

## **BOARD MEETING MINUTES**

November 2, 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 November 2, 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; Sara Betnel, Member; Raphael Berhane, Shorewood Student Representative; and Mareshet Pulliam, Shorecrest Student Representative. *(President Jernigan acknowledged that she had visual and audio confirmation that all three board members were present; the students arrived as panelists later in the meeting.)*

### **Land Acknowledgement**

Director Jernigan stated: “We are meeting this evening on the traditional lands of the Coast Salish people. And here in Shoreline, the giant bog, that is the headwaters to the northern part of the Thornton Creek Watershed, covers the area from Cromwell Park to Ronald Bog Park to Twin Ponds. This area was a traditional gathering place for Duwamish people in particular because of the low bush cranberry that grew here in abundance and this low growing fruit, of course, is a staple in our diet particularly in November. I really liked learning this special piece of Duwamish history and I wanted to share that I learned this through a presentation that was part of the 25<sup>th</sup> celebration of the City of Shoreline. This was an online event sponsored by King County Library System. They centered the Duwamish tribal history here in our city and I was really grateful for learning that, and I wanted to share that history with you because we do offer land acknowledgements and recognitions but we have an additional responsibility to know the longer history of those lands and of the parks that we now call Cromwell and Ronald Bog and Twin Ponds as well as the history of cranberries and salmonberries that grow there.”

### **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 telephonically. This proclamation has been once again extended and expires on November 9, 2020.

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 November 2. Those comments were shared with the Board via email earlier in the afternoon (November 2). They were also placed on the district website at the following URL: <https://www.shorelineschools.org/Page/1235> (School Board agenda for November 2). A total of six 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 recommended the suspension of the provision of Board Procedure 1441P allowing for community members to address the Board during this meeting.

MOTION NO. 13: Director Betnel moved that the Board suspend the provision of Board Procedure 1441P allowing for community members to address the Board. The motion was seconded by President Jernigan and the motion carried unanimously.

### **Approval of Minutes**

MOTION NO. 14: President Jernigan moved that the Board approve the minutes of the September 10 and September 22 study sessions as submitted. The motion was seconded by Director Betnel and the motion carried unanimously.

### **Introduction of Student Representatives**

President Jernigan introduced Raphael Berhane, who would be representing Shorewood High School as a student representative for the remainder of the 2020-2021 school year. Raphael is a senior and has been a part of several extracurricular activities such as the Shorewood Hip Hop Team and LINK. LINK is a program in which juniors and seniors help ninth grade students ease into the transition to high school. Outside of school, he has been a part of several volunteering opportunities. Specifically, he has volunteered at Turning Point as a tutor for second thru seventh graders, in addition to being a volunteer for Shoreline Library's Chess Club and a volunteer at the Swedish Medical Center in Downtown Seattle.

Due to some technical difficulties that prevented an introduction at this point, President Jernigan introduced Shorecrest student representative, Mareshet Pulliam, later in the meeting (after the first presentation). Mareshet is a National Honor Society officer and dedicated DECA member. She read what had been written by one of Mareshet's teachers, as follows: "It is impossible to mention Mareshet without highlighting her kindness. She is a student that shows such compassion for others, and a classmate that students always want to work with. But don't let her kindness and calm demeanor fool you; she is strong, independent, and determined to accomplish her goals. A college coach read Mareshet's personal statement in our AVID class, and she simply stated to me, 'Wow, she's an amazing writer; I don't often see writing like that.' In addition, Mareshet has been a model online learner. She is always willing to share her opinions and make her voice heard. In class a couple weeks ago, we analyzed college short-answer responses. Her constructive feedback mirrored the quality, precision, and thoughtfulness of an admission counselor. Her ability to identify small details and apply critical-thinking skills to them, will be invaluable in her journey going forward."

