

BOARD MEETING MINUTES

May 18, 2020

Call to Order

President Heather Fralick called the Regular Board Meeting of the Shoreline Board of Directors to order via Zoom at 7:00 p.m. on May 18, 2020. Rebecca Miner, Superintendent; Curtis Campbell, Public Information Officer; and Kathie Schindler, Executive Assistant, were attending this meeting at the Administrative Offices at the Shoreline Center.

Roll Call

Present: Heather Fralick, President; David Wilson, Vice-President; Sara Betnel, Member; Meghan Jernigan, Member; and Rebeca Rivera, Member. *(Since this meeting was being conducted on Zoom, President Fralick had a visual that all board members were in attendance.)*

Absent and Excused: Michael Closson, Shorecrest Student Representative and Cynthia Ruelas, Shorewood Student Representative.

Land Acknowledgement

Director Jernigan announced that this meeting was taking place on the traditional lands of the Coast Salish people, a land full of rich indigenous culture that stretches back thousands of years and can go unnoticed in our classrooms and curriculum. "I am grateful for the opportunity of this land acknowledgement to amplify my support of an indigenous educational framework that finally recognizes that children learn resilience, science, critical thinking, through every day activities like cooking, storytelling, singing, contributing to household chores, through neighborhood walks in the community and providing comfort for loved ones. Thank you for the opportunity to share this with you tonight."

Flag Salute

Comments

President Fralick began by stating: "Please let the record reflect, given our unique circumstances of being in the midst of the COVID-19 pandemic, we are meeting via Zoom and joined by members of the community who are listening remotely. Aside from the new visual format for our board members and panelists, this is the same process we've been following for the last several meetings due to the Governor's order regarding public meetings. She then asked Superintendent Miner to share a few words about these unique circumstances.

Superintendent Miner reiterated that on March 24, Governor Jay Inslee issued a proclamation, which in part, referred to the Open Public Meetings Act and prohibited us from doing our business in public. He allowed us to continue these meetings remotely with telephonic access for our community members. It also prevented districts from taking action as defined in RCW 42.30.020, unless those matters are necessary and routine or are matters necessary to respond to the COVID-19 outbreak and the current public health emergency. This order was set to expire on April 23, 2020 but it has now been extended to May 31, 2020. There is optimism that soon we will be able to return to a more normal situation.

For the record, President Fralick noted 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 until noon on May 18. Depending on individual printers, there were approximately 60 pages of comments submitted. Those comments were received by the Board via email earlier in the afternoon (May 18). They were also placed on the district website at the following URL: www.shorelineschools.org/page/1235 (School Board agenda for May 18). As with past meetings, President Fralick announced that there would also be a link to those public

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comments within the minutes once the minutes are transcribed and approved by the Board (see link above). In summary, the comments received were on the following topics:

- 1) Concern about the reduction in force (RIF) passed by the Board on May 4 (156 comments)
- 2) Pending Highly Capable Program at Ridgecrest Elementary (6 comments)
- 3) Continuous Learning Plan (5 comments)

There were also a couple of other comments received on additional topics. On behalf of the Board, she thanked our teachers, our union leadership, our parents and community members for taking the time to submit their comments.

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

MOTION NO. 40: President Fralick moved that the Board suspend the provision of Board Procedure 1441P allowing for community members to address the Board. The motion was seconded by Ms. Betnel. A roll call vote followed and the motion carried unanimously.

Approval of Minutes

The minutes of the April 13 and May 4 Study Sessions, April 13 Regular Board Meeting and April 17, April 24 and May 1 Special Board Meetings were approved as submitted.

Adoption of Consent Agenda

The following consent agenda was presented for approval:

- a. Einstein Middle School Replacement Project – Approval of Change Order #01 – Hoffman Construction, Inc.
- b. Kellogg Middle School Replacement Project – Approval of Change Order #01 – Hoffman Construction, Inc.
- c. Approval of Personnel
 - 1) Certificated
 - 2) Classified
- d. Approval of Vouchers

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

MOTION NO. 41: Mr. Wilson moved that the Board adopt the consent agenda, items 5a and 5b, which is attached hereto and becomes a part hereof. The motion was seconded by Ms. Jernigan. A roll call vote followed and the motion carried unanimously.

