

## **BOARD MEETING MINUTES**

September 26, 2023

### **Call to Order**

President Cohen 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 6:00 p.m. on September 26, 2023. This meeting was also available to the community via Zoom.

### **Roll Call**

Sarah Cohen, President; Emily Williams, Vice President; Sara Betnel, Member; Meghan Jernigan, Member; Lily Fredericks (*attended remotely*) and Aiden Rouhani, Shorecrest Student Representatives; and Esme Harkess and Mitchell Ichinkhorloo, Shorewood Student Representatives.

Absent: Rebeca Rivera, Member.

### **Land Acknowledgement**

President Cohen provided a brief land acknowledgement.

### **Celebrations, Recognitions, Introductions and Gratitude**

None

### **Agenda Review**

None

### **Comments from the Community**

President Cohen read the instructions for the community comment process.

The following individuals spoke in person:

- 1) Dr. Arrum Goodwin-Yoon, Parkwood Parent and Graduate of Shorecrest – Expressed serious concerns about the teacher-student ratios in the fourth grade classes at Parkwood. She worries about the families that don't have the resources to supplement their children's learning and that those children will eventually land in her care at the psychiatric department at Children's Hospital.
- 2) Brian McWharter, Parkwood Parent – Raised concerns about the class sizes at Parkwood; there is a 100% increase in the number of students from third grade to fourth grade. His child's class has 35 students, which is well above the state-recommended class size. This number is too high for one teacher and he would like to see something done to resolve this situation.

The following individual spoke over Zoom:

- 3) Anne Dame, Einstein Librarian – For the development of the 2024-2025 budget, it is important to start conversations about bringing back security personnel to the middle schools. She is seeing the impacts of those cuts.

### **Approval of Minutes**

The minutes of the August 22 Regular Board Meeting had been submitted to the Board for their review and approval.

MOTION NO. 3: Director Betnel moved that the Board approve the minutes of the August 22 Regular Board Meeting as submitted. The motion was seconded by Director Jernigan and carried unanimously.

### **Adoption of Consent Agenda**

President Cohen announced that the Board had an opportunity to ask questions on the consent agenda and have them answered prior to this meeting. The following consent agenda was presented for adoption:

- a. Approval of Revisions to 2021-2026 Meet and Confer Agreement with Shoreline Principals Association (SPA) and Shoreline Center Administrators (SCA)
- b. Approval of Revisions to 2023-2025 Shoreline Education Association (SEA) Collective Bargaining Agreement – Tentative Agreement and Updated 2023-2024 Salary Schedule
- c. Approval of 2023-2026 Shoreline Educational Support Professionals Association (SESPA) Collective Bargaining Agreement – Tentative Agreements
- d. Approval of Extended Field Trips
- e. Approval of Personnel
  - 1) Certificated
  - 2) Classified
  - 3) Administrative
- f. Approval of Vouchers

MOTION NO. 2: Director Jernigan moved that the Board adopt the consent agenda, items 7a through 7f, which is attached hereto and becomes a part hereof. The motion was seconded by Director Betnel and carried unanimously.

As of September 26, 2023, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: Reconciliation of Warrants Issued Between September 1 and September 8, 2023 – General Fund Warrants #102256, 102257-102274, 102280-102316, 102325-102353, 102359-102396, 232400001 and 232400003-23240002, totaling \$590,728.16; Capital Projects Fund Warrants #201317-102318 and 102397-102400, totaling \$110,110.91; Student Body Fund Warrants #102275-102279, 102319-102323, 102354-102358, 102401-102403, 232400002 and 232400027, totaling \$55,313.27; and Private Purpose Trust Fund Warrant #102324 in the amount of \$542.00, for a grand total of \$756,694.34.

### **Reports and Presentations**

#### **Overview of City of Shoreline Surface Water Management Fee Requirements**

*Presenters:*

*Bristol Ellington, City Manager, City of Shoreline*

*John Featherstone, Surface Water Utility Manager, City of Shoreline*

Mr. Featherstone provided an overview of what surface water is:

- Water flowing above the ground's surface
- Rain on hard surfaces becomes stormwater
- Drainage systems carry stormwater into local streams, lakes, and Puget Sound
- Common issues include flooding and pollution

The City of Shoreline Surface Water Utility has a number of responsibilities, some of which include:

- Responses to reports of spills, water pollution and flooding
- Street sweeping
- Maintenance and operations of all public stormwater systems
- Oversight of private systems
- Water quality testing for the city streams
- Special projects, e.g. restoration of Boeing Creek and removal of dam
- Installation of drainage pipes, catch basins
- Community engagement and involvement, e.g. planting trees

The funding for these functions comes from the surface water management (SWM) fees, which are based in state law. All properties in Shoreline pay annual SWM fees ranging from approximately \$330 to \$100,000 per property. The fee is proportional to the property's hard surfaces and stormwater generation. (The 2023 Adopted SWM Annual Fee Schedule was included in the presentation.)

