with the Board in Friday Briefing and then uploaded to the website the following week.

President Jernigan stated that she would work closely with Superintendent Miner to get a future study session scheduled.

First Reading: New Policy 4300, Limiting Immigrant Enforcement in Schools  
*Rebecca L. Miner, Superintendent, presented.*

In 2019, the legislature adopted ESSB, which has been codified in relevant parts in RCW 43.10.310. That statute states that the Attorney General (AG) of the State of Washington must publish model policies limiting immigration enforcement in schools, and that all schools must either (1) adopt a policy consistent with the model policy, or (2) notify the AG if not adopting a policy consistent with model policy, in which case the reasons for not being consistent must be stated.

The Washington State School Directors' Association provided this update to the District in August for our consideration. The Superintendent recommends that we adopt this policy as presented by WSSDA, which is consistent with the model policy and has been vetted by WSSDA's legal counsel.

Questions from board members were received earlier in the day regarding suggestions for amending the language in this policy. Those questions were forwarded to legal counsel. Ms. Miner noted that she had received a response email just as this meeting was getting underway but had not yet had an opportunity to review it. She stated she would work with legal counsel to determine: a) if the amendments would be allowable and b) if the District would need to communicate with the Attorney General if the policy is not consistent with the model policy. She announced that she would share further information with the Board later in the week through Friday Briefing.

This policy, as written by the Attorney General, is somewhat different from typical policies in that it incorporates a number of procedures. Once the Board adopts the policy, training around those procedures will be provided to administrators.

**Board Requested Discussion**

Director Betnel asked for a study session on the process of collective bargaining. She also requested a study session (as offered earlier by Superintendent Miner) on the Board/Superintendent/District Priorities, once the work of appointing new board members was complete but before they are sworn in.

**Action Item #1**

Adoption of Revisions to Policy 3122, Excused and Unexcused Absences  
*Rebecca L. Miner, Superintendent, presented.*

The revisions to Policy 3122, Excused and Unexcused Absences, were presented to the Board for first reading at the September 21 regular meeting.

The revisions include Washington State School Directors' Association's (WSSDA) recommended modifications to the attendance policy to support the adopted emergency rules that have been adopted by the Office of the Superintendent of Public Instruction (OSPI). The changes include defining absences in the context of remote instruction and addressing daily attendance taking in a remote setting.

It was the recommendation of the Superintendent that the Board adopt the revisions to Policy 3122, Excused and Unexcused Absences, as presented and to be effective as of October 19, 2020.

MOTION NO. 10: President Jernigan moved that the Board adopt the revisions to Policy 3122, Excused and Unexcused Absences, as presented and to be effective as of October 19, 2020. The motion was seconded by Director Betnel and carried unanimously.

### **School Board Reports and Communications**

Director Betnel announced that the WSSDA legislative priorities had been prioritized and would soon be shared. She will provide an update to be included in this week's Friday Briefings. Many of the top ten are Shoreline's key priorities as well. She is working on scheduling meetings for she and Superintendent Miner with the 32<sup>nd</sup> and 46<sup>th</sup> District legislators in order to provide them with updates on the progress of remote learning which will assist them in shaping legislative proposals as they head into session. She attended the Special Needs PTSA and Brookside PTSA meetings in the last few weeks. She very much appreciated the collaboration between the Special Needs PTSA and the Student Services team as expressed by the sharing of information with the PTSA by Student Services as well as the open communication with families outlining their experiences and needs during remote learning. At Brookside, a family advocate and an equity lead are initiating conversations with families around racial equity. She also attended the town hall for Black and Brown families and encouraged others to attend another town hall later in the week (Tuesday). She congratulated Edwin Pratt Early Learning Center for being recognized as a demonstration site/model for inclusionary preschool practices by OSPI [and the Haring Center for Inclusive Education at the University of Washington]. She praised Kelly Davidson, former program director, who was instrumental in the development of this model. In recognition of National Principals Month, she praised the building principals for all they do especially during this challenging time. On a final vote, she encouraged all to vote on November 3. There are two education-related measures on the ballot—state Superintendent of Public Instruction and R-90.

### **Executive Session**

President Jernigan announced at 9:57 p.m. that the Board would be convening in Executive Session (via a separate Zoom meeting) to evaluate the qualifications of candidates for appointments to elective office for approximately 15 minutes. They would reconvene to this main meeting at the end of the 15 minutes to announce the names of the candidates chosen to move forward with interviews. Superintendent Miner stated that if it took longer than 15 minutes she would text Curtis Campbell with the amount of extra time needed and he would make that announcement to the meeting participants.

### **Action Item #2**

#### **Selection of School Board Candidates for Interviews**

The Board reconvened into the main meeting session at 10:12 p.m. President Jernigan expressed her heartfelt gratitude to the 15 candidates from our communities of Shoreline and Lake Forest Park for participating in this process and offering their time and insight. It is her philosophy that participation is how we demonstrate our respect for our institutions. "I am blown away by the talent and the skill and the level of participation in our two jurisdictions." She announced the candidates chosen for interviews—three from District 2 and four from District 3.

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MOTION NO. 11: President Jernigan moved to invite the following candidates from District 2 to move forward for interviews: Emily Williams, John Krawczyk and Jill Brady. The motion was seconded by Director Betnel and carried unanimously.

MOTION NO. 12: President Jernigan moved to invite the following candidates from District 3 to move forward for interviews: Scott Tuttle, Krista Marie Neighbors, Sarah Cohen and Lama Chikh. The motion was seconded by Director Rivera and carried unanimously.

Superintendent Miner announced that staff would be reaching out to the candidates over the next couple of days to offer specific interview times and provide them with the information needed to engage in those interviews. Once they are all scheduled, the names, dates and times would be posted on the District's website and shared in the Friday Update email.

Adjournment: 10:15 p.m.

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Meghan Jernigan, Board President

Attest: November 16, 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.**