As of May 18, 2020, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: Reconciliation of Warrants Issued on May 8, 2020 - General Fund Warrants #84958-85041, 85418, 192001065, and 192001066-192001099, totaling \$709,980.04; Capital Projects Fund Warrants #85042-85047 and 85419, totaling \$875,850.38; and Student Bond Fund Warrants #85048-85417, 85420, and 192001100, totaling \$95,915.00; for a grand total of \$1,681,745.42.

Board Requested Discussion

All board members were asked individually if they wanted to propose any items for future discussion. Director Rivera proposed that the entire board hold community forums, beginning with the communities of color and move to other communities from which the Board may not normally hear. She has spoken with Superintendent Miner and is hoping the Board can review in possibly a study session format, but not on the

same day as study sessions. She said she would work further on this to hopefully get community forums started in the next few weeks.

Director Betnel stated: “In light of the District's decision [to reassign instructional coaches and some of our teachers on special assignment (TOSAs)] following the RIF resolution passed by the Board, and in concert with the abundant public comments that we received that spoke to the indelible value of these staff to our schools - how our instructional coaches cultivate ongoing teacher growth and support, particularly around things like culturally responsive teaching practices, supporting our English language learners, our LAP students, adopting new curriculum, and how they have been essential and critical in our move to remote learning during the COVID-19 response - I would like to request that we have a discussion about what we can do to be supporting our teaching staff in an ongoing way should we not be able to find another way to accommodate our budget impacts.”

Superintendent Miner stated she would address these issues.

Director Jernigan expressed support for the items mentioned by Directors Rivera and Betnel. Additionally, she would like to more fully understand how reductions in force (RIFs) are presented and the framework of decision-making that takes place so that the community more broadly understands what does and what does not come before the Board and what constitutes input and what constitutes feedback. She feels this would be a particularly useful public education piece and she would fully support this as an agenda item.

Director Wilson also supported the previous comments and stated that he looks forward to moving forward with his partners on the Board.

Action Items

Approval of Final 2019-2020 School Calendar

Marla S. Miller, Deputy Superintendent, presented.

On October 8, 2018 the Board approved the initial 2019-2020 School Calendar, which included key dates for the new year but still required bargaining with the Shoreline Education Association (SEA) to establish designated use of non-student work days and dates for elementary conferences. The final 2019-2020 calendar, inclusive of those negotiated dates, was approved by the Board on September 23, 2019.

The 2019-2020 school year was impacted by emergency closures in January 2020, and now by the extended emergency closure of schools due to the novel coronavirus/COVID-19 global pandemic.

This final version of the 2019-2020 School Calendar is inclusive of all emergency closures and the extension of the school year through June 19, 2020. This calendar has been reviewed by SEA leadership, as required by the collective bargaining agreement.

A question was asked by a board member earlier in the day regarding the format of this particular calendar. This one-page school calendar is primarily a staff contract calendar; it shows the days SEA staff are under contract and expected to be working as opposed to holidays, school breaks, and “non-student” days when staff work but students are not in school. It also indicates the dates when school is in session, and shows that the last day of school is being officially moved to June 19, 2020, as required to be eligible for continuation of state funding. The format and content of this calendar is bargained with SEA and approved by SEA through the ratification process (when all members vote on contract issues) or through the “Labor Management” review process when SEA leadership reviews the calendar with district representatives. As noted in the lower left corner of the recommended calendar, SEA and District representatives reviewed and approved this calendar on May 11, 2020. This calendar is not used to calculate and confirm instructional

time (days/hours); that is done through another, more granular spreadsheet that tracks all of the scheduled days and emergency closures/release time.

