

BOARD MEETING MINUTES

August 30, 2021

Call to Order

President Jernigan called the Special Board Meeting of the Shoreline Board of Directors to order in the Shoreline Room of the Administrative Offices at the Shoreline Center at 7:00 p.m. on August 30, 2021. This meeting was also available to the community via Zoom.

Roll Call

Present: Meghan Jernigan, President; Rebeca Rivera, Vice President (*via Zoom*); Sara Betnel, Member; Sarah Cohen, Member (*via Zoom*); and Emily Williams, Member (*via Zoom*).

President Jernigan announced that the Board had asked the District to collect some preliminary information about who in our community is interested in the PSESD online learning option across grades, schools, program status, including disaggregated demographic information so that the Board can make informed decisions prior to entering into service agreements. The Board has had an opportunity to review the survey results and earlier this date, received an analysis of fiscal impacts.

President Jernigan offered some context for the discussion. "In 2017, the Shoreline School Board adopted the Race and Equity Policy 0150, where the District committed to eliminating racial disparity and disproportionality in all aspects of our educational system. As a part of that commitment, the District agreed to develop and strategically use the Shoreline Race and Equity Impact Decision Making Tool, approved by the advisory team in December of 2017. The purpose of this tool is to involve everyone in Shoreline Schools to learn, think and address how race and equity impacts choices and instruction, programming, staffing, and especially for the Board, how race and equity impacts choices on funding and policy. We have welcomed a new superintendent this July to the District, who together, with the Board, will prioritize a special training on the application of this tool, which does include more information about the background and its inception. We will do this fully recognizing that members of this board we're not serving in 2017. For this evening's discussion, I want to encourage my fellow board members to please consider this tool as a resource as we make decisions about how to allocate deeply limited and strained resources. We are a board of five and a team of six and I believe strongly that the wisdom is in the collective here."

Presentation of Puget Sound Educational Service District's (PSESD) Online Learning Cooperative and Review of District Survey Results

Presenters:

Dr. Susana Reyes, Superintendent

Marla S. Miller, Deputy Superintendent

The purpose of this meeting was to:

- Provide information about a potential K-5 online learning option through a cooperative with the Puget Sound Educational Service District (PSESD)
- Provide results from the survey administered to K-5 families to learn more about the level of interest in this possible option
- Invite the Board to discuss, ask additional questions, deliberate, and consider taking action on approving the District contracting with PSESD for this program

Dr. Reyes provided some background for holding this special board meeting.

- Current state requirement for K-12 education calls for full-time, in-person learning for all schools
- The COVID-19 pandemic continues to evolve
- There is increased interest in an online learning option by some families
- The District does not have the staffing or fiscal resources to offer a remote learning option like the one that was offered during the spring of 2021

Special Board Meeting Minutes – August 30, 2021

- The Puget Sound Educational Service District (PSESD) has recently developed an online learning cooperative that districts may join
- The District administered a survey to families of students in grades K-5 to determine the level of interest in the program offered through a cooperative with the PSESD

K-12 program allows students to engage in academic learning through a platform called Edgenuity. Highlights of the online cooperative include:

- Students stay enrolled in the District
- K-5 learning option for 6 courses per semester
- Edgenuity provides Washington State certified teachers
- Implementation and technical support provided to districts
- Edgenuity teachers are available but the learning program is primarily asynchronous
- Edgenuity teachers will have office hours
- Parents serve as *learning coaches* and facilitate and support the student in the course
- Some workbook materials are provided
- There is a 14-day grace period for withdrawals without penalty

Dr. Reyes reviewed the school district responsibilities for participation in the online platform.