### **Adoption of Consent Agenda**

The following consent agenda was presented for approval:

- a. Adoption of District Instructional Materials Committee (DIMC) Recommendation
- b. Approval of 2020-2021 VEBA (Voluntary Employees Beneficiary Association) Memorandum of Understanding with Shoreline Confidential Employee Association
- c. Approval of 2020-2021 Interlocal Agreement for Cooperative Educational Services for Vocational-Technical and Basic Education with Sno-Isle TECH Skills Center, Mukilteo School District No. 6
- d. Aldercrest Campus Field Replacement Project – Authority and Project Budget – Feasibility/Design Phase
- e. Brookside Elementary Field Upgrade Project – Authority and Project Budget – Feasibility/Design Phase
- f. North City Elementary Campus Field Replacement Project – Authority and Project Budget – Feasibility/Design Phase

- g. Parkwood Elementary Field Improvement Project – Authority and Project Budget – Feasibility/Design Phase
- h. Einstein Middle School Athletic Field and Track Surfacing Improvements, Construction Staging Restoration Project – Authority and Project Budget – Feasibility/Design Phase
- i. Elementary Schools Intercom System Upgrade – Authority and Project Budget
- j. Approval of Personnel
  - 1) Certificated
  - 2) Classified
- k. Approval of 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. 15: President Jernigan moved that the Board adopt the consent agenda, items 5a through 5k, which is attached hereto and becomes a part hereof. The motion was seconded by Director Rivera and carried unanimously.

As of November 2, 2020, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: Reconciliation of Warrants Issued between October 16 and October 23, 2020 - General Fund Warrants #87530, 87531-87614, 87624-87635, 202100115-202100141, 87642-87723, 87744-87757 and 202100142-202100154, totaling \$493,749.31; Capital Projects Fund Warrants #87615-87620, 87636-87640, 87724-87739 and 87758-87767, totaling \$1,250,038.40; Student Bond Fund Warrants #87621-87623, 87641, 87768-87772 and 202100155, totaling \$7,125.46; and Private Purpose Trust Fund #70 Warrants #87740-87743, totaling \$844.00; for a grand total of \$1,751,757.17.

### **Reports and Presentations**

First Reading: 2020-2021 School Improvement Plans (SIPs)

*Presenters:*

*Maria Stevens, Director of Teaching and Learning*  
*Ann Torres, Principal of Parkwood Elementary*  
*Andrew Lohman, Principal of Echo Lake Elementary*  
*Heather Hiatt, Principal of Kellogg Middle School*

Ms. Stevens began with an overview of the process. The School Improvement Plans are structured around a set of key documents. The first one is the Instructional Strategic Plan, which embodies the Board's mission, the vision for student learners and in particular, the path for moving the District forward.

There are four organizational drivers under which school goals are written:

- Teaching and learning
- Professional learning
- Leadership and organization
- Culture and community

Each school begins the SIP process with a self study. Writing the SIPS down in order to present to the Board is just a snapshot in time as it is an ongoing process that focuses on student learning throughout the year and from one year to the next. The Center for Educational Effectiveness (CEE) survey is very helpful in this process; however, principals additionally perform their own surveys, create focus groups, share SIPS at PTA meetings and gather feedback from the community and staff in drafting their SIP.

The data that is used in preparing the plans is what is known now as the Washington School Improvement Framework (WSIF) which is OSPI-aligned. It is comprised of the following indicators:

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- Proficiency (ELA and Math)
- Growth (ELA and Math)
- Graduation
- English Language Progress
- Regular Attendance
- 9<sup>th</sup> graders on track
- Discipline

There are consistent and required components that are in each school's plan:

- School Vision/Mission (all schools have been redrafted over the last several years)
- Needs Assessment (self study)
- Growth Goals
- Connection to Instructional Strategic Plan
- Inclusion of Furthest from Educational Justice (students AND their families)
- Action Plan
- Measures for Success (quantitative and qualitative data)

Principals share their work and collaborate in support of the School Improvement Plan monthly during the P-12 administrative meetings. They also share and review progress toward the School Improvement Goals during administrator meetings twice annually.

It can be noted in reviewing the individual school plans that they are very much aligned in their approach. There are common themes noted throughout the schools' plans that include:

- All goals center on improvements for all students, especially those furthest from educational justice (one significant way is by looking at rituals, routines and structures currently in place that aren't serving all of the student body well and dismantling them and replacing them with new systems)
- Continued and aligned efforts to put in place structures, routines and rituals for creating intellectually and socially safe classrooms and school communities where ALL, especially those who are furthest from educational justice, are engaged in challenging and meaningful work
- Proactive efforts to connect with families and students in an effort to eliminate barriers to remote learning and engagement

Common themes within *Teaching and Learning* include:

- Focus on improving student engagement
- Intentional use of assessment and feedback
- Engaging learners in active and purposeful discourse
- Equitable and Culturally Responsive Practices and student-centered instruction
- Continued growth in understanding and implementation of best practices in math instruction (particularly at elementary level)