The calendar indicates lightly shaded days from March 12 through June 19, which represent the days that schools have been closed physically but staff have still been under contract and performing their contractual obligations for Shoreline School District. The primary reason for presenting this to the Board for action at this meeting is to document that the contractual obligation has been extended to the new last day of school, June 19, 2020. The calendar is not expected to incur any additional changes.

Director Betnel asked if the adoption of the continuous learning plan that will be submitted to OSPI (next item on the agenda) would include this calendar or a different one. Ms. Miller responded that this calendar is the one that will be submitted and is also the one (same format) that has been submitted in the past with applications for waivers from the State Board of Education based on early release days. This format meets the requirements so it will be submitted with the continuous learning plan.

It was the recommendation of the Superintendent that the Board approve the final 2019-2020 School Calendar, inclusive of all emergency closures, as presented.

MOTION NO. 42: Ms. Jernigan moved that the Board approve the final 2019-2020 School Calendar, inclusive of all emergency closures, as presented. The motion was seconded by Mr. Wilson. A roll call vote followed and the motion carried unanimously.

Adoption of Resolution 2020-8, Adoption of 2019-2020 Continuous Learning Plan and Authorization to Submit Application for Emergency Waiver of School Days and Instructional Hours for the 2019-2020 School Year

Maria Stevens, Director of Teaching and Learning and Marla S. Miller, Deputy Superintendent, presented.

Ms. Miller announced that this action item requests the Board's adoption of Resolution 2020-8, approving the District's continuous learning plan during school closure due to the coronavirus (COVID-19) pandemic and supporting the District's application to OSPI for a waiver to meet the eligibility requirements of WAC 392-901 for continuation of the state basic education apportionment for the 2019-2020 school year.

Ms. Stevens announced that most of the information being shared at this meeting was a review of what was shared in the April 13 study session.

When schools first closed on March 12, there was clear communication from OSPI that the direction was for districts to provide resources but not attempt to immediately provide learning in that there were issues around finding equitable services for students and meeting IEP goals and objectives for special education students. Once that guidance was received from OSPI, a multi-phased plan was drafted in order to provide flexibility. The phases are all interconnected and deliberate. Moving to online/remote learning is an incredible jump from daily classroom instruction requiring new skills, processes and supports for our dedicated teaching and support staff. The initial phases focused on intentional professional learning in order to prepare staff for the latter phases, which would include more direct connections between teachers and students.

Ms. Stevens reviewed the four phases of the professional learning:

- Phase 1, courses scheduled for March 26, 27 – train the trainer on “common tools”—Zoom, Canvas, Google, ClassLink. Canvas and ClassLink were already being used in the District but not necessarily at the level needed to use them on an online/remote learning platform. The District had not previously been using Zoom; Eric Caldwell and his IT staff set up individual licensed accounts for teachers which enabled them to implement safeguards to prevent “Zoombombing”—again, this was a lesson learned

from watching what was happening elsewhere, e.g. New York.

- Phase 2, courses scheduled for March 27 – April 11 – train staff on common tools—Zoom, Canvas, Google, ClassLink
- Phase 3, courses scheduled for April 6 to approximately April 30 – professional learning open enrollment to all staff; synchronous and asynchronous courses
- Phase 4, courses scheduled beginning April 30 – professional learning open enrollment to all staff; synchronous and asynchronous courses

Ms. Stevens reviewed Shoreline’s multi-phased plan:

	Phase One	Phase Two	Phase Three <i>Continuous Remote Learning</i>	Phase Four <i>Continuous Remote Learning</i>
Online technology based	Online resources Sample schedules	Online resources Sample schedules Online lessons by grade bands – general	Online resources Sample schedules Online lessons by grade and content created by school staff for District-wide use	Online resources Sample schedules Online lessons by grade and content created by school staff - School use
Offline Paper	Paper packets #1 Sample schedules	Paper packets #2 Sample schedules	Paper packets #3-#5 Sample schedules	Paper packets TBD Sample schedules
Direct Connection		Initial contact by teacher or staff member	Regular staff contact to provide feedback and check for understanding	Regular staff contact to provide feedback and check for understanding

