

BOARD MEETING MINUTES

November 5, 2018

Call to Order

President David Wilson 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 November 5, 2018, followed by the flag salute.

Roll Call

Present: David Wilson, President; Mike Jacobs, Vice President; Heather Fralick, Member; Dick Nicholson, Member; Dick Potter, Member (*attended remotely via conference phone*); and Saagar Mehta, Shorewood Student Representative. Soumya Keefe, Shorecrest Student Representative, was in the audience. President Wilson welcomed the Shorecrest Civics students who were also in the audience.

Approval of Minutes

The minutes of the October 22 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) Cascade K-8 - \$6,500 – Cascade K-8 PTSA – Nature in Our Neighborhood Class
 - 2) Lake Forest Park Elementary - \$28,220 – Lake Forest Park PTA – Various ASB and General Fund Projects
- b. Adoption of Resolution 2018-21, Certification of 2019 Excess Property Taxes
- c. Approval of 2018-2019 VEBA Memorandum of Understanding with Shoreline Education Association
- d. Approval of Close Out Documents for Ronald Wastewater Developer Extension Agreements for Shorecrest and Shorewood High School Construction Projects
- e. District-Wide Projector/Speaker/Document Camera Replacement Project – Approval of Change Order #01 – Advanced Classroom Technologies
- f. North City Campus Modernization Project, Phase 2 – Approval of Change Order #03 – Western Ventures Construction, Inc.
- g. Approval of Extended Field Trips
- h. Approval of Personnel
 - 1) Certificated
 - 2) Classified
- i. Approval of Payroll and Vouchers

MOTION NO. 5: Mr. Nicholson moved that the Board adopt the consent agenda, which is attached hereto and becomes a part hereof. The motion was seconded by Mr. Jacobs and carried unanimously.

As of November 5, 2018, the Board, by a unanimous vote, approved for payment those vouchers described as follows: October Payroll Warrants #446195-446235 and Electronic Transfers in the amount of \$11,012,806.28; Reconciliation of Warrants Issued Between October 12 and October 19, 2018 - General Fund Warrants #73612-73627, 73636-73660, 181900187-181900199, 73700-73702, 73710-73872 and 181900200-181900253, in the amount of \$437,157.61; Capital Projects Fund Warrants #73628-73635, 73661-73669, 73703-73709, 73873-73880 and 181900254, in the amount of \$4,478,648.85; Student Bond Fund Warrants #73670-73698, 738801-73902 and 181900255-181900266, in the amount of \$52,780.36; and Private Purpose Trust Fund Warrant Number 73699, in the amount of \$52.85; for a grand total of \$15,981,445.95.

President Wilson expressed gratitude on behalf of the Board for the two generous donations, one from the Cascade K-8 PTSA in the amount of \$6,500 for a nature class, and another from the Lake Forest Park PTA in the amount of \$28,220 to be used for various ASB and General Fund projects.

Reports and Presentations

Career and Technical Education (CTE) Update

Dr. Dan Gallagher, Director of CTE, presented.

Dr. Gallagher began with an overview of the classes that comprise CTE in Shoreline, which are as follows:

- Robotics and Engineering
- Culinary Arts
- Auto Technology
- Computer Science
- Business and Marketing
- Psychology
- Health for Life
- Digital Photography
- Video Production
- Annual and Yearbook
- Jewelry and Metals
- Personal Finance
- Middle School Robotics and Engineering

As far as what defines a course as CTE, there are three main factors:

- 1) *Applied learning with relevant career skills and career exploration within a program pathway*
All course frameworks must be approved by OSPI under career cluster categories with nationally categorized course codes.
- 2) *Rigorous academic content*
Equivalency credit in other core subject areas, e.g. math, science, for some courses
Dual credit (college credit) through postsecondary articulations for some courses
- 3) *Extended learning and student leadership*
Statewide student organizations, e.g. DECA, FIRST Robotics, Technology Student Association
Equivalent experiences, e.g. Culinary Arts programs

In order to support high school graduation and postsecondary success, CTE assists in the following ways:

