

BOARD MEETING MINUTES--REVISED

January 14, 2019

Call to Order

President Mike Jacobs 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 January 14, 2019, followed by the flag salute.

Roll Call

Present: Mike Jacobs, President; David Wilson, Vice-President; Heather Fralick, Member; Dick Nicholson, Member; Dick Potter, Member; Saagar Mehta, Student Representative (SW); and Soumya Keefe, Student Representative (SC).

Approval of Minutes

The minutes of the December 17 Regular Board Meeting were approved as submitted.

Adoption of Consent Agenda

The following consent agenda was presented for approval:

- a. Acceptance of Gifts, Grants, Donations
 - 1) Edwin Pratt Early Learning Center - \$9,990 – Shoreline Children’s Center PTA – Outdoor Play Items
 - 2) Echo Lake - \$6,000 – Echo Lake PTA – Classroom Enrichment
 - 3) District Elementary Schools - \$16,000 – Shoreline Foundation – Science on Wheels
 - 4) District Elementary Schools - \$7,500 – Shoreline Foundation – Play Every Day Recess Program
 - 5) District-wide - \$5,500 – Shoreline Foundation – Family Advocates (for struggling families)
- b. Approval of 2018-2019 Non-Represented Pay Rates, Effective January 1, 2019
- c. District Safety and Security Systems Project – Project Authorization and Feasibility/Design Budget Approval – Secure Entry Vestibule Improvements
- d. North City Elementary Campus Modernization Project, Phase 2 – Approval of Change Order #05 – Western Ventures Construction, Inc.
- e. Parkwood Elementary School Replacement Project – Abatement and Demolition – Final Acceptance – Ascendent LLC
- f. Kellogg Middle School – Abatement and Removal of Underground Storage Tank – Final Acceptance
- g. Kellogg Middle School Replacement Project – Authorization to Execute Revised Addendum to Developers’ Extension Agreement with North City Water District
- h. Approval of Personnel
 - 1) Certificated
 - 2) Classified
- i. Approval of Payroll and Vouchers

MOTION NO. 16: Mr. Potter moved that the Board adopt the consent agenda, which is attached hereto and becomes a part hereof. The motion was seconded by Mr. Nicholson and carried unanimously.

As of January 14, 2019, the Board, by a unanimous vote, approved for payment those vouchers described as follows: December Payroll Warrants #446277-446321 and Electronic Transfers in the amount of \$11,212,939.97; Reconciliation of Warrants Issued Between December 7 and December 21, 2018 - General Fund Warrants #74706-74812, 181900538-181900569, 181900583, 74867-74979, 181900585-181900626, 75021-75104, and 181900636-181900683, in the amount of \$802,160.69; Capital Projects Fund Warrants #74813-74821, 181900570-181900571, 74980-74988, 75105-75118, and 181900684, in the amount of \$4,503,132.26; and Student Bond Fund Warrants #74822-74866, 181900572-181900582,

181900584, 74989-75020, 181900627-181900635, 75119-75163, and 181900685-181900689, in the amount of \$99,828.95; for a grand total of \$16,618,061.87.

President Jacobs highlighted the generosity of our community as reflected in the donations listed above on the consent agenda—a total of approximately \$45,000 from five separate grants from the Shoreline Children’s Center PTA, the Echo Lake PTA and the Shoreline Public Schools Foundation.

Assistant Superintendent Brian Schultz introduced Inger Murdock as the new half-time assistant principal at Parkwood Elementary. Inger is a familiar face as she is already a Parkwood parent and very involved in the PTA. Inger earned her bachelor’s degree in teaching from Brigham Young University and her master’s degree in educational administration from San Jose State University. She served as a professor in China, teaching business and conversational English and held several roles in the San Jose Unified School District, including student services administrator and assistant principal and was recognized there as teacher of the year in 2007. Most recently she has been a paraeducator in two split classrooms at Meridian Park where she has developed and demonstrated strong leadership skills and a commitment to the continuous improvement of the students and staff. Her interests include a love for travel and is currently on a quest to visit as many national parks as possible. She has a love for reading and tries to read at least 20 books a year (some of which are audible as clarified by Inger). In attendance with her at this meeting were her husband, Travis and her two children, Collin who attends 3rd grade at Parkwood, and Addison who is in preschool at the new Edwin Pratt Early Learning Center.

Reports and Presentations

Middle School Committee Recommendations

Brian Schultz, Assistant Superintendent and Anzara Miller, Director of Professional Practice, presented.