Ms. Stevens provided snapshots in her presentation of the resources available to students and families throughout the phases, as follows:

- Phases 1-3 Student and Family Resource Site (QuickLinks to online lessons)
- Phase 3 Remote Learning Website (online lesson videos)
- Phase 4 School Remote Learning (shift to school-based instruction; websites created for each school)

In addition to the above, packets for students were created. As guidance from the state evolved, so did the packets. The packets are now reflective of the online lessons and they are specifically designed for students who do not participate in the online lessons. This fills the gap for students who either don’t have access to technology and the Internet or for families who have opted to use packets as their tool.

Early on in this process, it was determined that moving to an online learning format was no easy task. A website was developed in order to stay in communication regularly with teachers across the district and to provide them with tools, resources and guides that could be useful in their teaching. The instructional TOSAs have been instrumental in creating the needed webpages.

Shoreline strategically chose to primarily move to an asynchronous or recorded lesson format due to the desire to meet the needs of our families and students who are living in an extraordinary time. Families are struggling in varying ways and access to technology varies greatly.

Director Jernigan asked how the District was tracking feedback about this plan from our educators. “How do we know from our educators what’s necessary for not just the success of our continuous learning plan but also its maintenance moving forward?” Ms. Stevens responded that her team regularly connects with the instructional coaches to determine how things are going. The coaches are in regular communication with the teachers in assisting them with their lessons and troubleshooting technology issues. They also work in close concert with the TOSAs in a continual “back and forth” working relationship. Regular meetings are held with principals to determine what’s working, what’s not, and what’s needed. Surveys were sent to principals, instructional coaches, directors and TOSAs to assist in planning for now and for the future. The same will be done with teachers. “It may not feel like it from the outside, but things have had to develop in a lightning fast way.” Webpages have needed to be created multiple times and new tools have been created to help in transitioning to online learning. “Honestly, I don’t know that any of us could have understood what we were getting ourselves into until we got into it.” Ms. Stevens also meets with Shoreline Education Association representatives to collect input and as planning for next year continues, more feedback will be solicited.

Director Jernigan also asked for Ms. Stevens’ professional opinion as to whether or not she thought this was a plan to recreate school at home or does it move beyond the normal in a way that satisfies her (Ms. Stevens). Will there be time now or possibly during the summer to reflect on what constitutes learning right now and how can we see that reflected in our public school system? Ms. Stevens stated: “If we had seen this coming months in advance, I believe our instructional system would look different. I will tell you that in looking to the future, I have high aspirations that we won’t be building it as we are, not only flying it, but looking for parts. Is this the most optimal learning environment for students? No. Does it work for some kids? Yes. Does it work for all kids? Absolutely not. Does it work for families? That depends. As an educator, is this what I aspire to—to create this? Not necessarily, but I’m proud of the work we’ve done thus far. I’m proud of the efforts from instructional leaders at the District Office down to teachers in the classroom and paraprofessionals who are involved in Zoom calls with students. Is this what it will look like moving forward after a summer of reflection and planning and understanding of impacts? Absolutely not. . . I couldn’t be prouder of the people I work with and the work they have done. When you compare us to our neighboring districts, which are all double our size (or more) and which have double the staffing, we are right in step with them if not ahead of them. When you compare us to school districts that are our size, we are blowing them away. It’s not perfect and we will get better.”

