

## BOARD MEETING MINUTES

May 6, 2019

### Call to Order

President Mike Jacobs called the Regular Board Meeting of the Shoreline Board of Directors to order in the Board Room of the Administrative Offices at the Shoreline Center at 7:00 p.m. on May 6, 2019, followed by the flag salute.

### Roll Call

Present: Mike Jacobs, President; David Wilson, Vice-President; Heather Fralick, Member; Dick Nicholson, Member (*attended remotely via conference phone*); Soumya Keefe, Shorecrest Student Representative; and Saagar Mehta, Shorewood Student Representative.

Absent: Dick Potter, Member.

### Approval of Minutes

The minutes of the April 15 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) Brookside - \$22,500.00 – Brookside PTA – 2018-2019 Office Supplies and 2019-2020 5<sup>th</sup> and 6<sup>th</sup> Grade Outdoor Camps
  - 2) Shorewood - \$27,591.34 – Shorewood Boosters – Various ASB Clubs and Athletic Teams
  - 3) District-wide - \$9,500.00 – Shoreline Foundation – Summer Reading Program
- b. Adoption of Resolution 2019-5, Non-Supervisory Certificated Employee Reduction Authorization for the 2019-2020 Contract Year
- c. Approval of Final 2018-2019 Non-Represented Pay Rate Schedule
- d. Early Learning Center – New Building and Site Work – Approval of Change Order #05 – BNBuilders, Inc.
- e. Parkwood Elementary School Replacement Project – Approval of Change Order #02 – Allied Construction Associates, Inc.
- f. Approval of Extended Field Trips
- g. Approval of Personnel
  - 1) Certificated
  - 2) Classified
- h. Approval of Payroll and Vouchers

MOTION NO. 26: 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. Wilson and carried unanimously.

As of May 6, 2019, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: April Payroll Warrants 446443-446481 and Electronic Transfers in the amount of \$11,379,229.45; Reconciliation of Warrants Issued Between April 5 and April 19, 2019 - General Fund Warrants #76830-76832, 76833-76946, 181901125, 77002-77114, 77155-77156, and 77157-77262, in the amount of \$1,094,981.11; Capital Projects Fund Warrants #76947-76956, 77001, 181901126, 77115-77121, and 77263-77278, in the amount of \$4,058,441.28; Student Bond Fund Warrants #76957-77000, 181901127, 77122-77154, and 77279-77312, in the amount of \$103,924.25; and Transportation Vehicle Fund Warrant #77313 in the amount of \$536,808.00; for a grand total of \$17,173,384.09.

On behalf of the Board, President Jacobs thanked the community for the generous donations accepted on this consent agenda from the Brookside PTA (\$22,500), Shorewood Boosters (\$27,591.34) and the Shoreline Public Schools Foundation (\$9,500).

## **Reports/Presentations**

### **Early Release – Professional Learning, Planning and Preparation**

*Presenters:*

*Maria Stevens, Director of Teaching and Learning*

*Ellen Kaje, Ph.D., Director of Categorical Programs and Academic Support*

*Nyla Fritz, Principal, Einstein Middle School*

*Chrisy Francescutti, Principal, Cascade K-8 Community School*

*Melissa Sargent, Teacher Specialist, English Language Learners (ELL)*

In September of this school year, the early release Wednesday schedule was implemented. The goal was to broaden the instructional repertoires of all staff to teach in ways that meet the needs of each and every learner and to have regular and consistent time provided to teachers and staff to engage in:

- Professional learning – through the *District* (4 sessions of common instruction to all certificated staff) and at the *Principal/Building* level guided by the principal and the instructional coach
- Planning and preparation (*Individual* time) – teachers are afforded the time to take the learning they've received and design something different in their instruction
- Collaboration – takes many forms—working together in professional development across the District, at the building level, in PLCs, etc.

Student learning is at the center of ALL teacher professional learning and preparation.