The charge of this committee, chaired by Brian Schultz and Anzara Miller, was to develop recommendations to the Superintendent regarding:

- 1) Program offerings, instructional delivery models and supports that provide open access to rigorous coursework and best meet the needs of ALL students.
 - a. Elective offerings
 - b. Content specialists vs. generalists in certain content areas
 - c. Content blocking
 - d. Honors
- 2) Schedules and configurations to support program offerings
 - a. Class period configurations
 - b. Daily class schedule

The Committee was also asked to reflect on previous work that included:

- Recommendations from the 2016 Instructional Program Planning Committee regarding instructional priorities
- District’s Race and Equity Policy
- Instructional Strategic Plan
- Special education review report
- Honors theme summaries
- Secondary Highly Capable Committee recommendations
- Best practices in instruction for middle school students
- Best practices to meet middle school students’ social-emotional needs
- Standards alignment and requirements
- Opportunities for students to gain credits to help them meet the 24-credit graduation requirements

The Committee met eight times (for 2-3 hours) from September to December and was comprised of a nice cross-section of staff, parents and students, which included:

Bammert, Tess – KEL behavior tech	Lane, Mariko – EIN music teacher
Brandon-Felder, Tanisha – Director of Equity and Family Engagement	Lucas, Weston – SC assistant principal
Chamberlin, Megan – PW 6 th grade teacher	McMaster, Shannon – EIN parent
Cruz, Diana – KEL special ed teacher	Nunes, Elizabeth – RC principal
Drammeh, Saihou – Cascade K-8/EIN parent	Paulhamus, Lauren – EIN counselor
Fredrickson, Julie – K-6 STEM TOSA	Perez, Melba – KEL student
Fritz, Nyla – EIN principal	Petersen, Cathy – KEL ELA teacher
Gallagher, Dan – Director of CTE	Rozema, Leann – KEL music teacher
Harrington, Andy – LFP 6 th grade teacher	Simpson, Pam – KEL math teacher
Hiatt, Heather – KEL principal	Soares, Sarah – KEL Spanish teacher
Holsten, Andie – EIN math teacher	Stevens, Maria – Director of Teaching & Learning
Hoskins, Wayne – HT 6 th grade teacher/dean	Thurber, Mary – EIN science teacher
Irwin, Scott – Director of Secondary Student Services	Valder, Jeff – EIN behavior tech
Kim, Nara – EIN/SW student	Warren, Dan – LFP/SC parent
	Zwack, Kathryn – EIN psychologist

For recommendations to move forward, the committee determined that a consensus of 85% would be necessary. The process to get to those recommendations would involve a review of the race and equity policy, review of data, review of the research and a great amount of discussion. When reviewing the data, four questions were considered:

- Who are our kids?
- Who is taking honors?
- Who is not taking honors?
- Is there disproportionality in enrollment between honors and standard classes?

A number of slides were shared with the Board that reflected middle school honors vs. standard enrollment by race (fall 2018) in the areas of social studies, English language arts and science as well as distribution of special education students in middle school honors vs. standard enrollment and middle school honors vs. standard enrollment based on socio-economic status.

Ms. Miller reviewed the extensive research that was assigned to the committee. Everyone on the committee was charged with reading the information on race and equity as background and then additional links were provided on the following topics: social-emotional needs, general middle school model, schedules and configurations, adolescent brain, highly capable/honors and middle school concept.

The discussion of the research centered around the following essential attributes and characteristics of successful middle schools and middle school students:

- 1) Developmentally responsive: using the distinctive nature of young adolescents as the foundation upon which all decisions about school organization, policies, curriculum, instruction and assessment are made.
- 2) Challenging: ensuring that every student learns and every member of the learning committee is held to high expectations.
- 3) Empowering: providing all students with the knowledge and skills they need to take responsibility for their lives, to address life's challenges, to function successfully at all levels of society and to be creators of knowledge.
- 4) Equitable: advocating for and ensuring every student's right to learn and providing appropriately challenging and relevant learning opportunities for every student.

(Excerpted from This We Believe, AMLE, 2010)

The Committee's recommendations are as follows:

Program Offering: Honors Recommendation

The Middle School Committee proposes that ALL middle school students take academically rigorous courses in Honors Science, Honors ELA and Honors Social Studies.

- Teachers will receive professional development focused on but not limited to: high expectations for all students, culturally responsive practices, recognizing implicit bias in instruction and interactions with students, scaffolding curriculum for student success and differentiated instruction.
- The Instruction Department will examine course delivery models for math.
- The Instruction Department will examine scope and sequence for 6-7-8 science as 6th graders will now have access to labs and consistent science instruction.
- **Committee vote: 28/28, 100%**

Program Offering: Electives

Middle school elective offerings allow students to exercise choice by selecting interest-based courses. Programming provides sequential courses for depth as well as stand-alone courses for exploration. Options will be challenging and developmentally appropriate, leading students toward opportunities that will enrich their lives.