Director Rivera expressed her appreciation for the work being done. She inquired about additional dynamic content for students who don’t have Internet access at the K-8 level, e.g. thumb drives with videos. She also expressed concern for our high school students and the estimated 600 families across the district without Internet access, specifically in terms of equity. She inquired if there was any problem solving occurring with the community about ensuring access for those specific families? Ms. Stevens responded that if there had been more notice when this started, the District would have done everything possible to ensure every student had a device right from the beginning. Eric Caldwell and his staff as well as family advocates have done a tremendous job in distributing resources out to families. In the plan for moving forward, this will be even further addressed. Ms. Stevens stated that it was her understanding that high school students are more resourceful in this area, in part, because they are more mobile and most have a device. And again, Eric Caldwell and his team have been working hard to address some of the technology issues. For example, computer lockers have been set up for students who need repairs or need to change out their device for another. Data will be coming shortly from the high schools regarding where students are in terms of engagement and connection. The intention of high school staff (as with the lower grades) is to find out exactly where every student is and assist them towards earning credits.

Director Betnel acknowledged that even if all students have a device and connectivity, they don’t all learn the same. She asked if the transition to a more standards-based assessment provides us an opportunity to give students and families a way to say here are the ways in which you can engage with this standard and share that back with the teacher so that it helps the student engage with what we actually are trying to help

them connect with, grapple with and grow in without being predictive to the level that it must be this specific worksheet. Ms. Stevens responded that standards allow us to focus on what the goal or endgame is for students. Over the last few years, there's been a concerted effort to be very clear about what the target is and create flexibility on how to get there. This allows students to select different types of texts with which to engage so that they can still demonstrate informational writing, rather than just following a core curriculum that is set in stone and doesn't allow for personalization by students. The goal is to be very clear in what the standard is that is being addressed, and then support teachers with resources and provide opportunities for students to engage in it through content that is of the most interest to them, when possible. This allows teachers to personalize and also allows for student choice. The more that we can incorporate opportunities for students to have some choices and drive their own instruction and demonstrate their learning in various ways, the better the students will be in their learning, their engagement and in their progress toward the standard. The key is being very clear about the desired outcome.

Director Betnel asked if we have all the necessary policies, processes and tools in place to effectively connect with our families. Ms. Stevens responded that there is still more work to do in partnering with our families for whatever the future holds, which is uncertain at this point. Every family is unique so whatever is created can't be a one size fits all. We need to create a system that is flexible enough to help families wherever they are, to connect with the learning, connect with the schools and with the teacher. It has to be done in such a way that is supportive of the overall learning in the district and doesn't weigh down the parents, the teachers or the system.

Superintendent Miner added that the proposed resolution is the third from Washington State School Directors' Association (WSSDA). This one is required in order for districts to submit an application to OSPI for an emergency waiver of school days and instructional hours for the 2019-2020 school year.

Ms. Stevens reiterated how proud she is of Shoreline educators and that no one signed up to be a teacher in these circumstances. This is extraordinarily difficult. Not to downplay the need for policies and processes, but what our teachers need to hear is that we recognize how hard they are working and that we appreciate the sacrifices they are making in their own families in order to help others.

It was the recommendation of the Superintendent that the Board adopt Resolution 2020-8, Adoption of 2019-2020 Continuous Learning Plan and Authorization to Submit Application for Emergency Waiver of School Days and Instructional Hours for the 2019-2020 School Year, as presented.

MOTION NO. 43: Mr. Wilson moved that the Board adopt Resolution 2020-8, Adoption of 2019-2020 Continuous Learning Plan and Authorization to Submit Application for Emergency Waiver of School Days and Instructional Hours for the 2019-2020 School Year, as presented. The motion was seconded by Ms. Jernigan. A roll call vote followed and the motion carried unanimously.

Decision Regarding Shoreline Children's Center 2020 Summer Camp and Child Care Program

Presenters:

Marla S. Miller, Deputy Superintendent

Hillery Clark, Director of Early Learning

Kelly Davidson, Director of Shoreline Children's Center

Shoreline Children's Center, an optional tuition-based program operated by the District, typically offers preschool and extended care for students age 3 through 6th grade. Services are offered during the school year and during a portion of summer break. Due to Governor Inslee's Stay Home, Stay Healthy order and staffing shortages related to the additional safety precautions associated with the coronavirus/COVID-19

global pandemic, the Children’s Center has not been able to operate its programs while schools are closed. As encouraged by the State, employees have remained in paid status, similar to other regular district employees, and the anticipated financial resources of the program have declined significantly as a result.