Mr. Featherstone provided a brief history of the City of Shoreline's SWM fee education credits. The one that applies to the District is: "A public school district shall be eligible for a waiver of up to 100% of its standard rates based on providing curriculum which benefits surface water utility programs. The waiver shall be provided in accordance with the Surface Water Management Educational Fee Waiver procedure."

The SWM fee education credit originated with King County in 1987, which was prior to the City's incorporation. The County continued to administer most of the City's surface water management programs, including billing. The education credit was formally codified by the City in 2012 and was planned for a 2015 "sunset", but was extended in 2016 with the caveat for a review in 2021. The review was completed in 2021 and shared with the District.

Summary of the 2021 Review:

- Hard surface areas verified for all district properties (had not been updated by the City since before 2011); data corrections led to a 40% increase in the District's total assessed SWM fees
- The review also determined that roughly a quarter to a third of the curriculum submitted did not seem to be directly associated with any of the City's surface water topics that the credit is typically awarded under
- These findings were informational and did not impact the SWM fee credit given the District at that time

Changes that have occurred since the 2021 review include the following:

- 2021-2022 school year: no change
- 2022-2023 school year:
  - Updated District SWM fee based on actual hard surfaces
  - Updated curriculum to align better with surface water topics
  - Made credit dependent on completing needed maintenance
  - Removed district-owned properties in use by City as parks sites from Shoreline School District SWM fee calculations
  - Consideration of allowing non-curriculum-based SWM credit

Looking ahead, for the 2023-2024 school year, the City will update the curriculum verification process. For 2024-2025 and beyond, the City is starting a Surface Water Master Plan Update, which is how the utility makes all of its decisions regarding budgets, priorities, programs and projects—all part of a large process that takes place every six years.

Director Betnel asked who decides what meets the curriculum criteria for the fee credit. The City leans heavily on King County's program. Additionally, the City has developed the curriculum based on other programs and what the City feels is the most "on topic" with their own programs for stormwater education. This information was provided to the District. The idea is to raise awareness for the students in order to learn how these systems function—what is stormwater, where does rain go, how does it go into a creek, what problems may result, and then what can the students do to potentially help reduce the problems as individuals.

Christy Lovelace, the Surface Water Program Specialist, administers this program. She is also the education and outreach expert for surface water topics. She is the lead staff member who has developed the curriculum with input from her colleagues in other cities, and Mr. Featherstone works with her to administer the program.

The District provides information to the City to show adherence to the curriculum criteria and then that is reviewed by City staff.

In answer to President Cohen’s question, Mr. Featherstone responded that the curriculum was for grades K-12—something for everyone.

In answer to Director Jernigan’s question about whether or not there would be a catch-up fee assessed, the response was that there would not. A discussion then ensued regarding the formula used for fees and credits (hard surfaces and curriculum). There were no fees dues in 2022-2023; however, there will be fees due during 2023-2024. Mr. Ellington noted that the Shoreline City Council is in support of the curriculum credit program; whereas many jurisdictions have ended it when they incorporated into cities.

Director Williams asked if there were any non-curriculum credits that might be available. Mr. Featherstone responded that those discussions had not occurred with the few jurisdictions that are participating in this program but it would be a good topic to bounce off of them.

Mr. Ellington encouraged the Board to bring any additional questions to Superintendent Reyes and he and his staff will provide the responses.

Director Betnel asked about the timeline for assessing the fees for the following year. The County has a process that takes place in November when all the billing data is audited. The new fee typically takes effect from calendar year to calendar year on the tax billing cycle. For the District, the current school year (2023-2024) data will be for the 2024 credit or billing amount.

The full presentation can be viewed here: <https://vimeo.com/868941417?share=copy>

Equity Alignment: Data Updates

*Mike VanOrden, District Academic Officer, presented.*

Mr. VanOrden announced that he and Dr. Tanisha Brandon-Felder had provided an end-of-year progress report in June on district equity efforts aligned with the Board’s Race and Equity Policy, Anti-Racism Resolution, and Ethnic Studies Resolution. This presentation would provide the academic data related to those efforts, as the data was not included previously because it was still being collected. Graduation data and *Since Time Immemorial* data will be shared at a later date.