Ms. Stevens provided an overview of the “big picture” for 2019-2020. Out of the Shoreline Instructional Strategic Plan, the focus for this year and the work for the future is to actualize and bring forth a vision for student learners. The goal is to engage staff in professional learning and provide them with the time and opportunity to design lessons and units aligned with the new learning that will have outcomes for all students as they move through our system to become persistent, effective communicators, growth oriented, critical thinkers, empathetic, creative, global citizens, knowledgeable and collaborative. The intention is to reach this goal through four key strategic pathways:

- Culturally Responsive Practices
- Professional Learning Communities (PLCs)
- Student-centered instruction
- Instructional leadership

This applies to all staff—administrators, teachers, classified. “Everyone is a leader in the position that they hold.”

For the four *District* learning days, both middle schools came together for one learning session; late start elementary schools came together; early start elementary schools came together; and then the two high schools. The goals for these four days included:

1) *At the end of the year, what would we want to have accomplished?*

We will employ a professional learning development process that:

- Reinforces the Culture of Learning and Growth
- Communicates and values “instructional risk-taking” to improve student learning
- Provides authentic opportunities to collaborate and share
- Creates alignment across our system
- Applies Plan-Do-Study-Act-*Reflect* process
- Develops a collaborative, reflective and effective process for creating district learning sessions

2) *What processes and practices do we need to use to effectively develop and implement professional learning at this scale?*

We will employ a professional learning development process that:

- Includes collaboration with TOSAs, coaches, directors and administrators
- Is responsive to feedback from session survey
- Thoughtfully integrates technology – when and where appropriate
- Remains focused on learning, growth and change in one area

3) *What specifically do we want our educators to learn and practice?*

Three areas of focus:

- |                                 |   |   |
|---------------------------------|---|---|
| Culturally Responsive Practices | ➔ | Get to know and understand your student           |
| Lesson structure                | ➔ | Workshop (puts the cognitive load on the student) |
| Student centered instruction    | ➔ | Student choice (authentic, engaging)              |

Ms. Stevens reviewed the planning process for the *District* sessions, which included brainstorming, narrowing down and focusing, development, reviewing, revising and then differentiating (small teams of presenters worked to differentiate for grade levels and content).

Ms. Stevens also reviewed the feedback that was received after the *District* sessions, where the responses were very unsatisfactory, unsatisfactory, satisfactory and very satisfactory. The results showed that out of the staff that participated in the post-session surveys, a large and significant majority indicated they were either satisfied or very satisfied with the learning (96% of 894 respondents after session 3), the objectives and the quality of the workshop. Below is a comparison of the feedback from sessions 1, 2 and 3. (Session 4 just took place and is still being processed.)

	Session 1			Session 2			Session 3		
Total # of staff respondents	331			267			298		
Total # of rating responses	993			801			894		
Total # of ratings as Very Satisfactory	439	44.2	93.5%	435	54.3%	95.5%	439	49%	96%
Total # of ratings as Satisfactory	489	49.3		330	41.2%		418	47%	
Total # of ratings as Unsatisfactory	23	2.3%		20	2.5%		12	1.3%	
Total # of ratings as Very Unsatisfactory	42	4.2%	6.5%	16	2.0%	4.5%	25	2.7%	4%

Topics that have been covered at the schools during the *Principal/Building* time have included the following:

- Race and equity – 79%
- Social-emotional learning – 57%
- Writing – 43%
- Reading – 43%
- Family engagement – 50%
- CRT and the Brain – 50%
- Student choice – 64%
- Engagement (student) – 50%
- PLC (PDSA) – 43%

Principals determined how to use their time by:

- Student data
- Staff identified learning needs via survey
- Building Leadership Team input
- School Improvement Plan
- Alignment with District initiatives