Common themes within *Leadership and Organization* include:

- Increase systems for engaging parents
- Strengthen leadership teams' use of data to inform improvement efforts
- Increase staff efficacy centered on improving engagement
- Examine and improve upon structures to sustain graduation rates while reducing gaps for BIPOC, MLL and students with IEPs

Common themes within *Professional Learning* include:

- Increase knowledge and use of feedback routines and formative assessments
- Deepen knowledge and use of equitable and Culturally Responsive Practices
- Grow understanding and use of strategies for meeting students' social and emotional learning needs
- Understanding the historical and present context of racism in our country, communities and institutions

Common themes within *Culture and Community* include:

- Create connections and partnerships with families, with specific emphasis on families of students furthest from educational justice
- Foster an inclusive environment for students and families
- Create opportunities for community building for students

*Andrew Lohman, Echo Lake Elementary Principal*, shared information about his school's plan. At Echo Lake, their vision is to be a learning community that inspires shared leadership, character and kindness. They promote collaborative learning focused on growth and are committed to the success of all students. Mr. Lohman reviewed last year's plan and implementations. Highlights/celebrations of 2019-2020 included the continued development of their first grade reading intervention that fully integrates Title and MLL (multi-lingual learners) services into the classroom; positive staff feedback regarding math implementation plans; improvements in attendance rates and communication with families; and positive parent and student feedback from the educational effectiveness surveys (EES) regarding the ongoing work to create a caring and supportive school environment.

This year's goals are both a reflection of the many changes and events that have transpired since last spring and a continuation of long-term goals centered towards the vision for Echo Lake. In developing these goals, staff reviewed EES/CEE survey data, assessment or student progress data, data from this fall as well as reflections and feedback from parent surveys, PTA and building leadership teams.

Teaching and Learning Goal: Improve student engagement in learning throughout the different phases of instruction this year and continue to work to close the achievement gap for students furthest from educational justice.

Leadership and Organization Goal: Develop systems for building collective efficacy through sharing ideas and collaborating to make teaching and learning visible.

Professional Learning Goal: Provided targeted professional development plans that support improving student engagement while continuing our learning focus on issues of race and equity. Work to improve our collective ability to engage in courageous conversations centered on issues of race.

Culture and Community Goal: Leverage culturally responsive instruction and practices to support student and family engagement.

*Ann Torres, Parkwood Elementary Principal*, shared information about her school's plan for 2020-2021. Parkwood's mission: "Through our core values of Academic Excellence, Community, Collaboration and Respect for Human Differences, Parkwood Elementary School inspires and prepares students to reach their highest potential and live empowered, successful and compassionate lives."

The Parkwood SIP for 2020-2021 is fundamentally based on the demographics of the school. There are approximately 60% of students that identify as being students of color and awareness of that permeates through everything that takes place at Parkwood and through the four goals listed below.

Teaching and Learning Goal: (1) Integrate inclusive classroom and instructional materials that reflect the racial identities of our student body; and (2) Use the Danielson Framework for Teaching and Washington State Student Growth Rubric and tools to identify, plan for, and strategically support sub groups of students. "We know that students are inspired when they open books and materials and curriculum and resources and classroom play items that reflect who they are and it gives a sense of ownership and pride."

The first goal is a result of a grant from Symetra. Two Parkwood teachers were nominated to be Symetra Heroes in the Classroom awards last year, which in turn opened a pathway for submitting a grant. The grant was entitled, “I See Me”, and it was specifically designed to lift up Black and Brown students through materials that reflected their presence at Parkwood. The grant of \$20,000 was allocated towards classrooms and the library. Teachers worked in a rigorous process over the summer to determine what materials would best present daily positive images for students of color.

Regarding the second goal, Parkwood, over the last few years, has been recognized as an outlier for not having a significant race-based achievement gap. Last year, Parkwood was recognized as being in the 99<sup>th</sup> percentile of schools that did not have a Black-White achievement gap and as a result, the Center for Educational Excellence and the Gates Foundation are seeking to study Parkwood’s model in order to see what they are doing to be part of an impressive group of schools that are working in the right direction towards integrating racial equity. There were 2,100 elementary schools across Washington State studied and Parkwood was in the top 32.

Leadership and Organization Goal: Through the integration of school-wide Race and Equity Agreements, Parkwood staff will become community leaders in targeted anti-racism efforts.