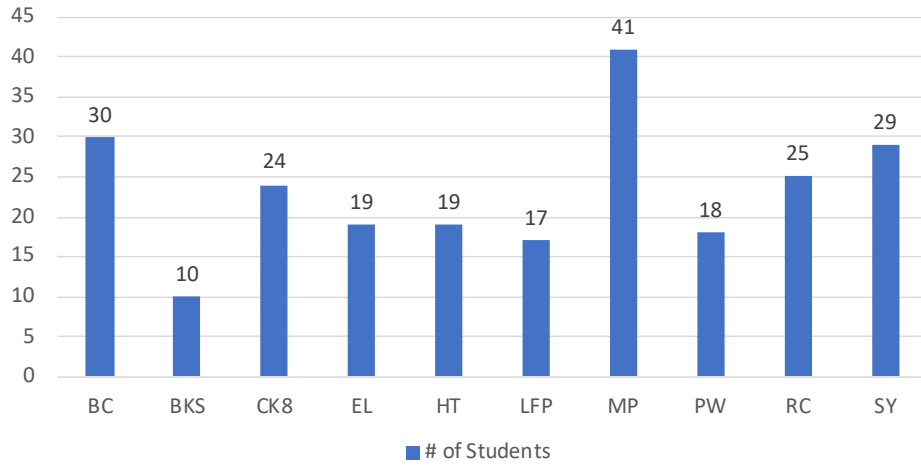
- District assigns a liaison to be the point of contact with PSESD
- Program falls under Alternative Learning Experience (ALE)
 - Responsible for ensuring compliance with ALE requirements to claim enrollment referenced in Chapter 392-550 WAC
 - Requires District to carry out specific reporting and monitoring processes
 - Track weekly contact, progress and intervention
 - Provide monthly progress reviews with families
- There must be a Washington State Learning Plan (WSLP) for each student and there are specific rules related to how the District reports enrollment for apportionment. It is funded only up to 90% of a 1.0 full-time equivalent (FTE).
- District must apply to OSPI for authorization as a “single district” online program; approval time is one to two weeks
- One-time district base fee is \$5,000
- \$2,013 per semester per student (\$4,026 per full year), for 6 courses—5 core and 1 elective; choices include Language Arts, Mathematics, Science, Social Studies, Health and P.E., Art, Technology and Music
- Administer all educational support elements including;
 - Access to school counselors, social workers, nurses
 - Tiered systems of supports
 - Nutrition services
 - Transitional Bilingual Education Program (TBIP)
 - Highly Capable
 - Truancy
 - State assessments
 - Ensuring accessibility to the program for students with disabilities
 - Management of 504 plans
 - Onsite provision of IEP services
 - Other services as needed

Remote Learning Survey Results

There were a total of 961 survey submissions; 190 families with 235 students preferred the PSESD remote program.

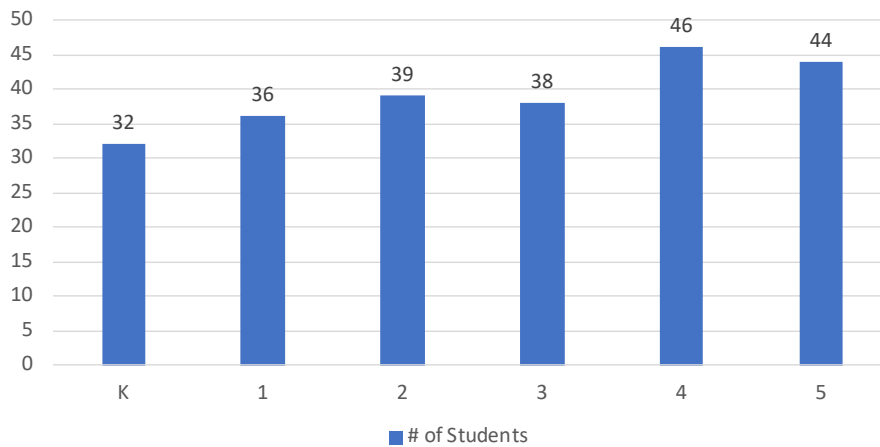
Special Board Meeting Minutes – August 30, 2021