Dr. Kaje shared that she was privileged to be one of the trainers who participated in the early release days, which included brainstorming, collecting data, reflecting on and revising the process. She and the elementary literacy TOSA, Shannon O'Rourke, met four times with the elementary Title I/LAP, resource and ELL teachers. Dr. Kaje reported on her work with the elementary Title I/LAP teachers in their specific professional learning. These are individuals whose work is primarily in intervention and literacy. Title I is in five and LAP is in all of our elementary schools and these teachers are working specifically with students who are struggling in reading. They conducted a yearlong "action research" model (plan, do, study, act) in literacy intervention. Action research involves teachers asking a question on a certain topic, doing the research, trying something out and then reviewing the student data regarding how it worked. Teachers could choose one of four categories that were part of the work presented in August for all teachers. These categories were:

- Lesson structure
- Personalization
- Metacognition – self-awareness and understanding of one's own knowledge and thought processes
- Collaboration

Ms. Fritz shared Einstein's process, which actually began last school year. In May 2018, they set the stage for the work in 2018-2019 by taking staff input, reviewing achievement gap data and the Shoreline Instructional Strategic Plan. The decision was made to focus on Culturally Responsive Practices. Staff launched into a year of deep learning using the book, *Culturally Responsive Teaching and the Brain*, written by Zaretta Hammond. The book study was led by instructional coach, Cristi Camp. They discovered early on in the year that they were moving too fast, so they used that staff feedback to slow down the process and take a deeper, slower dive. The result has been a lot of learning, so the focus for next year will be to determine how staff can more effectively operationalize this learning to impact students. The early release model allows for more sessions more regularly, which is absolutely critical to the learning process.

Ms. Fritz also praised the *Individually-directed time*, where teachers are "working together in teams reflecting, planning, collaborating, digging in deeply and just being in community with one another." There has already been a profound impact.

Ms. Francescutti reported that Cascade K-8's focus this year has been on improving math instruction. The work was led by Instructional Coach, Marybeth Scherf, with assistance from Elementary Math TOSA, Becki Frisk. The work during the first semester was built around the book, *5 Practices for Orchestrating Productive Mathematics Discussions*, which centered on how teachers can best maximize and be strategic in starting conversations once students develop their meaning in math, think flexibly and begin to share their ideas. Teachers are trained to plan carefully for the lessons, think about how to determine student misconceptions. For example, a student with a more basic level concept shares first and then as those become higher concepts, other students are able to see the progression and all students can be celebrated.

The next project was a whole staff (certificated and classified) book study using the publication, *So you want to talk about race*, by Ijeoma Oluo. The study is being co-led by Ms. Francescutti and her Equity Lead, Carolyn Wachtel, with a focus on building self-awareness and confidence around discussions of race. Ms. Francescutti reported that after last week's study, her "bucket was so full from the amazing conversations we were having—really honest conversations and reflections about our experiences as a mostly white staff that is trying to be reflective on our role in society now." The question that kept coming up at the beginning of the study was what can we do to help and how do we speak up and engage in conversation; the answers are coming more readily as a result of the book study. Ms. Francescutti shared that for her, it has been about personal learning, connecting it to strong teaching and then making it a much more global picture for the learning. "It's not random!" Next year, the staff will study *Culturally Responsive Teaching and the Brain*.

Ms. Sargent shared her experiences working with the kindergarten teachers. As children enter kindergarten, these teachers are really setting the stage for their educational experience. In Shoreline, there is a very diverse group of students—some have been in preschool for possibly three years in some cases—and others have never picked up a book or been exposed to coloring or holding scissors. Her main goal with this group of teachers was to increase authentic student centered instruction and student choice via “purposeful play” in Shoreline kindergartens this year.

Purposeful play involves setting up opportunities for students to learn through the guise of play. As an example, there might be a water table with different sizes of containers. As students are pouring water into the different containers, the teacher walks through and holds conversations with the students about volume and maybe adds blocks to the equation and asks them to build tall structures, thus putting engineering skills to work. Purposeful play levels the playing field for kids in that a student coming in with very little English and minimal exposure to literacy, can still engage and participate at the same level as a student who may have attended preschool for multiple years. While children play, they also talk, which is the number one factor that helps kids process their learning. So as kindergartners, they are being set up to be participatory students for the rest of their learning career.