Professional Learning Goal: Increase staff knowledge/understanding of racism and discrimination, how they affect students’ academic and social-emotional learning, and systematically apply this knowledge to improve outcomes. This year, 31 staff members volunteered to participate in an intensive book study of Robin DiAngelo’s *What Does it Mean to be White?* They will be delving into how individuals have incorporated concepts within their own existence and also how institutions (school districts) are reflecting institutionalized racism, with the goal of learning how to dismantle that in order to be as inclusive as possible.

Culture and Community Goal: (1) Broaden community stakeholder groups’ understanding of systemic racial injustice and privilege, and (2) Solidify school stakeholder groups’ leadership in foundations of racial and social justice.

*Heather Hiatt, Kellogg Middle School Principal*, shared her school’s plan for 2020-2021. In 2019-2020, there was an intentional focus on preparing for the grades 6-8 middle school and then this fall, welcomed sixth graders onto the campus (virtually).

Teaching and Learning Goal: Increase use of Culturally Responsive Practices and increase the diversity of representations in curriculum, instruction, and learning environments. The social-emotional learning component was added at Kellogg for 2020-2021. Also added was the all honors curriculum in English, social studies and science with the intention of providing all students with that rigorous, engaging curriculum that results in raising the floor and not lowering the ceiling for all students. It had been observed that a lot of our Black and Brown students were not engaging in honors classes in middle school, which would then continue on into high school. Staff wanted to make sure that all students felt successful in honors classes at the middle school level and that they could continue seeing themselves as honors students at the high school level. There has also been a focus on staff/adult representation. Given that the Kellogg staff is mostly White, a number of Black leaders have been invited to lead assemblies and student forums as well as provide learning opportunities with staff around how to engage students of color.

Leadership and Organization Goal: Shared leadership roles amongst staff on BLT, MLL, Equity, PBIS and AVID teams working to close the opportunity gap for our Black and Brown students. Ms. Hiatt highlighted, in particular, the great work being done by the MLL (multilingual learners) and Equity teams at Kellogg.

Professional Learning Goal: Continue to utilize culturally responsive practices, center race and equity in our professional development, and focus on increasing student engagement for our students furthest from educational justice.

Culture and Community Goal: Support the SEL needs of our students through weekly character strong lessons, PBIS systems and affinity groups/forums. Black and Brown boys' forums meet several times throughout the year. The work is continuing with the girls as well. Clubs and other organizations are being formed to bring in student voice and make connections among students.

Director Betnel asked if the presenters could share their experiences with the Board (as fellow policy makers), particularly around dismantling structures, routines and rituals. Ms. Hiatt spoke about the dismantling of the separation between students in grades 6, 7 and 8 honors and non-honors classes in English, social studies and science, which creates a collaborative group whereby students can learn from each other and from their differences and from the diversity in the classroom. She hears parents sometimes say that they never thought their kids could do honors but yet they are now participating successfully in honors. Giving everyone that opportunity is a "massive structural change". She feels once they are able to track the data, positive changes will be seen.

Director Rivera asked Ms. Hiatt for clarification about the middle school honors classes. Ms. Hiatt responded that the intention was for all students to have access to the most rigorous curriculum, which turned out to be the honors curriculum. It doesn't mean more work but rather means they can talk at a deeper level. A different model would involve doing extra assignments to get that honors designation but that's not what this is. With that type of model, the students know who are honors and who are not. With this model, that is not the case and the intention was to create an all-inclusive environment where everyone has access and for it to involve not only the instruction but also the social environment that was created at the middle school level.

Circling back to Director Betnel's question above, Ms. Torres provided an example of dismantling structures at Parkwood. Prior to Parkwood receiving the I See Me grant last year, staff decided to perform an internal audit of their classroom libraries and their school library in terms of determining what were the race-based characters in their books. It is more likely for a student of color to see an animal as the main character than it is for them to see someone that represents them and how they identify racially. Staff were given assignments and partnered together. They would then go into a classroom and randomly pick out 10 books and lay them out. They found that roughly 20% of the books in their classrooms school-wide portrayed students of color as the main character in those books. So that was the research component which identified the problem that they wanted to change and then the grant became available, which enabled them to dismantle an inadvertent structure that had been put in place around exposure.