- One credit of “Occupational Education” (CTE) is required for graduation
- With the new graduation requirements, up to one of the two required art credits or both of the two world language credits can be achieved through the “Personalized Pathway” option. If a student’s High School and Beyond Plan clearly articulates that two credits of art or two credits of world language are not required, the student can substitute those with courses more closely aligned with his/her future direction, which may include CTE courses.
- Equivalency credit with other core subject area requirements – each course must have core academic content embedded in it; in some cases there is so much of this content, e.g. engineering, so there are sufficient amounts of math and science that students can earn bona fide high school math or high school credit and CTE credit at the same time, thus keeping the learning rigorous; this also provides more flexibility for their scheduling options.
- College credits articulated with community colleges – currently the District has 15 community college courses articulated with various colleges in the region. If students earn a B or better in their high school CTE course, they will earn those bona fide credits at the community college level, articulated with specific course names.

One challenge for CTE courses involves staying contemporary with the real world. This challenge is met in a number of ways:

- Each course is tied to a specific program advisory committee with industry representatives and others; they meet approximately three times per year and they evaluate the programs across curriculum, equipment and facilities. There is a similar structure at the overall program level—the general advisory committee, which also meets three to four times per year.

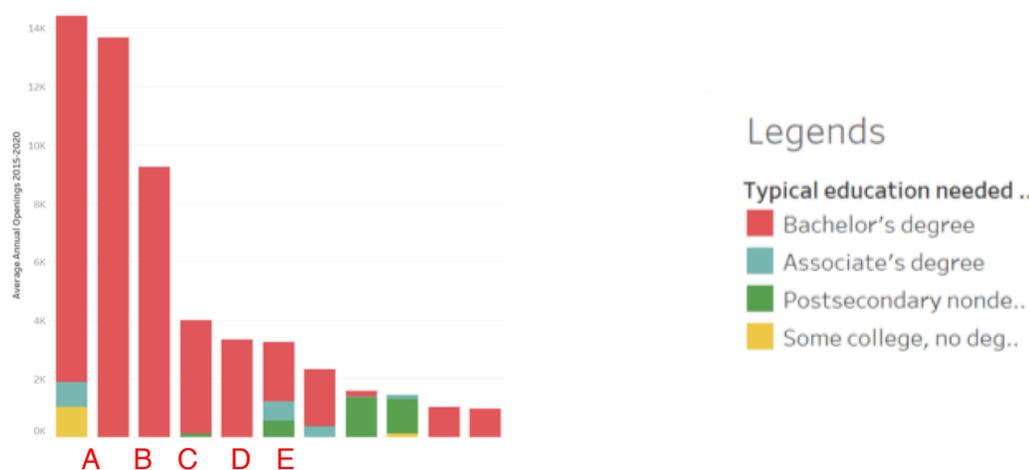
- Due to the scrutiny around CTE courses, which is more than any other high school course, districts must apply and receive approval from the state, showing them the actual course content (frameworks). This is done every five years for each course.
- Instructors have required industry experience.
- Enhanced funding through a state allocation formula as well as the federal Carl Perkins grant allocation.

Another lens used to evaluate the appropriateness and relevance of programs is a review of the actual opportunities afforded students after they graduate—what are the high-demand, living wage career fields for which our students are being prepared? Staff reviews labor market data to determine where our programs are leading, e.g., what jobs are available with a bachelor’s degree, or with an associate’s degree or below? Programs are evaluated and new partnerships are established based on these sectors. The chart below, from the Employment Security Department was shared with the Board.

King County >= \$50,000 average salary, with bachelor’s degree

Job Projections: Separations

Occupation Series



- A. Software developers
- B. Business and financial operations
- C. Graphic designers, public relations, multimedia animators
- D. Educators
- E. Healthcare practitioners

Dr. Gallagher also shared information regarding where Shoreline students go after graduation. Approximately 80% of Shoreline high school graduates enroll in postsecondary education within one year, and half of these students enroll at the University of Washington or Shoreline Community College.

	2014	2015	2016
Public 4-year			
University of Washington	21%	19%	22%
Western Washington University	8%	8%	7%
Washington State University	8%	5%	3%
Public 2-year			
Shoreline Community College	27%	29%	30%
Edmonds Community College	2%	3%	2%
North Seattle College	2%	3%	2%

<http://www.erdcddata.wa.gov/hsfb.aspx>

Given that so many Shoreline students attend Shoreline Community College upon graduation, Dr. Gallagher created a merger between the District's CTE General Advisory Committee and the College's SCC Workforce Advisory Committee. This results in more effective articulation from high school through college and into careers and sharing of resources; more effective recruitment of advisors with resources and expertise; and more authentic improvement work, in addition to compliance-oriented activities.