Department	Examining our Practices	Building our Foundation	Affirming and Empowering Identity	Reflection and Self-Evaluation
Equitable Leadership, Pedagogy and Family Engagement	Equity Audit	Ethnic Studies Fellows	Windows, Mirrors and Ladders: Student readers reviewed through DIMC	Ethnic Studies Fellows winter convening
	Student engagement and data collection. "Street Data" partnership with PSESD	Race & Equity 101 Training	Ethnic Studies Pedagogy and Framework	Classroom visits and student feedback
		Race & Equity 202 Training	Update P-12 Ethnic Studies Plan to include new timelines and action steps	
		Member of Tulalip Tribal Sovereignty Workgroup and Consulting with Snoqualmie Tribal Representatives		
Teaching and Learning	STI Audit	Develop scope and sequence for STI and collate curriculum resources	Develop scope and sequence for use of representative readers K-5 with Wonders curriculum	Review grading data to plan for PD
	Review secondary curriculum and identify ways to integrate ethnic studies	Equitable Grading PD		Collect and review secondary course-taking
	Review of K-5 SS Curriculum StoryPaths in DIMC	Equitable Literacy PD		Set common, data-based SIP goals
Student Services	CCEIS Plan	Establish district MTSS Leadership Team to develop 3-5 year implementation plan	Develop 3-5 year plan for inclusion	

Mr. VanOrden reviewed the above document, developed by Dr. Brandon-Felder, that reflects what different departments are doing and the different areas that are being worked on in terms of relationships and connections. This doesn't mean that we abandon departments or specific individuals who are leading this work because you need people to lead the work for it to take place successfully. Things don't go very well if leadership just says, "everybody, do it all". However, we also want to avoid silos, where individual departments focus on one thing only. The chart above was a way of thinking about how we bring the work together under these broad umbrellas—practices, foundation building, affirming and empowering identity, and reflection and self-evaluation.

Mr. VanOrden shared a plethora of data slides reflecting assessment scores for elementary and secondary students (demographically) in elementary literacy, ELA and math, comparisons to last year's results, as well as attendance over a three-year period. The full PowerPoint presentation can be viewed here:

<https://app.eduportal.com/documents/view/879125>

By way of summarizing the data, the following key points were shared:

- Overall we continue to see improvements in achievement in the areas of equitable literacy at the elementary level and academic success at the secondary level. For example:
  - At the elementary level we are seeing growth in the area of early literacy in groups from year to year (e.g. from kindergarten to first grade and first grade to second grade)
  - At the secondary level we continue to see more students passing ELA and math classes compared to the years before COVID
- We continue to see opportunity gaps for groups of students by race, ethnicity and program participation.
  - We are continuing to see opportunity gaps for Hispanic/Latino students and by program participation in all grades.
  - We are seeing an increase in Ds, Fs, and NCs for some groups including Black/African American students and students in our MLL program between 2022 and 2023.

Mr. VanOrden concluded with the following 2023-2024 fall status updates.

- Our budget challenges do make improvement efforts more difficult:
  - Reduction in staffing
  - Reductions in curriculum materials
  - Reduction in training time
- At the elementary level we continue to:
  - Focus district efforts on equitable literacy professional development
    - Includes work to integrate literacy practices into other content areas and curriculum e.g. social studies *Since Time Immemorial*
    - Addresses academic vocabulary and complex text important for students to access content in future courses
  - Use and adopt readers and texts that represent the experiences of our students and families
- At the secondary level we continue to:
  - Focus on equitable grading practices at the school level
  - Support the development of ethnic studies through professional learning
- At all levels we:
  - Continue to provide professional development related to race and equity, ethnic studies and culturally-responsive pedagogy
  - Are developing tiered systems of support (MTSS) to make our schools places where all students can learn and be successful
  - Are beginning the transition to a new teacher evaluation framework with an emphasis on equity

Director Jernigan expressed her gratitude for the information on slide 29 which reflected the annual average absence counts of students grouped by federal race. She made particular mention of the numbers of the American Indian/Native Alaskan, Native Hawaiian/Other Pacific Islander and Black/African American students and noted that these families had suffered even greater losses (deaths and economic impacts) as a result of the pandemic, which led to a higher rate of absences. She referred to this slide as “the story of the pandemic.” She was also grateful for the recent legislation around mental health days for students.

Mr. VanOrden took a moment to remind board members of the need to exclude certain groups from slides if the sample size is less than 10 students. This is to protect student privacy. There’s enough information that could make students easily identifiable. However, individual schools would have that level of data and could provide any needed assistance to the students.

Director Betnel expressed appreciation for Mr. VanOrden and Dr. Brandon-Felder’s work in preparing this data and not just reflecting it on the page but also explaining how it translates to practice in the classroom. She also appreciates the District’s acknowledgement that this kind of transformative work takes time and is longstanding. It would really undercut this work if year by year we changed our goals. It requires focus and support by the Board and Superintendent over time to be able to say that these are our priorities.

The Board engaged in further discussion on various questions regarding pedagogy, progress monitoring, equitable grading practices and impacts of budget reductions, which Mr. VanOrden responded to in great detail.