Mr. Lohman discussed what he viewed as a silver lining to remote learning. As a school, they have reviewed practices in the area of family engagement and the structural barriers to that engagement. Since March, staff has expanded their use of various forms of technology, e.g. Zoom, that they didn't previously know were even available. Echo Lake recently had a family academy focused on providing information and support to their MLL families with translation. Spanish is the second largest language spoken at Echo Lake. He was struck by the ease of translation over a digital platform. Although they would of course prefer to be meeting in person, there was something to be said for connecting with families in their home environment virtually and seeing and hearing them engage in family activities. Mr. Lohman expressed enthusiasm for staff being able to create and translate videos for families to access at their convenience.

Director Rivera asked for examples of how the schools are using culturally responsive practices to help close achievement gaps.

Ms. Hiatt reported that her staff had read Zaretta Hammond's *Culturally Responsive Teaching and the Brain* a couple of years ago. It was a great link to the District's lesson design around launching, which is capturing students' attention at the beginning of the class and using engagement strategies to bring students into the learning. Student engagement is key; thinking outside of the ways we individually might learn and then focus on how individual students engage in learning and ways to activate their brains in different ways. If students feel represented in the learning, they are more engaged and it will be apparent throughout the year in their attendance, their achievement and eventually their success in school. Launch and engagement is a key way in getting students involved in the learning right from the start.

Ms. Torres agreed with Ms. Hiatt and added that staff members are being very deliberate in getting to know each and every one of their students and their families and determining strengths and needs. Staff considers themselves as partners with the families so that student learning doesn't end when they go home.

Mr. Lohman reported that as a result of remote learning this fall they had developed an office intervention team, which is comprised of himself, the family advocate, counselor, and dean. They meet weekly to review attendance, engagement and notes from teachers in order to determine who's attending and who's actually engaging (because there is a difference). They also determine who is best to connect with individual families and how that might work, e.g. Language Line. This process has allowed them to quickly respond to families' needs.

President Jernigan expressed appreciation for the inclusiveness of the middle school all honors model and, in particular, Ms. Hiatt's comments about how students need to be together and by doing so, they learn from their differences. She looks forward to reviewing, as a board member, the structure and the effectiveness of the elementary highly capable model in those terms.

The Board was very appreciative of the information shared in this presentation.

#### September 2020 Financial Reports and October 2020 Enrollment Update

*Presenters:*

*Marla S. Miller, Deputy Superintendent*

*Mark Spangenberg, Director of Finance and Business Services*

Mr. Spangenberg reviewed the September Cash Flow Report, the first of this fiscal year. He reported that the number at the top far right, "current + projected ending fund balance" was the budget figure and would be adjusted once the closing of the books for 2019-2020 occurred. He also reminded the Board that the apportionment from the state is based on budgeted enrollment for September through December, but is based on actual enrollment beginning in January. In February, the state updates for transportation based on ridership. With the significant decrease in ridership due to remote learning, this year the state actually distributed revenue at the beginning of the fiscal year, but will take it back in February. There is the possibility that could change during the next legislative session; however, the District is not counting on that changing.

Director Betnel brought up the transportation funding miscalculation from two years ago that the state was supposed to be reimbursing to school districts. Mr. Spangenberg reported that had occurred last year (2019-2020) in a hold harmless allocation that amounted to approximately \$400,000 for Shoreline. Director Betnel understood that there might be more coming.

Ms. Miller explained that this was the first monthly report of the 2020-2021 fiscal year. Due to payroll processes that require including August pay in the previous fiscal year ending August 31, Mr. Spangenberg was nearing the completion of closing the books on 2019-2020. Preliminary estimates indicate that Mr. Spangenberg's projections for the ending fund balance for 2019-2020 are very close to the budgeted beginning fund balance for 2020-2021, which is good news.

Mr. Spangenberg noted the \$412,023 in “other financing sources”, which is typically high in September due to the annual Tech Levy reimbursement for software licenses. Additionally, the far right column now reflects the extra \$1 million that is added to revenue and \$1 million for expenditures to account for any additional grants during the year.

Director Rivera asked if the unassigned fund balance listed as \$5,045,777 on the Cash Flow Report was higher than normal. Ms. Miller responded no and that it was very close to projected.

Director Betnel inquired about the lower amount for classified salaries in September compared to the projected amount for the remaining months of the fiscal year. There are several employee groups that are paid after the fact off time sheets, particularly in the classified area. Time sheets are collected in September and are paid in October but it is really August pay. This occurs every year—the September payroll for classified salaries is less than the remainder of the year. This year, there are a number of classified employees who have been temporarily furloughed so there may not be as much of an uptick as normal until the District is able to convert to hybrid learning mode. This will affect certificated salaries as well.