CTE district-wide goals include:

- Developing more guided pathways from high school CTE through postsecondary
- Increasing worthy credential attainment and "stackable certificates," starting in high school
- Expanding support for high school graduation
- Exploring worksite learning opportunities for academic credit

Shoreline was recently awarded a competitive grant from OSPI in the amount of \$55,438 as part of the K-12 computer science initiative to build pathways for each and every student across the District. The main strategy is through professional development (PD).

- Elementary - 75 teachers will receive one day of Code.org training
- Middle school – 7 days of PD for approximately 6 staff at each middle school to learn and develop implementation models
- High school – TEALS industry partnership (in-kind) – organization that offers imbedded mentors for computer science teachers

This was all possible through teaming between the leadership of CTE, Equity, Instruction, and IT. Dr. Gallagher emphasized the District's focus on equity, stating, "This is an equity-oriented initiative that happens to use computer science because it is so important for our students." Evidence of this is seen in the following ways:

Elementary school

- Targets gaps in professional development experience for equitable outcome – 75 spots are not distributed equally or on a first-come, first-serve basis but spots are targeted at teachers who have not received training in the past so that by the end of this school year, every elementary school will have at least two staff at the primary level and two staff the intermediate level who have had training

Middle school

- Representative teams learn about equity issues as they design feasible implementation plans for equitable computer science
- Applies Board Policy 0150, Race and Equity
- Follows ongoing 6-8 middle school committee
- Additional focused professional development for staff in June 2019 based on plans developed by initial teams during the school year

Director Potter asked how many CTE students are involved in the worksite learning program and how are they graded. Dr. Gallagher responded that at this time there are none. He anticipates that when it starts, it will be a small number among students that already have jobs that qualify and connect to a pre-requisite CTE class. Grading will be on a pass/fail basis. Staff members who are certified in worksite learning coordination (certificate) have a certain number of times they need to meet with the employer to jointly develop an evaluation plan and evaluate the site to ensure it is a good learning environment for the student.

From an equity perspective, Director Potter asked how the District would address dress code issues, e.g. if a workplace requires students to dress up, how would it be made equitable for less fortunate students to qualify and appear in a professional manner? The District would not be funding those resources; however, if that became a barrier, Dr. Gallagher shared that in his experience, employers and philanthropists are typically more than willing to donate.

Director Nicholson asked for more information on “stackable certificates.” By way of example, Shoreline Community College uses “certificates of completion”, another layer of certificates as well as associate’s degrees. A student may need 10 courses to earn the associate’s degree, but for the first three of them, a certificate of completion is awarded (project management course is one example). At each step along the way, additional certificates with higher credentials are awarded.

Dr. Gallagher provided some clarity for Director Fralick regarding the federal Carl Perkins grant allocation based on a formula that the District receives, which is different from the individual Perkins grants that college students receive.

First Reading: District Instructional Materials Committee (DIMC) Recommendations

Maria Stevens, Director of Teaching and Learning, presented.

Ms. Stevens presented the following English Language Arts materials for first reading:

- *The Stars Beneath Our Feet* - supplemental to core, grades 7, 8; ELA committee expressed no concerns about the title, describing it as highly engaging and age-appropriate. Although race is not a main theme, this book positively depicts racial diversity evoking empathy and understanding in students
- *Piecing Me Together* – supplemental to core, grades 7, 8; although there are some general age-appropriate references to sex as well as vernacular, the ELA articulation committee expressed no concerns; this novel tackles issues around race and identity depicting teens using communication to bridge understanding of each other
- *All American Boys* – supplemental to core, grade 9 and 9 honors; written in tandem by two award-winning authors, the novel shares the alternating perspectives of two men (one black and one white) inspired by recent controversial events and the national firestorm over police brutality; ELA articulation committee found the title highly engaging and developmentally appropriate for 9th grade, emphasizing great dialogue and powerful scenes throughout the book; concerns of the committee included references to drinking and use of vernacular as well as to the way the females are objectified; the Committee emphasized that pre-teaching and building background knowledge around controversial issues are essential in preparing the students to understanding the novel
- *The Hate U Give* – supplemental to core, grade 9 and 9 honors; although there was concern about the length of the book (500 pages) to cover during class, the format and style of writing make it an easy, engaging read; additional feedback of ELA articulation committee included the use of vernacular and some sexual overtones (considered age-appropriate)
- *Born a Crime* – core, grade 10 and 10 honors; ELA articulation committee notes that although the text offers great discussion points and is relatable, especially to growing population of racially mixed families in Shoreline, it is an adult novel written with strong use of vernacular; the committee emphasized that pre-teaching and building background knowledge around complex issues related to race, culture and religion are essential in preparing the students to understanding the novel. Pages 194-199 have raised concern that the text may be interpreted as anti-Semitic. After discussing further and receiving feedback from Jewish members in the community, DIMC has concluded, that the controversy represents the ideal of perspective and power and does not support anti-Semitism. As such, it would be appropriate for 10th grade students.