An additional positive outcome was the impact on the adult learners—the kindergarten teachers. Ms. Sargent shared an experience that involved the LFP kindergarten teachers converting their science tub into stations so students could make choices in learning through science. All the other teachers in attendance had the opportunity to talk with them and discuss how to incorporate the same practice in their own classrooms. Another example involved Echo Lake teachers experimenting with changes in their classroom, e.g. different types of chairs, tables to ensure a comfortable learning environment. Appointments were made by teachers from other schools to visit and observe.

The teachers expressed gratitude for being able to come together to learn, plan, discuss and reflect with their job-alike peers, which enabled specific personal change in instructional practice.

In conclusion, a video was played where several teachers shared their personal experiences from the implementation of the early release schedule. Teachers included: Sarah Taillie, Syre, Pat Valle, Kellogg; Melissa Mock, Kellogg; Colleen LaMotte, Einstein; Tamara Hayes, Cascade K-8; Tricia Norton, Meridian Park; Garth Riley, Einstein; and Shereen Allen, Cascade K-8.

Regarding slide 19, Director Fralick asked for clarification on the difference between family engagement and engagement. Family engagement focuses on how we engage with our families at the school and district level. This work is important; teachers and staff recognize the impact that involved families have on student learning and outcomes. Engagement is specific to students and the classroom. We want teachers and staff to engage students in their learning. The emphasis is on authentic and real learning versus compliance.

Director Fralick also asked how the District was incorporating substitute and long-term substitute teachers in this learning process. Ms. Stevens responded that in the past, subs have been invited to participate on non-student days and that process will continue. Staff will also look at ways to include them in the *District* time. Subs would just need to designate a specific grade level in which they wish to participate. Dr. Kaje added that her group had a couple of long-term resource subs that were able to engage in the learning.

Director Fralick noted that there weren't any representatives in the presentation or the video from the high school level and asked if they were having similar experiences/successes. Ms. Stevens responded that the filming schedule wasn't workable for the high schools; however, they too have run similar processes. Both Shorecrest and Shorewood have done PLC work as well as professional learning. They are looking more at department level work but also some cross-department work. They have appreciated the time to come together to learn, grow and collaborate.

Director Fralick inquired about what accountability mechanisms were in place for students participating in and making choices during the elementary station work that was mentioned in the presentation. Are they producing something that teachers are evaluating or is it based on the conversations that are taking place as the teachers walk around the classroom? Ms. Francescutti expressed that she found that after those *District* training days, the teachers were intent on ensuring that each of the student choices were all of high quality engagement. This year, her teachers focused more on opportunities for practice and are just beginning to dabble in more student choices for assessment. With that focus on practice, teachers are watching for student engagement rather than assessment. Ms. Sargent added that the kindergarten teachers indicated they like their reading program just the way it is and its getting excellent results, so they weren't interested in creating stations for reading. However, they are just fine with doing so in science, social studies, math and any other social situation. Most are probably still using the same assessments; the stations are just an occasional option.

Ms. Keefe asked if the training on Culturally Responsive Practices was just for teachers or does that include food service workers and other classified employees. On behalf of Einstein, Ms. Fritz responded that it is a recognized need but not entirely implemented yet. A lot of the work in the area of Culturally Responsive Practices focuses on teaching. However, many classified staff participated in some of the trainings throughout the year, particularly those related to race and equity facilitated by Dr. Tanisha Brandon-Felder. There will be more to follow on this topic.

The Board and Superintendent thanked the presenters for an excellent presentation.