Ms. Miller reviewed the October enrollment, particularly the “average less budget” column. For October, the District is 173.62 FTE below budgeted enrollment at the elementary level, 8.93 below budget at the middle school level and 84.38 above budget at the high school level, for a net total of 98.17 below budgeted enrollment, which equates to just over \$1 million. As a reminder, the state funds districts on average annual enrollment, so when districts lose enrollment over the course of the year, the average annual enrollment continues to drop. Typically, the elementary and middle school numbers stay fairly steady over the course of the year; high school numbers often decline.

Director Rivera asked about whether the Running Start enrollment was more or less than normal. Ms. Miller referred to the enrollment report which reflected the budgeted amount of 229 FTE and the current FTE for October of 251.65, so it is over budget by 22.65.

President Jernigan asked for an explanation of how average annual enrollment is calculated. Ms. Miller explained that in September, districts across the state report their first month of enrollment on the fourth day of school. Every month after that, districts report on the first school day of each month. Every month those numbers are averaged and then in January, the state adjusts our funding to represent the actual annual FTE enrollment rather than the budgeted FTE. The state doesn’t take it all back at once but the result is a gradual reduction from what was collected at the beginning of the school year. Shoreline, as a school district, has had a strong record of not having much of a loss of enrollment over the school year. However, in recent years, there has been more mobility in the area so the trend of retention from September through June isn’t as strong as before.

Director Betnel asked if the large decline at the elementary level and very small decline at the middle school level was a result of the 6<sup>th</sup> graders moving to middle school. Ms. Miller responded that some of it was, but she also said there are other factors, e.g. the number of new kindergartners in any given year. She stated that next time she would share a report with the Board regarding “cohort survival”. Mr. Spangenberg has already begun to prepare enrollment projections for next year, which will be shared in January.

President Jernigan asked for clarification on the Home Education Exchange (HEE) program in terms of projected enrollment (117) versus actual (138). This year there has been more interest in HEE as a result of remote learning. Some of these additional students were already enrolled in Shoreline in another building and some were new students from out of district. There was more space at Aldercrest (since the renovation) and the team asked for the ability to accept more students.

**Board Requested Discussion**

Director Rivera requested that there be another board retreat in the near future in order to develop and cultivate relationships with the two new board members. President Jernigan wholeheartedly agreed and reported that could take place some time after the new board members were sworn in on December 7.

**Action Items**

Appointment of Board Members for District 2 and District 3

*Rebecca L. Miner, Superintendent, presented.*

President Jernigan announced that she was incredibly grateful and honored to be a part of the process for selecting and appointing two new board members. At a time when each and every one of us is experiencing increased demands, 15 incredibly smart, talented, passionate and impressive community members stepped up and answered the call to serve on behalf of the students and families of Shoreline and Lake Forest Park. She wished that all could be appointed. On behalf of the Board, she extended her sincere gratitude for their bravery, ideas and engagement in this process.

MOTION NO. 16: Director Rivera moved that the Board appoint Emily Williams for Director of District 2. The motion was seconded by Director Betnel. Superintendent Miner performed a roll call vote; the motion carried unanimously with 3 yes votes.

MOTION NO. 17: Director Betnel moved that the Board appoint Lama Chikh for Director of District 3. The motion was seconded by Director Rivera. Superintendent Miner performed a roll call vote; the motion carried unanimously with 3 yes votes.

Adoption of Revisions to Policy 2130, Student Assessment and Program Evaluation

*Presenters:*

*Marla S. Miller, Deputy Superintendent*

*Mark Spangenberg, Director of Finance and Business Services*

The revisions to Policy 2130, Student Assessment and Program Evaluation, were presented to the Board for first reading at the October 19 regular meeting. There have been no requests for further revisions since that time.

It was the recommendation of the Superintendent that the Board adopt the revisions to Policy 2130, Student Assessment and Program Evaluation, as presented and to be effective as of November 2, 2020.

MOTION NO. 18: President Jernigan moved that the Board adopt the revisions to Policy 2130, Student Assessment and Program Evaluation, as presented and to be effective as of November 2, 2020. The motion was seconded by Director Betnel and carried unanimously.