Number of Students by School

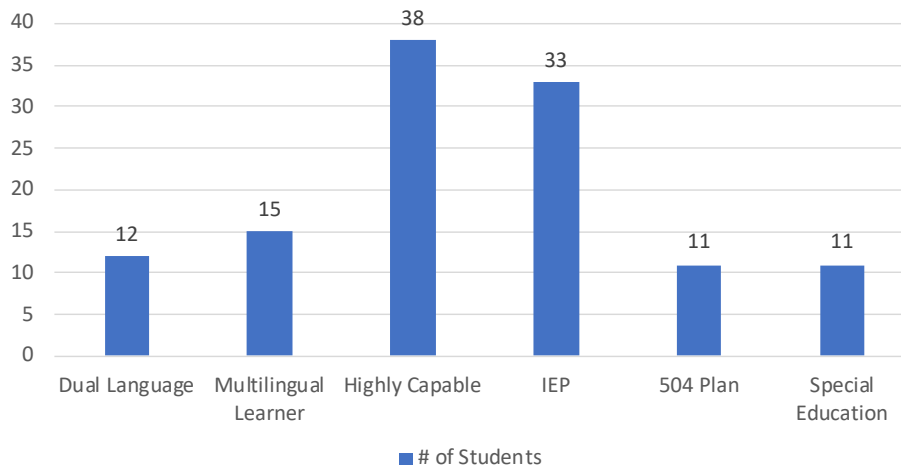


*N size for Home Education Exchange too small to report.

Number of Students by Grade Level

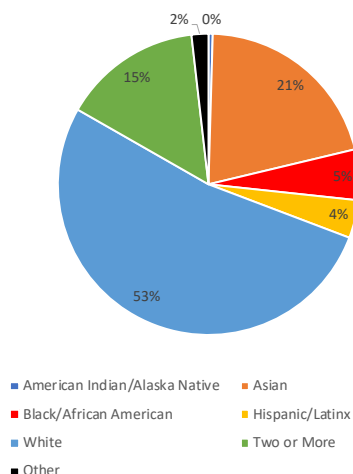


Number of Students by Special Program



*N size for Learning Assistance/Title I too small to report

Student Ethnicity (survey responders)



Overall Student Population



Source: OSPI Report Card

Next steps include potential action by the Board. If approved, the District will meet with PSESD staff to determine final details of the agreement (a draft was provided in the board members’ packets); determine final infrastructure needs and costs; contact families to confirm their intent to enroll their child in the program; establish a registration process and determine a start date.

Estimated Financial and Staffing Impacts of Remote Cooperative Option

Marla S. Miller, Deputy Superintendent, presented.

Revenue Estimates

For the 2021-2022 school year, state funding per student/year is \$9,883. The survey indicates that 235 students would be interested in the PSESD remote learning option. If 235 students unenrolled entirely from the District, it would mean a reduction in revenue of \$2,322,561 (100% of that funding would go with the students). If they were to enroll in the PSESD option, OSPI would fund at a maximum of 90% of the funding per student, so \$2,090,305 would stay with the District for those 235 students.

On the expenditure side, the District would have payments to join the cooperative as follows:

- \$5,000 base fee per district (annual cost)
- \$946,110 (for 235 K-5 students)

Special Board Meeting Minutes – August 30, 2021

The District would still have costs associated with direct supplemental services, e.g., special ed, 504, Multilanguage Learners (MLL), highly capable, Title, LAP instructional services. If we had students who were participating in the cooperative who needed to come back and forth and they were eligible for transportation services, it is likely we would need to provide transportation from their home to the school to receive those additional services and we would also need to provide nutrition services for them. There would also be costs associated with indirect services, e.g., HR, Payroll, Business Office, legal, insurance, etc. The reason for this is that the total funding from the state is not just for the instructional services that are represented as being supplied through this remote option. That funding also covers all the indirect support that is required in the school district to support people and to support the students.

Ms. Miller also reviewed the staffing impacts by positions.