- 6th graders will have the ability to take **quarter-long** electives from a designed menu of choices. Students may also choose a year-long elective in combination with quarter electives.
- In addition the Committee recommends that the instrumental music program at elementary be reviewed.
- **Committee vote: 25/26, 96%, one gift of support**

Schedules and Configuration Recommendation

Shoreline's middle schools will provide a core academic program for all learners that includes high quality, equitable instruction in math, science, English language arts, social studies, PE, health and **advisory (to support social emotional learning)**. A key function of our middle schools will be to address the developmental needs of the students as they transition from elementary school to high school.

- All students will participate in developmentally responsive advisory time designed to address the unique social and emotional needs of adolescents.
- Class and schedule configurations allow for teaming and common groupings when possible, especially at the 6th grade level, to foster caring connections between and among students and staff.
- Students will be able to explore interests through elective offerings allowing for broad exposure and choice at 6th grade level and opportunity for greater depth at 7th and 8th.
- **Committee vote: 26/26, 100%**

Questions that were asked by the Board included:

Q. Was there much discussion about accelerated pathways for HiCap students?

A. Not a lot since there is an advisory team currently doing the research; still a work in progress.

Q. Will there be a structured program for professional development?

A. Yes, there will be training for all middle school teachers.

Q. Was there any discussion regarding how to balance offering rigorous, challenging courses versus discouraging students with the difficulty of the courses?

A. There was extensive discussion on this topic. There was no intent to just move students into honors courses without the appropriate supports in place for students and for staff. Additionally, there was the

belief among committee members that students are capable of experiencing rigorous coursework and being successful when the bar is raised in those areas of social studies, science and English language arts. Access and exposure to these courses in middle school will be good preparation for high school honors courses.

Q. If everyone is taking honors, doesn't that become the standard?

A. There is a tremendous boost of confidence in a student who experiences success in a more rigorous course that he or she may have previously believed was not possible, so labeling these courses as honors was very intentional. This philosophy was borne out in numerous discussions with staff from other school districts.

Q. Is there an expectation that the advisory section would be helping to support the honors curriculum?

A. There is still more work to be done with the recommendations but the advisory component isn't meant to be pigeon-holed to just the honors curriculum; rather, it is much more far reaching.

Q. Is the advisory configuration in the schedule considered to be a class period that would be supplemental in order to assist with executive functioning?

A. The Committee was not thinking of it being a separate period but it could be. They were more focused on staff connecting with students on a consistent basis. At times, it will be more social-emotional; at other times it may be more academic; and then sometimes it may involve cultivating better communication with students and families.

Q. Were there other examples of how that might occur (advisory)?

A. Again, in talking with other districts, it was clear that it wouldn't be a successful middle school without the advisory support component as part of the schedule. Details are still being worked out but the Committee wanted to ensure that our 6th graders have a sense of belonging and the confidence that school staff are connecting with them—that they are not just being moved to a new building with older students.

Q. How do the elective offerings impact the elementary instrumental music program?

A. Currently, 5th and 6th graders take instrumental music so a review will take place in order to determine how pulling out the 6th graders from the elementary school will impact the program. Kudos were given by Mr. Schultz to the two music teachers who served on the Committee (Mariko Lane and Leann Rozema) and to Matt Reiman, SEA President, who offered valuable insights in this area.

President Jacobs expressed optimism about raising the bar for students to the honors programs; however, he also cautioned about not perceiving this as an opportunity to just pile on more homework. The Committee was thanked for their time and efforts in preparing these recommendations.

Observance of School Board Recognition Month

Rebecca L. Miner, Superintendent, presented.

As noted in Governor Jay Inslee's proclamation of School Board Recognition Month, there are 295 locally elected school boards in the State of Washington and they are often described as the smallest unit of democracy. Combined, they represent more than \$15 billion in budget capacity and employment of more than 120,000 people. "They play a critical role in promoting student learning and achievement by creating a vision, establishing policies and budgets, and setting clear standards of accountability for all involved; they are directly accountable to the citizens in their districts and regions, serving as a vital link between members of the community and their schools; and they provide a passionate voice of advocacy for public schools and the welfare of school children."

Superintendent Miner announced that our board is comprised completely of volunteers and she is honored and proud to serve and work under a board that is so incredibly thoughtful, thorough, and that always considers issues with the focus of students at heart. She also stated, “in every volunteer leader’s position, a little rain occasionally falls so I have umbrellas (with Shoreline Public Schools printed on them) for each member. For the two student reps, who I was counseled by staff would never use an umbrella, I have gift cards to Amazon. I’d like to thank ALL of you for your service!”