Ms. Clark provided some background on the Summer Camp, which is run through the Shoreline Children’s Center. It is an optional recreation-based program that is accessed by students in preschool and elementary school. Typically, approximately 150-200 students are served per week. The elementary program has been housed at Meridian Park the last few years and the preschool program has been housed on the preschool campus. The elementary program runs 12 hours per day and the preschool program runs 11 hours per day; families can access up to 10 hours of care. The camp is a general recreation camp focused on socializing games, indoor and outdoor as well as art. Each week there are themes to guide the activities. This program prioritizes currently enrolled students, then other district students, and then students from outside the district. Summer Camp is staffed with Children’s Center employees and is supervised in the summer by the Children’s Center coordinators of each program.

In an effort to clearly communicate the benefits and concerns of running the Summer Camp this summer, Ms. Davidson prepared a document that was reviewed in detail with the Board by Ms. Clark. The program coordinators and the school nurse worked with Ms. Davidson and Ms. Clark to develop this document. The information presented was as follows:

Positives/Advantages	Concerns/Challenges
Healthy, affordable resource for families, typically serving 150-200 students per week	<p>State parameters for child care programs may continue to prohibit normal group sizes. Camp would look different:</p> <ul style="list-style-type: none"> • Shorter day to keep kids with same staff • Fewer kids served since only 10 allowed in one group
Source of summer income for some Children’s Center staff	<p>Challenge to find sufficient numbers of staff who choose to work Summer Camp in a regular year</p> <ul style="list-style-type: none"> • May be more difficult this year due to staff health concerns • At least twice the number of staff required to meet enhanced staffing COVID requirements • Additional substitutes also needed in case of exposures
Typically a Summer School partner for families who need extended care	On site Summer School may shift to virtual format
Typically generates funds that subsidize year-round operations in Extended Care and Early Learning , keeping that tuition lower for families	<p>Overall financial loss anticipated due to meeting current COVID-19 Health and Safety standards:</p> <ul style="list-style-type: none"> • Adult to child ratio changed from 1 to 18 to 1 to 5 • Maximum group size of 10 (adults are included) per room • Additional personnel needed for health checks to determine inclusion, exclusion and isolation option based on health throughout the day • Compromised consistency of operations by possible exposures and closures, resulting in need for refunds • Cost and availability of PPE supplies needed including masks, gloves, gowns (not confident we can order enough PPE supplies for students and staff) • New materials – toys that cannot be cleaned and disinfected cannot be used • Increased number of rooms needed; only 10 people allowed in one room per day and group/staff needs to remain the same each day

	<ul style="list-style-type: none">• More custodial staff and supplies; indoor and outdoor play equipment needs to be cleaned/sanitized throughout the day and at end of day; more rigorous general cleaning/disinfectant requirements
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Ms. Clark expressed her personal fear about opening up Summer Camp after not having students on campus since March 11, and someone gets sick and there becomes a need to open up and close down, possibly multiple times to ensure the safety of students and staff. She is also concerned about the timing of opening up an optional program before the rest of the school district opens up regular programming. Based on the unknown duration of the Stay Home, Stay Healthy order, staffing difficulties and financial consequences outlined in the presentation, administrators reluctantly recommend camp and child care services not be offered this summer.