Classroom Teachers:

- 235 elementary students would normally be assigned to between 10.5 and 11 teachers (depending on grade level)
- Cannot reduce staff after May 15th (state law); may have vacancies due to leaves that would not need to be filled if classes were reconfigured
- \$1,615,792 UNFUNDED teacher contracts - if those 235 students moved to the cooperative, we would still have those teachers under contract, still have them assigned to schools and this would be the cost of those teachers' contracts; we would lose funding to support paying for those contracts

Specialists (SLP/OT/PT, Multilanguage Learners, HiCap, Title, LAP):

- Will need to schedule services for remote students
- If during same time would have been served, no impact
- If scheduled at different time, may need more staff
- Expect to need additional staff

New position(s) may be needed:

- Remote Learning Coordinator
 - Assist families with registration/enrollment
 - Coordinate 235 individual student learning plans
 - Monitor progress for remote students and communicate with parents/guardians
 - Assist with accessing specialized services such as required for each student: special ed/IEP services, 504 plan accommodations, MLL/HiCap/Title/LAP instructional support, meals, transportation
 - Estimated \$160,000 total cost per position (including extra days, payroll taxes and health insurance benefits)

Logistics recommendation:

- Semester by semester decision/commitment
- Vacated classroom spots will be filled if possible
- If cooperative is an option, parent/guardian decision by September 7

President Jernigan once again drew board members' attention to the District's Race and Equity Impact Decision-Making Tool in terms of lifting up the work of the equity team and using the tool as a guidepost for this meeting's discussion and decision. Of particular note to her in terms of equity were the slides reflecting the number of students interested in participating as categorized by program, specifically Highly Capable and IEP as well as the demographics slide. The Board then engaged in thoughtful discussion.

Questions from board members included:

On slide 3, bullet #4 reads: “The District does not have the staffing or fiscal resources to offer a remote learning option like the one offered during the spring of 2021.” The District hired more staff for that spring option which further decreased the ending fund balance. It was my understanding that it wasn’t only a matter of not having the fiscal resources but that the state was not going to allow the same type of hybrid classes. Is that correct? (Director Rivera)

In the spring, we were operating under a program model that was referred to as Continuous Learning 1.0 by OSPI. For the fall, OSPI redefined what would be acceptable as a remote hybrid type of program referred to as Continuous Learning 2.0. In that model, you cannot have more than 30% of the students’ day in asynchronous instruction. In the spring, there was a substantial amount of time when students were working independently on assignments during their synchronous time. We would not be able to count time the same this fall. The state has changed the requirements and made it very clear that the goal is to encourage in-person learning; districts are required to provide 100% in-person instruction for students.

The online program with the PSESD is an alternative learning program that doesn’t require the same number of teaching hours that we as a school district are required to do. Is that correct? (Director Rivera)

That’s correct. The District could possibly put together an alternative learning program and possibly meet those alternative learning requirements but at this point in time, the District is not prepared to do so. It would be a significant undertaking.

As a point of consideration--in past surveys, families of color, specifically Black and Latinx, have been less able to complete surveys and this one went out very quickly and with a short timeline. She wondered if there may have been different results had there been more time. (Director Rivera)

Is the District planning on offering an open enrollment period for all families or just those who expressed interest. I imagine whatever future communication survey that might go out would experience the same challenges-- survey response, survey fatigue and quick turnaround. Would it be reopened to the whole district and would there be another effort to enroll students or re-register interest? (President Jernigan)

In order to enter into an agreement with the PSESD, the District must identify and commit to a minimum number of slots. We would pay for those slots whether or not students enrolled for them and there would not be a 14-day grace period, unless other districts needed the slots and Shoreline wasn’t using them. On the other hand, if the District needed to add slots for families who later wanted to take advantage of the program, they may be able to take advantage of other districts’ vacant slots for the second semester. If the District does enter into an agreement, it would be widely advertised to our families through multiple channels that the program was available. It’s hard to imagine that we would not communicate again with the K-5 community as a whole.

It’s my understanding that any money we spend, and it looks like it might be at least \$1 million for this program, would come out the minimum fund balance, which has already been reduced from 5% to 2.2%. It seems that pursuing this option would be a financial risk for the District. Additionally, it seems as though we would really need to limit the number of seats to 235 and how would we prioritize those seats in view of using the equity tool? (Director Rivera)

President Jernigan then asked if Director Rivera was hoping the District could answer now about the prioritization of seats if there were to be an increased level of interest. Director Rivera clarified that would be helpful but her main concern at this point was that the fiscal impact would likely necessitate prioritization of seats. The survey data already collected did not address risk and vulnerability among our student population, although the District has heard concerns from families of students with IEPs, medical concerns and those in need of additional learning supports. The District does have current

responsibilities and contract language that says if a student's IEP or 504 plan requires that their services be provided remotely, this is already an obligation for the District. These tie back to documents that are very carefully prepared through teams of professionals assessing individual student needs. However, it wouldn't just be this PSESD program that would offer the opportunity for remote instruction for students who have needs medically or through a 504 accommodation for remote services; this is already in place and there is collective bargaining agreement language that assures it happens when it needs to happen.