Board Requested Discussion

None

Comments from the Community

The following individuals spoke:

- 1) Linda Tsai, Einstein Parent – As the co-leader of the Shoreline HiCap Parent Association, Linda provided an update of the association’s work; also extended an invitation to upcoming events, which included one on February 4 (Shorewood @ 6:30 p.m.) where Austina De Bonte will speak about the specific needs of the gifted population. Requested the Board “consider the importance of dedicated multiple pathways in the K-12 continuum in order to meet the needs of all Shoreline students, including those of our accelerated learners.”
- 2) Isabel Kaplan, Shorewood Freshman – Currently following the HiCap math track by taking Algebra II; her class is primarily comprised of juniors but is not directed at those students who need and want more challenge. Requested that the Board not just consider making changes to middle school, but to look at a student’s entire path, kindergarten through 12th grade, and make sure that they are getting what they need individually.
- 3) Sara Betnel, PTA Council Legislative Chair – State PTA’s top five priorities for this legislative session which began on this date include: social-emotional learning, school construction and simple majority for bonds, preventing gun violence (which includes clause on not arming teachers), strategies to address teacher shortage, and strategic K-12 investments to close opportunity gaps. Invited the Board to join the PTA on February 11 in Olympia.

The following individuals spoke on the topic of the upcoming renovations to the Shoreline Pool, requesting the Board to take an active role working with the City of Shoreline to protect the District’s swim, dive and water polo programs as well as consider alternative funding options and technology trends:

- 4) Robbie Elerick, Shorewood Swim Team
- 5) Brian Elder, Shorewood Swim Team
- 6) Allison Jaquish, Shorewood Swim Team
- 7) Spencer Thurman, Shorewood Swim Team
- 8) Isaac Poole, Shorewood Swim Team (Dive Captain)
- 9) Maclain Holland, Shorecrest ASB Senator and Swim Team
- 10) Caetano Yuyama, Shorecrest Swim Team
- 11) Dan O’Shea, Parent (consider different funding options)
- 12) Aaron Franklin, Parent
- 13) Caroline Gugger, Shorewood Swim Team
- 14) Keegan Sherry, Shorewood Swim Team
- 15) Julie Fredrickson, Middle School Committee and Shorewood Swim/Water Polo Parent and Co-Advisor – asked everyone in support of the Shoreline Pool to stand
- 16) Kelly Sanders, Parent of a Swimmer (*Inevitables* by Kevin Kelley)
- 17) Timony Sherry, Shorewood Swim Team
- 18) Chris Arness, Shorecrest Swim Team Parent

President Jacobs announced that a Board study session on the pool topic would be held the following evening, January 15, at 5:30 p.m. in the Board Room. As it is a study session, there would not be an allocated public comment period.

School Board Reports and Communications

Mr. Mehta reported that at the December student council meeting, a district specialist spoke to students regarding the new Chromebooks as well as the Internet issues at Shorewood. The junior senators are working on a booster auction for this spring and the senior class officers are organizing the senior spree. Last week, two groups of past seniors visited the Career Center to speak—one group about first-year experiences at college and the other group spoke on how they are spending their “gap” year. Congratulations to two Shorewood bowlers who qualified to compete at state in February. The sock drive began earlier in the day (Interact Club); donations will go to Mary’s Place. January 15 is the last major deadline for college applications. The mobile dental clinic will be on campus on January 17. The first meeting for spring sports also will occur on January 17. A “share the wealth” bin is new to the Shorewood cafeteria, where students can deposit leftover juice and milk cartons as well as fruit for other students to take in an effort to cut down on waste. All are invited to the Martin Luther King, Jr. Assembly on January 22.

Ms. Keefe reported on some recent activities: Physical Poetry (2 of 3 performances were sold out); mobile dental clinic was on campus the previous week; December student council meeting included reports from class senators on various fundraisers and concerns were raised about the GuestNet wi-fi issues. Prom committee met earlier in the day to discuss themes for the event. The Hoopapalooza boys/girls basketball competition with Shorewood will be held at Shorecrest on Saturday, January 19. The Martin Luther King, Jr. Assembly will take place on January 17 from 9:30-10:30. The Winter Playfest (Adventures of Sherlock Holmes) will be held at Shorecrest on January 19 and the Tattoo Coffehouse will take place on January 25.

Ms. Fralick attended the PTA/Superintendent Coffee on January 7. Presentations by Margus Gregory, Director of Maintenance and Operations, and Matt Daly, Resource Conservation Coordinator were very informative.

Mr. Nicholson attended a KCDA board meeting and employee appreciation luncheon in December.

Mr. Wilson gave a shout-out to Emily Wray and Damon Oliveto, DECA teachers at Shorecrest and Shorewood respectively, who are taking 74 students to the state competition this year.

Mr. Jacobs enjoyed the tail end of the wrestling invitational tournament at Shorewood on January 5.

Adjournment: 8:30 p.m.

David Wilson, Board Vice-President

Attest: January 28, 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.