

## **BOARD MEETING MINUTES**

December 3, 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 7:01 p.m. on December 3, 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; and Saagar Mehta, Shorewood Student Representative. Soumya Keefe, Shorecrest Student Representative, was in the audience.

### **Reorganization of the Board**

President Wilson opened the nominations for the position of President of the Shoreline Board of Directors.

MOTION NO. 9: Mr. Nicholson moved for the nomination of Mike Jacobs as President of the Shoreline Board of Directors, effective December 3, 2018, and also moved that the nominations be closed. The motion was seconded by Ms. Fralick and carried unanimously.

As newly elected President, Mr. Jacobs opened the nominations for the position of Vice-President of the Shoreline School District Board of Directors.

MOTION NO. 10: Mr. Potter moved for the nomination of David Wilson as Vice-President of the Shoreline Board of Directors, effective December 3, 2018, and also moved that the nominations be closed. The motion was seconded by Mr. Nicholson and carried unanimously.

President Jacobs opened the nominations for the position of Legislative Representative of the Shoreline School District Board of Directors.

MOTION NO. 11: Ms. Fralick moved for the nomination of Dick Nicholson as Legislative Representative of the Shoreline Board of Directors, effective December 3, 2018, and also moved that the nominations be closed. The motion was seconded by Mr. Potter and carried unanimously.

President Jacobs expressed appreciation to Mr. Wilson for his work as President for the last two years and stated that he had represented the Board very well.

### **Approval of Minutes**

The minutes of the November 14 Regular (Business Only) 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) Ridgecrest - \$5,000.00 – Ridgecrest PTA – 6<sup>th</sup> Grade – Camp Caber
  - 2) Syre - \$6,050.00 – Syre PTA – Printing/Copying, Classroom Support, Assemblies
  - 3) Syre - \$6,818.20 – Syre PTA – Classroom Grants
  - 4) Shorewood - \$6,000.00 – Shorewood PTSA – Homework Club
- b. District-Wide Projector/Speaker/Document Camera Replacement Project – Final Acceptance
- c. Syre Elementary School – Fire Alarm Replacement Project – Brink Electric, LLC – Final Acceptance
- d. Approval of Extended Field Trips

- e. Approval of Personnel
  - 1) Certificated
  - 2) Classified
- f. Approval of Payroll and Vouchers

MOTION NO. 12: 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. Potter and carried unanimously.

As of December 3, 2018, the Board, by a unanimous vote, approved for payment those vouchers described as follows: November Payroll Warrants #446236-446276 and Electronic Transfers in the amount of \$11,295,387.74; Reconciliation of Warrants Issued Between November 9 and November 16, 2018 - General Fund Warrants #74217-74309, 181900339, 181900341-181900379, 74355-74441, and 181900389-181900433, in the amount of \$668,015.94; Capital Projects Fund Warrants #74310-74316 and 74442-74452, in the amount of \$2,044,773.03; and Student Bond Fund Warrants #74317-74354, 181900340, 181900380-181900388, 74453-74478, and 181900434--181900435, in the amount of \$74,022.73; for a grand total of \$14,082,199.44.

President Jacobs expressed gratitude on behalf of the Board for the four generous donations, one from the Ridgecrest PTA to be used to defray costs of 6<sup>th</sup> grade camp, two from the Syre PTA to be used to support classrooms and assemblies, and one from Shorewood for the Homework Club.

### **Reports and Presentations**

First Reading: 2018-2019 School Improvement Plans

*Presenters:*

- Ellen Kaje, Ph.D., Director of Categorical Programs and Academic Support*
- Aimee Miner, Principal, Lake Forest Park Elementary*
- Ann Torres, Principal, Parkwood Elementary*
- John Simard, Principal, Brookside Elementary*
- Lisa Gonzalez, Principal, Shorecrest High School*

Dr. Kaje began with an overview of the School Improvement Plan (SIP) process. The SIPs are organized around three focus areas: 1) the District's Instructional Strategic Plan, 2) data and other information around our students and communities, and 3) organizational drivers that influence student learning. The SIP template is organized around the following organizational drivers and each school articulates their work in each of these areas:

- Teaching and Learning
- Professional Learning
- Leadership and Organization
- Culture and Community

A good portion of the work also centers around OSPI's common performance indicators, which includes:

- Kindergarten Preparedness
- Student Growth
- Smarter Balanced Assessment Achievement
- Graduation Rates
- 9<sup>th</sup> Grade Course Failure
- Discipline
- Attendance

Each school includes required components in their SIP—school vision/mission, needs assessment, growth goals, action plan, measures for success, and lastly, goal evaluation from the previous year.

Common themes can be seen in each of the four organizational drivers.

*Teaching and Learning*

- Employ best practices in content instruction
- Increase student engagement
- Utilize culturally responsive teaching strategies
- Plan for student-centered instruction (focus of early release days this year)

*Professional Learning*

- Re-establish Professional Learning Communities (PLCs) as action research cycles of inquiry focused on improving learning outcomes for students
- Increase knowledge and use of student-centered and culturally responsive practices
- Deepen knowledge and use of social emotional learning strategies

*Leadership and Organization*

- Provide valued and authentic leadership opportunities for staff (PBIS, Building Leadership Team, Race and Equity, Family Engagement, etc.)
- Employ feedback tools and processes to create shared-decision making
- Organize early release time to maximize staff learning and opportunities to share

*Culture and Community*

- Foster inclusive environment for families and students
- Align and empower systems for supporting behavior and social emotional learning via Equity, PBIS, and Family Engagement
- Growth mindset
- Re-create vision for new 6-8 middle schools

Ms. Torres shared the plans for Parkwood and how the Parkwood school community has integrated the above-mentioned organizational drivers.

*Teaching and Learning* – complete three-year, intensive, integrated writing emphasis across genres and disciplines in order to help students be better communicators. Unlike in the past, “students today need to explain their thinking and why they got the correct answer and how they got there.”

*Leadership and Organization* – develop structural, organizational, and physical designs that optimize safety and student learning; in process of reviewing possibility of a shared book study process among fifth graders to promote inclusion among students.

*Professional Learning* – culturally responsive practices; the PERSONAL is PROFESSIONAL – in order to effectively teach students of multiple cultures, teachers need to examine their own beliefs, biases, prejudices, assumptions in order to be the best they can possibly be for their students. For the first time, classified staff has been able to join in the professional learning.

*Culture and Community* – Emphasize authentic partnerships through strong communication systems, particularly with the PTA, Einstein, Kellogg and the Edwin Pratt Early Learning Center.

Ms. Miner reviewed some of the SIP work that occurred last year at Lake Forest Park. They made great gains in the area of writing, in part due to the work of Lori Scobie, instructional coach. Other items that were implemented last year included Walk to Math, small reading instruction in all classrooms, a STEM makers space lab for student access during lunch and recess, Dolphin attendance program (PBIS), and mentors for at-risk students.

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*Teaching and Learning* – student-centered instruction, growth mindset and revamping PLCs (grade level teams meet every three weeks—working toward greater student engagement and achievement)

*Leadership and Organization* – social emotional learning is the priority – PTA funded the updated Second Step curriculum (which had already been articulated through DIMC) and is being used in grades K-6

*Professional Learning* – culturally responsive teaching practices – examining curriculum and library resources through a lens of equity

*Culture and Community* – communication with families and equitable family engagement

Mr. Simard reviewed the Brookside SIPs.

*Teaching and Learning* – differentiation and data use and vertically aligned writing work across grade levels

*Leadership and Organization* – further PBIS development and implementation; restorative justice practices and engaging students in different ways of repairing harm

*Professional Learning* – race and equity work guided by Dr. Brandon Felder; supporting English learners (currently 22 students who haven't exited but the number of families who have a language other than English is just under 10% of the total population)

*Culture and Community* – outreach to families who speak languages other than English

Ms. Gonzalez shared a visual which reflects the vision/mission of the work at Shorecrest. Last year, staff developed an essential question which drives the work of staff and students: How do we close gaps while rigoring up? How do we increase access to rigorous opportunities for all students at Shorecrest and how do we ensure that students are successful? Staff believes that this begins by having high expectations for all students. The culture for learning assumes that all students can achieve at the highest possible level. The work is centered on instruction and improving on instructional strategies amongst all the staff in order to engage students and to be able to raise the bar for all.