Director Fralick asked if “flexible novel unit” refers to the teacher selecting a novel for the entire class to read or is it students selecting a novel from a list to read individually. Ms. Stevens responded that teachers would provide different novels for students to select and then they would operate in a book study, so there is flexibility and students have a choice.

Minutes – November 5, 2018

Ms. Stevens provided the Board with some posters from students in support of the text, *Piecing Me Together*.

These DIMC recommendations were presented for first reading and will be brought back for possible adoption at the Board's November 14 regular (business only) meeting.

Board Requested Discussion

None

Comments from the Community

The following individual spoke:

- Kendahl Adjorlolo, SESPA Co-President – Speaking as a citizen, encouraged all to get their ballots turned in!

Action Items

Superintendent Miner announced that there were two action items and that the third one (see below) had been pulled from the agenda.

Approval of 2018-2019 Career and Technical Education (CTE) Annual Plan

Dr. Dan Gallagher, Director of CTE, presented.

Based on the input from the Program-Specific Advisory Committees and the ongoing input from the General Advisory Committee, a primary goal for the Shoreline CTE program is to increase articulations with Shoreline Community College and other postsecondary pathways. Progress on the plan to increase dual credit opportunities and postsecondary pathways with Shoreline Community College will be presented for feedback to the General Advisory Council throughout the year.

Additional plans for the 2018-2019 school year include:

- Developing more guided pathways from CTE through postsecondary options
- Increasing credential attainment and "stackable certificates," starting in high school
- Expanding support for high school graduation
- Exploring worksite learning opportunities for academic credit

It was the recommendation of the Superintendent that the Board approve the 2018-2019 Career and Technical Education (CTE) Annual Plan.

MOTION NO. 6: Mr. Jacobs moved that the Board approve the 2018-2019 Career and Technical Education (CTE) Annual Plan. The motion was seconded by Ms. Fralick and carried unanimously.

Aldercrest Campus Modernization Project – Request to Increase Total Budget

Presenters:

Marla S. Miller, Deputy Superintendent
Dan Stevens, Manager of Capital Projects
David Mount, Principal, Mahlum Architects

Ms. Miller announced that the Board was being asked to approve an increase to the budget for this project, from \$26,000,000 to \$31,500,000 (as detailed in the board background and accompanying memo). This increase is primarily due to the fact that the District is renovating an existing building and subsequently finding a number of different conditions on the ground than were available when doing the initial feasibility

and design work. The fact that these additional conditions have come up as well as the change in the bid climate over the last two years, which prompted a rejection of bids and splitting up of smaller projects, has resulted in hitting the escalation of costs currently being seen in the construction industry.

In retrospect, District staff will re-examine all aspects of this modernization project to determine where cost estimates could have been more accurate and perhaps bid alternates could have been used to provide separate budget decision-points.

Ms. Miller stated that she wanted to publicly acknowledge that the leadership of Chrisy Francescutti (Cascade K-8) and Ron Jones (Home Education Exchange) has been phenomenal. “The instructional program has moved forward without a hitch in spite of the fact that they have been living in a construction zone.”

Director Nicholson asked if the frontage requirements would be part of Phase 2. No, it will most likely be a separate bid through a landscaper.