Director Jernigan asked when the decision needed to be made? Ms. Clark responded that typically they begin preparations for Summer Camp in April by posting jobs and recruiting staff who may be interested in working. They then engage with families about enrollment. For this situation, the sooner a decision is made, the better. As it gets later, it becomes more challenging to hire as many staff as would be needed to offer a summer program. Ms. Miller added that when schools closed in March and school districts were expected by the state to provide child care, the Shoreline Children’s Center Association felt that would not be something they could offer due to the high risk categories of staff. We were very fortunate in that the YMCA was willing to step in and provide child care within the district to meet the mandatory offering for the essential workers. The YMCA has reached out to the district regarding extending that care over the summer. They are anxious to know the District’s plans so they can proceed with making their own plans. The City of Shoreline is in a similar position regarding making their plans for summer programs and whether or not they will need additional space. Superintendent Miner announced that there was a possibility of waiting until June 1 for a decision but no later.

Director Jernigan also asked if OSPI had offered any guidance on this topic. Ms. Clark explained that Shoreline is a unique school district (Bellevue is another) when it comes to providing child care and summer camps. That being said, OSPI doesn’t typically give guidance on these optional, tuition-based programs. Ms. Miller added that we fall under the guidelines that are issued for other child care programs, which were listed in the document regarding ratios for adults to children.

Director Wilson spoke about the challenging times in which we find ourselves and called attention to the importance of listening to the experts on matters such as these. He didn’t think an extra two weeks would be needed to make a decision. It would be better to let Ms. Clark and Ms. Davidson move forward.

Director Betnel agreed with Director Wilson regarding listening to the experts but also realized that this is a critical child care option for many of our families, particularly since it is one of the most affordable in the area. In the hopes of obtaining further guidance from OSPI as well as possibly considering opening in a reduced capacity, she said she did not have clarity as to how vital it was to make this decision at this meeting rather than in two weeks.

Superintendent Miner clarified that the agencies that would provide direction are the Children’s Care Health Program (CCHP) and Public Health of King County, rather than OSPI. She also mentioned that she hadn’t heard that any changes were expected from these agencies between now and summer. Director Clark agreed but said that when there are changes, they are typically more stringent.

President Fralick asked for clarification around increasing tuition rates and whether or not changes in adult to child ratios would have an impact on the rates. Ms. Clark reported that what the program was able to do

last year with 25 staff would most likely take 75 staff for the same number of students under current conditions. A smaller program could be considered but this would also impact the budget.

Director Rivera said that she was under the impression that day cares could remain open at this time; she asked if Ms. Clark was familiar with what other day cares and preschools are doing. Ms. Clark gave an experience of a friend who is a director of a much smaller (4 classrooms) child care/preschool in Queen Anne. They are located in a church and they are able to spread out within that church. They have received masks through donations. They are only serving families of essential workers; however, they are still charging 60% tuition to the families who aren't currently accessing care and full tuition to the small number of families that are accessing services. This is not practiced by the Shoreline Children's Center. Director Rivera agreed that this was a difficult situation for everyone but expressed concerned for our families that need child care.

It was the recommendation of the Superintendent that the Board make a decision regarding the offering of summer camp and child care by the Shoreline Children's Center for summer 2020.

MOTION NO. 44: Ms. Fralick moved that the Board support the recommendation to not offer the Shoreline Children's Center Summer Camp and child care program in 2020. The motion was seconded by Ms. Rivera. A roll call vote followed and the motion carried unanimously. Director Jernigan added the caveat that it would behoove the District to find community partners, e.g. YMCA, City of Shoreline, that are able to provide this level of child care this summer. The other board members agreed with that recommendation and encouraged Superintendent Miner to pursue partners.

Superintendent Miner stated that the District had been working closely with community partners around food and child care; she will continue to keep the Board apprised of the progress on this topic.

President Fralick thanked the 154 attendees that were still observing the meeting electronically.

Executive Session

President Fralick announced at 8:37 p.m. that the Board would be convening an Executive Session to discuss potential litigation with legal counsel for approximately 45 minutes; no action would be taken. Superintendent Miner added that the adjournment time will be posted on the website. At 9:20 p.m., President Fralick announced that the Board would be meeting for an additional 30 minutes.

Adjournment: 9:35 p.m.

Heather Fralick, Board President

Attest: June 15, 2020

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.