Does the District develop the Washington State Learning Plan or does that come through the services of the PSESD? (President Jernigan)

The District develops the plan, using the program, Edgenuity, in terms of the subject or the content and the learning objectives. There is a standard template that is used but the District would be responsible for developing the plan for each individual student (possibly up to 235 plans).

Director Cohen asked for clarification as to the different options for enrollment and non-enrollment and recapturing seats if students return to the District and what that means from a fiscal standpoint.

The District has already used the anticipated funds to hire classroom teachers for these students. If they move to the remote cooperative, the District is paying again for classroom instruction for those students; it's at a different level but that state funding is currently fully assigned to provide the instruction and the support for the student. Joining the cooperative adds to the cost for the instruction. If a family totally disenrolls, 100% of the revenue goes with the student to the other remote option of their choosing.

So the PSESD option is better from a fiscal standpoint for the District? (Director Cohen)

Likely yes—the hesitancy is due to not knowing entirely what services might be needed for the students who join the cooperative, e.g., potential hiring of additional staff due to scheduling conflicts. It is anticipated that we do have some costs associated with the decision that still need to be quantified once we know the particular needs of the students. President Jernigan added that we don't really know if people would actually withdraw. She didn't want to position decision-making against the threat of withdrawal because she hadn't seen any specific data from the District that would help the Board root that threat in any particular examples.

On the logistics recommendation slide (#4 of Ms. Miller's presentation), bullet #2 states: "Vacated classroom spots will be filled if possible." Will the District be inviting students from outside the district or are there other ways to fill those spots? (Director Cohen)

As a reminder, several years ago when enrollment in the District was growing, the decision was made to no longer accept boundary exceptions from outside the District at the elementary level. In the event that we had a number of students leave the District now, reinstating the boundary exception process could be considered. President Jernigan again mentioned that we don't know what decision families will make. Ms. Miller clarified that the District did have data in that the survey indeed included a forced choice—families were asked to select one of three options—100% remote with student/family choice of provider; remote with the PSESD cooperative; or in person. It was not an open question on the survey. There were approximately seven to nine families that indicated they would prefer finding their own remote provider. Director Betnel added that what was not included in the survey was a subset question asking what a family would choose if the PSESD option was not available.

Director Williams requested raw data any time the Board is provided with survey results; this would help contextualize the feedback that was given from our community. Did anything come up in the survey results or was there a question that was asked of parents regarding any barriers that might arise and the type of support that might be needed? (Director Williams)

Superintendent Reyes was not aware of any concerns noted, only the selections from the three options. President Jernigan asked Director Williams to clarify what specifically she was requesting—possibly an Excel spreadsheet? Yes, that would be helpful in disaggregating information, e.g. students of color, IEPs, when making decisions.

Director Betnel expressed appreciation for the substantial amount of additional work the District had put into revisiting this remote learning question for a second time this summer, as a result of requests and interest by the community and the changing needs of the pandemic. Prior to receiving the financial impact information earlier in the day, Director Betnel stated she was going to ask if moving forward with the PSESD option would potentially impact funding or resources available for our in-person learners that we are mandated to serve right now? After reviewing the fiscal analysis, she felt that offering the cooperative did not look like a financial benefit. Last year, the data received on remote and hybrid learning showed really clear information as to who was most impacted by those modes of learning.