A concern about the current grading system at Shorewood was brought forward from Student Rep Harkess. Different teachers use different scales (4 point, 5 point or 100%) that don’t have the same impact on grades. Student Rep Rouhani (Shorecrest) added that there is also an equity factor in terms of time constraints on students. Students from lower income families often have to work to help support their families so they don’t have as much time to be academically successful, e.g. extra credit work that is often required to make a good grade. He feels that the current grading system doesn’t count for learning as much as it does for uniformity.

Mr. VanOrden announced that Dr. Dan Gallagher, Director of Secondary Academic Programs and CTE, is currently working with Shoreline Community College on some additional Running Start funding. This would allow students to take a math class in our schools and earn college credits that will meet the college math requirement, which in turn, allows them to pursue any number of careers. This is a way of thinking outside the box, building partnerships and giving our students access to post-secondary opportunities while still in high school. Dr. Gallagher will be presenting more on that topic at an upcoming board meeting.

#### July 2023 Financial Update and September 2023 Enrollment

*Mark Spangenberg, Director of Finance and Business Services, presented.*

September enrollment (head count) was down 26 from the same month last year and overall 27 students over budget for this year.

Although September projected enrollment is on track, we are projecting slightly low for the year based on past history.

- K-12 – 27 students or +0.3% above budget
- K-12 – projected annual average 3 or -0.03% below budget
- K-5 – 3 above budget enrollment (kindergarten 22 below projected enrollment)
- Grades 6-8 – 26 students above budget
- Grades 9-12 – 2 students under budget but 32 under September projected
- Home Education Exchange - 33 above projected enrollment

The July Cash Flow Report reflects a total fund balance thru July of \$6,329,864. Staff are currently working hard to get the 2022-2023 fiscal year closed out; then we will know the actual fund balance.

Mr. Spangenberg highlighted a new chart that was added for this presentation. The slide charts 10 years of actual July unreserved fund balance vs. the target of 4% and 5% of budgeted expenditures as outlined in Board Policy 7130. The fund balance for July is typically a more stark snapshot than the year-end (August). Additionally, in the 2020-2021 and 2021-2022 years, there were millions of dollars in ESSER funds that came in at the end of the fiscal year. This year, that is not the case; July likely looks worse than the upcoming year-end report, which will include August.

President Cohen asked if the enrollment numbers were from the fourth day counts. Yes, they are fourth day counts; however, principals have indicated that there might be 6-10 additional students who were not yet attending school on the fourth day that couldn't be counted for September. The numbers should stabilize with the October 2 counts.

### **Board Requested Discussion and Future Topics**

None

### **Action Items**

None

### **Reports and Communications – Board Members and Superintendent**

Shorewood Student Rep Harkess reported that the Shorewood fall play was in production; Link Crew check-in was scheduled for Thursday (September 28); clubs have started and each week there are approximately three clubs having meetings; Curriculum Night was scheduled for the following week; and fall sports are doing well and the majority of the teams have celebrated the seniors on "senior night". Homecoming is coming up and planning includes making the events more appealing so that more students will attend.

Shorecrest Student Rep Aiden Rouhani announced that he had been invited to the Shorewood Homecoming Assembly, which he plans to attend. The Shorecrest Homecoming (dance) is scheduled for October 14. He feels that the school year has had a strong start and there is good student engagement.

Director Betnel attended the WSSDA General Assembly as the Board's voting delegate. She was excited to share that all of the positions that our board introduced, whether they were new positions or revisions on positions, were adopted, except for one. We added six positions to the WSSDA platform including one on artificial intelligence (AI) technology, one on revisiting the federal poverty rate calculation, one on preventing self-harm and suicide, one on preventing substance abuse and overdose, one on language access, and one on strengthened diversity. The one that did not get adopted was on diverse and inclusive education. Director Betnel also provided an update on another position to which a revision was suggested, regarding marginalized and disadvantaged students. She applauded Student Rep Rouhani's advocacy on that topic. Lastly, the weighted vote has been removed from the bylaws. The next steps include the prioritization of the WSSDA priorities and the development of Shoreline's legislative priorities for the 2024 session.

Superintendent Reyes stated that it has been wonderful seeing our students back in school and engaging in learning and enjoying each other. This week, she served as a guest speaker for the 8<sup>th</sup> grade AVID class at Kellogg and last week she read her "I am" poem and listened to students in Mr. Eller's class at Ridgecrest read their poems.

**Executive Session**

President Cohen announced at 8:49 p.m. that the Board would be convening an Executive Session for the purpose of discussing with legal counsel litigation or potential litigation to which the District is likely to become a party for approximately one hour. No action would be taken. The Executive Session began at 9:00 p.m. and ended at 9:44 p.m.

Adjournment: 9:44 p.m.

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Dr. Sarah Cohen, School Board President

Attest: October 24, 2023

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Dr. Susana Reyes, Secretary  
Shoreline Board of Directors

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