The focus began last year with structured student-to-student talk across the classroom. This year, an interactive notebook was added (an AVID strategy). This was modeled in August in staff development training and has been carried forward throughout the school year so far.

In 2017, there was a 24.5% increase in the number of students taking AP classes. The scores grew as well as the number of students with more students earning a 3 or higher on the AP exams and 80-plus percent of students earning credit for college after high school. More growth was seen in 2018 and even more is anticipated in 2019.

Professional development this year on the early release days has included staff working in collaborative teams focusing on issues related to the SIP, e.g. structured talk, culturally responsive teaching practices, and classroom routines and procedures through PBIS.

Director Nicholson inquired of Ms. Torres how the transition from Parkwood to North City had been going. Ms. Torres gave several examples of the collegial teamwork that was taking place. Additionally, the turnout at community events has been even higher than at the old site.

Director Jacobs asked if the principals felt that the SIPs were valuable and contribute positively. The principals were in agreement that yes, the SIPs provide direction for the year and the leadership from the Instruction Department is very helpful in guiding the work. At the end of the year, the SIP plans are evaluated and used to frame the work for the following year.

Director Jacobs congratulated Ms. Gonzalez for Shorecrest being named in the top 10 for federal assistance programs.

2017-2018 Year-End Financial Report, September/October 2018 Financials and October/November 2018 Enrollment Update

*Mark Spangenberg, Director of Finance and Business Services, presented.*

Mr. Spangenberg announced that this was his 10<sup>th</sup> annual end-of-year financial report in Shoreline (he also had 10 in Monroe and 4 in Manson School Districts). He was pleased to continue the tradition of never presenting a report that went over budget or a negative fund balance at any point in the year.

Highlights of the 2017-2018 year-end report, by fund, include:

*General Fund*

- Met Board's reserve policy of 5% of total expenditures
- Maintained staffing standards with reliance on the supplemental levy
- Reduced fund balance \$2.6 million, as planned
- Purchased curriculum with \$463,000 funded by the supplemental levy

*Capital Projects Fund*

- Project expenditures \$45 million
- Sold \$60 million in bonds (\$50 million – 2017 authorization, \$10 million – 2006 authorization)

*ASB Fund*

- Reduced fund balance by \$108,457

*Debt Service Fund*

- \$17,446,000 bond payments, including \$8,390,000 principal
- Refinanced \$4.5 million bonds, saving taxpayers \$373,000 in interest payments

*Transportation Vehicle Fund (funded with State depreciation payments)*

- Ending fund balance \$549,000
- No purchases

The end-of-year Cash Flow Report reflects an ending fund balance of \$14.6 million. After the budget extension that occurred in April, the fund balance for 2018-2019 was budgeted at \$13.2 million so the growth in fund balance helps offset the revenue shortfall due to enrollment that came in below projected.

Mr. Spangenberg reviewed the reserves for 2017-2018:

- Restricted revenue: \$544K
- Inventory and prepaid expenditures: \$610K
- Committed by Board: \$703K  
*(Curriculum levy, bargained commitments in approved CBAs)*
- Carryovers and other purposes: \$2.1M  
*(Building budgets, facility use, reopen North City)*
- Board 5% reserve policy: \$7.1M
- Unreserved/undesignated: \$3.6M
- Total fund balance: \$14.6M (decrease of \$2.6M from last year)

A summary of the General Fund budget variances was provided, compared with the adopted budget extension:

- Beginning fund balance: no variance
- Revenues: +\$93,760 (+0.1% variance primarily due to Safety Net award)
- Expenditures: -\$1,227,539 (-1.0% variance – special education contracted instruction, classified salaries and benefits, capital outlay)