Director Jacobs asked who initially determined that the project budget would be \$21,000,000. Mr. Mount (Mahlum Architects) responded that it was The Robinson Company, one of their consultants specializing in cost-estimating and construction management in the public sector. It came at a very challenging time in the construction market and was further exacerbated by the breaking up of the work into smaller projects. Ms. Miller added that this company has been used many times in the past, as have other school districts, and they have done excellent work. Two factors—the cost escalation, together with the extra work added to the project than initially anticipated—contributed greatly to this situation. Director Jacobs also asked if we were still under the cost of what a new building would have been, to which Ms. Miller responded, “Absolutely.” She added that the total cost for building the new Parkwood Elementary is \$46.9 million, which is significantly more than the \$31.5 million for this project. As a reminder, Aldercrest campus is receiving four new classrooms and an outdoor play area, all of which will make it more similar to the other elementary schools in the district.

It was the recommendation of the Superintendent that the Board authorize the revision to the total budget for the Aldercrest Campus Modernization Project, as presented.

MOTION NO. 7: Mr. Nicholson moved that the Board authorize the revision to the total budget for the Aldercrest Campus Modernization Project, as presented. The motion was seconded by Ms. Fralick and carried unanimously.

~~Authorization to Issue Public Notice of Intent and Schedule a Public Hearing Regarding the Lease of a Portion of Shoreline Center to Sound Transit~~ **THIS ITEM WAS PULLED FROM THE AGENDA.**

School Board Reports and Communications

Ms. Keefe reported that the end of first quarter occurred at Shorecrest the previous week so quarterly grade reports are being finalized and sent out to families. Fall sports are ending—girls swim and dive, co-ed cross country, boys tennis and girls soccer all advanced to the state bracket and girls volleyball and boys football made it into district competition. The fall play, *Pride and Prejudice*, opens on Thursday, November 8 and runs through November 18. Some of the Shorecrest seniors will be voting for the first time in Tuesday’s election (November 6). The second Race and Equity Forum took place last week and was a success. The Veterans Day Assembly will be held on Thursday, November 9 at 9:30. The second Student Council meeting was held on October 25; a few new clubs were approved, including Scuba Diving Club and History Club, which could potentially mean extra credit for members. The Lip Dub, which occurs every two years, is in the planning stages. Seniors are busy working on college applications.

Minutes – November 5, 2018

Mr. Mehta reported that the first “Together” series of the year was held at Shorewood last week on the topic of how to have a conversation, especially with someone you disagree with, so the students who attended learned 10 specific ways to have better conversations. Earlier in the day, the Husky vs. Cougar Food Drive began—students are encouraged to bring in dog food to support the Huskies and cat food to support the Cougars—a fun competition that will run through November 16. On Thursday, November 8, seniors will be ordering caps and gowns for graduation, the mobile dental clinic will be on site, and the fall play *Radium Girls*, opens at 7:00 p.m. and he will be serving as the house manager. The Veterans Day Assembly takes place on Friday, November 9. The third Student Council meeting of the year is coming up and students are looking forward to reviewing classroom feedback. Winter sports begin on Monday, November 12.

Mr. Nicholson attended the Fircrest School Master Development Plan meeting last week and met with the Facilities Director, who has requested that the school district be a stakeholder in the process.

Ms. Fralick attended the Shorecrest football game on Friday night and enjoyed the honoring of the seniors. On October 31, she attended the Harvest Party at Cascade K-8, toured the Central Kitchen and District Warehouse, and later in the day, met with Marcus Gregory, Director of Maintenance and a few of his staff. She was very much impressed in the food service and warehouse operations, stating that it is a well-oiled machine and the staff work very well together. She concluded by encouraging all to vote!

Mr. Jacobs attended the Shorewood vs. Arlington football game, the Shorecrest girls soccer game, and the Shorewood vs. Lake Washington playoff football game but was disappointed that the Shorewood band was not in uniform and remained on the track during halftime. Flags, cheer and drill all did a great job and it was fun to see some post-season football in the District.

Mr. Wilson congratulated Saagar Mehta, who was named Shoreline Rotary Student of the Month. He reported that he had recently met with Shoreline Mayor Hall and he had watched the same football games that Mr. Jacobs mentioned.

Adjournment: 8:03 p.m.

Michael Jacobs, Board Vice-President

Attest: November 14, 2018

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.