Adoption of Revisions to Policy 3144, District Notification of Juvenile Offenders

*Rebecca L. Miner, Superintendent, presented.*

The revisions to Policy 3144, District Notification of Juvenile Offenders, were presented to the Board for first reading at the October 19 regular meeting.

It was the recommendation of the Superintendent that the Board adopt the revisions to Policy 3144, District Notification of Juvenile Offenders, as presented and to be effective as of November 2, 2020.

MOTION NO. 19: President Jernigan moved that the Board adopt the revisions to Policy 3144, District Notification of Juvenile Offenders, as presented and to be effective as of November 2, 2020. The motion was seconded by Director Betnel and carried unanimously.

Adoption of Revisions to Policy 3209, Students: Sexual Harassment

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

The revisions to Policy 3209, Students: Sexual Harassment, were presented to the Board for first reading at the October 19 regular meeting. Ms. Mendoza reported that she had no requests for any additional revisions.

It was the recommendation of the Superintendent that the Board adopt the revisions to Policy 3209, Students: Sexual Harassment, as presented and to be effective as of November 2, 2020.

MOTION NO. 20: President Jernigan moved that the Board adopt the revisions to Policy 3209, Students: Sexual Harassment, as presented and to be effective as of November 2, 2020. The motion was seconded by Director Betnel and carried unanimously.

Adoption of New Policy 4300, Limiting Immigrant Enforcement in Schools

*Rebecca L. Miner, Superintendent, presented.*

New Policy 4300, Limiting Immigrant Enforcement in Schools, was presented to the Board for first reading at the October 19 regular meeting. Suggested changes by a board member had been implemented for this second reading and were vetted by legal counsel.

It was the recommendation of the Superintendent that the Board adopt new Policy 4300, Limiting Immigrant Enforcement in Schools, as presented and to be effective as of November 2, 2020.

MOTION NO. 21: President Jernigan moved that the Board adopt new Policy 4300, Limiting Immigrant Enforcement in Schools, as presented and to be effective as of November 2, 2020. The motion was seconded by Director Betnel and carried unanimously.

**School Board Reports and Communications**

President Jernigan offered a brief report regarding what the Board had recently learned around negotiations with the Shoreline Education Association on the impacts of implementing a hybrid instruction model. The District and SEA had established a commitment to have the remaining hybrid agreements finalized by November 10 and a bargaining schedule to ensure that happens.

Director Betnel reported that she had virtually visited a fifth grade class at Ridgecrest Elementary at the invitation of the teacher. “It was an absolute delight to visit this class!” She joined a discussion on the topic of elections and democracy and engaged in a question and answer format with the students about her own experiences in running for the school board. She also noted how interesting it was to see the inner workings of a virtual classroom. She expressed gratitude to Molly Boone for the invitation. Director Betnel also attended a NUHSA meeting on the topic of Best Starts for Kids, a grant program offering supports for students and families, P-12. She stated she would send a follow-up presentation to Superintendent Miner to share with the rest of the board members. She and Ms. Miner had a brief call with Rep. Cindy Ryu and have scheduled a follow-up call. Lastly, she and her family enjoyed Shorewood High School’s delightful virtual production of *Radio Plays*. President Jernigan agreed and gave a “hats off” to all the Shorewood thespians involved.

Director Rivera gave a heartfelt thank you to all the school board applicants. She very much enjoyed the entire process and looks forward to working with those individuals in some capacity in the District, moving

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forward. She gave a warm welcome to new board members, Emily Williams and Lama Chikh as well as new student reps, Mareshet Pulliam and Raphael Berhane—she looks forward to getting to know them better.

Mareshet Pulliam, Shorecrest senior, reported that she had been busily completing college applications and was looking forward to sharing student perspectives with the Board during her term. President Jernigan expressed her excitement in welcoming the students and stated: “Participation is how we demonstrate our respect for our institutions.”

Raphael Berhane, Shorewood senior, stated he also was looking forward to providing unique student perspectives that he hopes will be helpful to the Board in their decision-making process.

Director Rivera stated that she was looking forward to hearing the students’ thoughts on agenda items and sharing what’s happening in their respective schools as well as what students feel is important for the Board to consider.

Director Betnel encouraged the students to feel comfortable in speaking up, particularly when presenters and other board members ask questions as that invitation extends to them also; the Board is very interested in hearing their input. They should feel free to ask questions as well.

**Executive Session**

None

Adjournment: 8:57 p.m.

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Meghan Jernigan, Board President

Attest: December 7, 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.**