Presentation of 2018-2019 General Fund Update and Preliminary Budget Extension

*Marla S. Miller, Deputy Superintendent and Mark Spangenberg, Director of Finance and Business Services, presented.*

The original budget for the General Fund (GF) was prepared and adopted while collective bargaining was in process and with the best financial information available at the time. As reported throughout the year, enrollment, originally projected in January of 2018, came in below budget this year resulting in a significant reduction in general apportionment revenue. We have closely monitored all of our revenues as they have been updated to reflect the actual factors for this fiscal year. We have also closely monitored expenditures as the new collective bargaining agreements have been implemented and other expenditure trends have emerged. At this time, the remaining significant variable that is likely to increase revenues is the Special Education Safety Net funding that will be determined by OSPI in late June or early July. In recent years that award has been approximately \$500,000 above projected revenues, and used to reduce the levy subsidy required to support the Special Education program (Safety Net funding above budget increases Ending Fund Balance). The proposed extension has been reviewed and found to be in conformance with all OSPI edits by Puget Sound ESD staff and it meets the Board's 5% required minimum fund balance.

General Fund Enrollment Shortfall and Revenue Update

	<b>Budgeted</b>	<b>Updated</b>	<b>Change</b>
K-12 Enrollment (FTE)	9,472	9,256	(216)
Running Start (FTE)	188	204	16
State General Purpose	\$92,705,559	\$90,727,517	(\$1,978,042)
Local Levy	\$22,478,944	\$23,268,321	\$789,377
Other Local Revenues	\$7,790,935	\$7,993,148	\$202,213
State Special Revenues	\$19,880,099	\$21,442,130	\$1,562,031
Federal Revenues	\$6,576,054	\$6,111,830	(\$464,224)
Tech Levy Transfers	\$1,094,000	\$1,094,000	0
<b>Total</b>	<b>\$150,525,591</b>	<b>\$150,636,946</b>	<b>\$111,355</b>
Included Budget Capacity	\$1,000,000	0	(\$1,000,000)

Each fiscal year, the District collects a portion of two different calendar year levies, e.g. 2018-2019 fiscal year includes moneys from 2018 and 2019. As reflected in the chart below, the original budget adopted in August 2018 by the Board approved a \$21.3 million levy for 2019. Information received from OSPI, a limit of \$1.50 per \$1,000 assessed valuation, would result in a \$19.4 million authorized net levy for the year. The projection for 2019 collection was 53.38% for \$10.3 million. In September, OSPI reported an error targeting the \$1.50 per \$1,000 calculation, which changed the net levy to \$20.9 million, with \$11.1 million for the fiscal year. A slight final adjustment was made in December 2018, which resulted in a net bump of \$869,977. Adjustments to the 2018 resulted in a decrease of \$80,600, for a combined increase of \$789,377 for the 2018-2019 fiscal year.

General Fund Levy Revenue

	OSPI (Original Budget)	OSPI Correction Sept 2018	King County Dec 2018 (final)
<b>2019 Voter-Apprvd Levy</b>	<b>\$21,300,000</b>	<b>\$21,300,000</b>	<b>\$21,300,000</b>
Roll back to \$1.50/\$1,000	(\$1,925,432)	(\$399,637)	(\$319,235)
Net Authorized Levy 2019	\$19,374,568	\$20,900,363	\$20,980,765
2019 Collection % 2018-19	53.38%	53.38%	53.44%
2019 Collection \$ 2018-19	\$10,342,144	\$11,156,614	\$11,212,121
	<i>Change versus original 2019 Levy</i>		\$869,977
<b>2018 Levy</b>	<b>\$26,000,000</b>	<b>\$26,000,000</b>	<b>\$26,000,000</b>
2018 Collection % 2018-19	46.68%	46.68%	46.37%
2018 Collection \$ 2018-19	\$12,136,800	\$12,136,800	\$12,056,200
	<i>Change versus original 2018 levy</i>		(\$80,600)
<b>Total Change 2018-19</b>			<b>\$789,377</b>

State special revenues increased by \$1,562,031, primarily due to transportation revenues. Credit was given to Mary Sherman, Director of Transportation, and all of the bus drivers that very carefully accounted for their riders. Drivers were asked to provide more detailed reports, which resulted in a more thorough and accurate submittal to OSPI. Special education revenues for ages 0-2 increased by \$117,734. This has an accompanying expenditure (purchased services) in that these services are contracted, primarily through Wonderland Development Center.