Is the number of students (235) approximately 5% of the District's K-5 enrollment? (Director Betnel) (The answer was yes.) That is really helpful in contextualizing that we're talking about 5% of our K-5 population. Looking at the demographic and program information, who within that 5% is equally represented, over-represented or under-represented? One of the responses to a board question earlier in the day regarding demographic percentages of those who responded with a preference for the PSESD option compared with overall percentages (based on K-12 demographic percentages as reported by OSPI) indicated that multilanguage learners respondents were under-represented at 6.3% compared to 9.6% overall; the special education respondents were under-represented at 4.5% compared to 12% overall; and Highly Capable were over-represented at 16% compared to 11% overall. Director Betnel also voiced concerns about further reducing the ending fund balance.

From a legislative advocacy standpoint, there is currently no indication or promise around additional funding/supports for public schools in the event of possibly having to pivot to either remote or hybrid learning. (Director Betnel)

Our discussions internally have been that we need to be prepared to pivot to fully remote; we are not trying to get to a hybrid remote because of the level of additional support this would require. That is simply not within our means and there is no indication that there would be additional resources provided. The state has said schools must do 100% in person and schools must be ready to pivot to 100% remote in the event that the Health Department indicates that is necessary.

Is the Home Education Exchange at capacity and could it be an option for some of these families who are uncomfortable with in-person learning? (Director Rivera)

At their current location and with their current staff and infrastructure, they are at capacity. However, it is a district choice as to how that is structured. There is certainly a desire on the part of the staff at HEE to meet the interests of the District so it's not a limitation in that respect, but it's building a program and having the capacity to add more students. The HEE program serves a lot of students who are not district residents. President Jernigan added that with any expansion of a program, we would need to look at who was engaged in that program, what barriers to participation might exist and how to identify and address them before engaging in expansion.

If indeed 235 students register with the PSESD option, what flexibility exists in asking some of those teachers (10 or 11 mentioned earlier) to support other aspects of this kind of program, e.g., filling a remote learning coordinator position or possibly working with students with specific program needs. (Director Cohen)

There is an opportunity to ask them. What we noticed in the responses was the spread of students between different schools and different grade levels. When you look at it across all schools, it is

Special Board Meeting Minutes – August 30, 2021

difficult to pull staffing for any one school because in and of itself, doesn't have a large number of students at a grade level. So it becomes a challenge to pull people from one assignment, without having to really reconfigure classrooms within schools. This data doesn't lead Ms. Miller to feel very encouraged about being able to do this without impacting existing classrooms and having to look at hard numbers rather than the classroom configurations.

If a student was medically vulnerable to COVID beyond the level of all students, would we assume that every student for whom that was the case would have that listed as part of their IEP? (Director Cohen)

Rebecca Anderson, Executive Director of Student Services stepped in to answer this question. The IEP team would need to meet and review those medical concerns and have a discussion to ensure that is the best mode of instruction for that student and that needs can still be met and an appropriate educational services can be provided. IEPs are reflected for the most part in person currently, with the exception of a very few students who can't be provided services within the school, even in a normal, non-COVID school year.

For students who are not able to receive in-person school for medical reasons, what does remote schooling look like for them in a non-COVID situation? (Director Cohen)

In a non-COVID situation, staff are sent into the home to provide those services. Discussions are taking place currently to ensure that families feel comfortable and that we are still able to meet those requirements. We have not provided any online remote schooling for students with medical needs. There is one exception and that is for those students on home and hospital, perhaps, due to getting chemo treatments. In those situations, we were able to live stream instruction for those students during that time.

Director Cohen also expressed a concern that families who expressed interest in the PSESD program may not have been aware that it was primarily asynchronous and with that awareness, the level of interest might be quite different from what was seen in the survey. President Jernigan and Superintendent Reyes confirmed that this information was included in the summary that accompanied the survey.

MOTION NO. 80: Director Betnel moved that the Board adopt the 2021-2022 proposed budgets as outlined in Resolution No. 2021-16 for the period of September 1, 2021 through August 31, 2022. The motion was seconded by Director Rivera. President Jernigan asked if there was any further discussion. There was none. A roll call vote was held: President Jernigan--aye; Director Williams--aye; Director Cohen--aye; Director Rivera--aye; and Director Betnel—aye. The motion carried unanimously.

Adjournment: 8:53 p.m.

Meghan Jernigan, School Board President

Attest: October 5, 2021

Dr. Susana Reyes, Secretary to Board of Directors