General Fund Proposed Extension Summary

	Original Budget	Proposed Extension	Change
Revenues	\$150,525,591	\$150,636,946	\$111,355
Expenditures	\$142,624,248	\$153,008,527	\$10,384,279
Net Revenue (Expenditures)	\$7,901,343	(\$2,371,581)	(\$10,272,924)
Fund Balance Beginning	<b>\$13,274,946</b>	<b>14,596,246</b>	<b>1,321,300</b>
Fund Balance Ending	<b>\$21,176,289</b>	<b>12,224,665</b>	<b>(\$8,951,624)</b>
Ending Fund Balance - Committed	\$10,570,000	0	(\$10,570,000)
Board Minimum Fund Balance	\$7,104,000	7,644,000	540,000
Other Fund Balance Reservations	\$2,316,153	3,160,000	843,847
Unreserved-Undesignated Fund Balance	\$1,186,136	1,420,665	234,529
	<b>\$21,176,289</b>	<b>\$12,224,665</b>	<b>(\$8,951,624)</b>

This extension pulls the ending fund balance into a more reasonable range.

The changes in total expenditures, primarily due to an increase of \$7,365,341 in certificated salaries, nets out to an increase of \$10,384,279. Ms. Miller reported that these numbers came in very close to what was estimated last August for settling collective bargaining agreements.

Proposed next steps include advertising the public hearing, as required by law, on May 8 and May 12. A resolution will be prepared for recommended adoption of the General Fund budget extension, following the public hearing, on May 20.

### **Board Requested Discussion**

None

### **Comments from the Community**

The following individuals spoke:

- Greta Langholt and Anna Grose, Shorewood Seniors – Even though health education received at school is quite thorough, there is a concerning trend that practicing safe sex continues to be inaccessible for many students, partly due to economic reasons. Out of 95 Shorewood students recently surveyed, 58.95% said they would personally benefit from various forms of birth control being offered through the school directly. The students advocated for providing condoms in the nurse’s office to help prevent pregnancy and the spread of STDs among students.

### **Action Items**

Adoption of District Instructional Materials Committee Recommendation for K-5 Mathematics  
*Maria Stevens, Director of Teaching and Learning, presented.*

The *Bridges* K-5 math curriculum was presented for a first reading by Ms. Stevens at the Board’s April 15 regular meeting and has been available for review in the Instruction Department since that time. This new K-5 math program is structured into two learning sessions, one at 20 minutes and one at 60 minutes, for a total of 80 minutes of instruction daily, which is an increase from current math instruction.

It was the recommendation of the Superintendent that the Board adopt the recommendation of the District Instructional Materials Committee (DIMC) for K-5 math curriculum, to be effective May 6, 2019.

MOTION NO. 27: Ms. Fralick moved that the Board adopt the recommendation of DIMC for K-5 math curriculum, to be effective May 6, 2019. The motion was seconded by Mr. Wilson and carried unanimously.

Public Hearing and Adoption of Resolution 2019-6, Fixing, Approving and Adopting Extension of the 2018-2019 Debt Service Fund Budget

*Marla S. Miller, Deputy Superintendent and Mark Spangenberg, Director of Finance and Business Services, presented.*

As presented to the Board on April 15, the original budget for the Debt Service Fund (DSF) was prepared, as required, based on the bonds outstanding when the budget was adopted. As a result of the bond sale and refinancing of bonds in September 2018, after adoption of the budget, the DSF budget needs to be modified. No changes have occurred since that first reading and the Puget Sound ESD staff has reviewed and found the proposed budget extension meets state parameters.

### **President Jacobs opened the public hearing by saying:**

*“Thank you Marla and Mark for that overview. RCW 28A.505.170 specifies that if it becomes necessary to increase the amount of appropriation in any of its adopted budgets, the school district*

*board of directors shall hold a public hearing to do so. I will now open the public hearing. At this public hearing, any person may appear and be heard for or against the changes being made in the appropriation level of said budget. At this time are there any persons present who would like to speak for or against the changes being recommended in the appropriation level of the 2018-2019 Debt Service Fund Budget?"*

**As no one came forward, President Jacobs continued:** *"Seeing that no one has come forward to comment on the changes to the 2018-2019 Debt Service Fund budget, this public hearing is now closed."*

**Superintendent Miner stated the following:** *"It is the recommendation of the Superintendent that the Board revise and extend the 2018-2019 Debt Service Fund Budget by adopting Resolution 2019-6 showing a revision in the appropriation level and a budget extension in the amount of \$6,055,719, for a revised appropriation level of \$25,634,719." She read the resolution in its entirety.*

**President Jacobs concluded by stating:** *"In accordance with the statutes of the State of Washington, it is recommended that the Board revise and extend the 2018-2019 Debt Service Fund Budget to an expenditure amount of \$25,634,719 as outlined in Resolution 2019-6 for the period of September 1, 2018 through August 31, 2019. Is there a motion?"*

MOTION NO. 28: Mr. Nicholson moved that the Board adopt Resolution 2019-6, Fixing, Approving, and Adopting the Extension of the 2018-2019 Debt Service Fund Budget, as presented. The motion was seconded by Mr. Wilson and carried unanimously.

### **School Board Reports and Communication**

Mr. Nicholson reported that he was having a good time in Arizona.

Ms. Fralick reported on a number of events she had recently attended, which included: State of the Schools presentation by Superintendent Miner on April 17; Meridian Park Family Fun Night as well as Shorewood's Black Student Union's presentation honoring Black History Month (rescheduled from a snow day in February) and Cascade K-8's Science Fair on April 18; groundbreaking ceremonies at both Einstein and Kellogg on April 29; PTA/Superintendent Coffee on May 1; and the PTA Recognition Dinner on May 2. In honor of Teacher Appreciation Week, she gave a big thank you to all of our Shoreline teachers.

Mr. Wilson attended the excellent movie, *Intelligent Lives*, presented by the Special Needs PTA at Shorewood High School and encouraged all to view it if they had an opportunity. He also attended the PTA Recognition Dinner and the groundbreaking ceremonies at the middle schools.

Ms. Keefe reported that 10 DECA students from Shorecrest competed in Orlando, Florida over spring break and the orchestra performed in Portland over the past weekend. The last Breakfast Club was held on Saturday (May 4)—an opportunity for students to make up tardies and especially important for seniors, who can't purchase prom tickets if they have more than ten tardies. Last week, the Student Council passed some constitutional revisions (phase one of process) and the ASB budget for next year, as prepared by this year's and next year's treasurers. May 1 was decision day for seniors so they have all decided where they are going next year. AP testing began earlier in the day and will continue for two weeks. *Beauty and the Beast* opens Thursday May 9 and runs through Sunday May 19—"Mr. Kidd and his drama department always put on a really awesome show!" Sports teams are in the playoff season and things are wrapping up.

Mr. Mehta announced it was reported last week at the senior class meeting that a number of seniors had not yet turned in their senior projects. AP testing is underway for the next two weeks. He shared a quote

Minutes – May 6, 2019

from a teacher, “Tests are a celebration of learning!” Interviews will take place in two weeks for the Shorewood Student Representative to the Board for next year. Spring Fling is scheduled for next week and the theme is “White Neon” and the prom is on June 1.

Adjournment: 8:38 p.m.

---

Michael Jacobs, Board President

Attest: May 20, 2019

---

Rebecca L. Miner, Secretary  
Shoreline Board of Directors

**All documents referenced in the minutes may be viewed in the Superintendent’s Office during normal business hours.**