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- Ending fund balance: +\$1,321,299 (+10.0% variance)  
Reduced expenditures compared to budget extension and ending fund balance was reduced overall by \$2,623,311 as planned

A review of the Capital Projects fund balance reserves included:

- Bonds issued for construction: \$28.9M
- Tech levy: \$3.6M
- State match on construction: \$12.8M (high school projects)
- Other proceeds: \$0.3M
- Assigned-purposes: \$0.9M
- Total fund balance: \$46.5M

This presentation included a review of the end-of-year reports for the Children’s Center, Food Services, Facility Use, and Print Shop.

The Children’s Center realized a net operating difference before indirect costs of +\$234,750 (-\$150,611 after indirect costs). The Children’s Center has had many changes over the past two years but is looking forward to moving this month into the new Edwin Pratt Early Learning Center along with the Head Start and Early Childhood Education programs.

Food Services ended the year with a net operating difference of +\$1,619 before equipment and indirect costs. Mr. Spangenberg researched reports for other districts and noted that in 2016-2017, 72% of school districts in the state were in the red, some as much as \$500,000. Very few school district food service programs cover the indirect costs.

Facility Use (Conference Center, Shorecrest and Shorewood theaters, and facility/field use) realized a combined net operating difference or carryover of \$501,251; combined revenues are down 5.2%. This was the last year for the Conference Center. Theater revenues seem to be leveling out at around the \$260,000 mark. Facility/field use also came down in revenues. District staff is reviewing ways to invest fund balance to improve and increase facility use.

The goal of accounting for a print shop is that the costs are borne by those who use it. The highest users are the high schools and the elementary schools. The copying costs were raised for 2017-2018 and then again in 2018-2019. However, for 2018-2019, Print Shop production was down by 11%, revenues were down by 6% and expenditures were down by 5%. Staff will be evaluating how best to continue.

Director Potter asked if the \$12.8 million listed above for high school construction was the end of the state match revenue and the response was yes.

Director Fralick asked what/who falls under the “all others” (print shop users) listed on slide 12, “Print Shop: 2015-2016 to 2017-2018”. Mr. Spangenberg responded that it varies from year to year. Some departments, e.g., Assessment and Business Services, may be high users one year and not the next. Individual line items may not be that much but when added together make up about a third of all users.

Director Jacobs inquired if any new bus purchases were being planned. Yes, there are plans that will be shared with the Board in an upcoming report.

The Cash Flow Report for October reflects a projected total fund balance of all sources at \$23.6 million. The work for December involves making adjustments to the variables to account for the enrollment shortfall of approximately 209 students from budget. The M & O levy will be larger than budgeted but within the confines of what the voters approved.

In November 2017, there were 9,604 students and for November 2018, there were 46 students less for a total of 9,558. The percentage of students participating in the free and reduced meals program is 24.61, down from recent years.

The Board expressed appreciation to Mr. Spangenberg for his excellent work over the last 10 years.

### **Board Requested Discussion**

None

### **Comments from the Community**

The following individuals spoke on the topic of the upcoming renovations to the Shoreline Pool, requesting the Board to take an active role working with the City of Shoreline to protect the District's swim, dive and water polo programs:

- 1) Lyn Sherry, Parent and WEA Cascade UniServ Director
- 2) Susie McDowell, Parent, Teacher, Swim/Dive Coach
- 3) Tani Stenford, Shorewood Graduate, Parent, Teacher
- 4) Felicia Forrest, Parent (also voiced support for Mandarin)
- 5) Angie Nouwens, Parent, Teacher
- 6) Darrel Rich, Parent
- 7) Julie Fredrickson, Parent and Teacher
- 8) Melissa Sargent, Parent and TOSA
- 9) Kerri Hallgrimson, Parent
- 10) Terry Goldstick, Parent
- 11) Lance Blair, Community Member
- 12) Tom Schutte, Parent

The following individuals thanked the Board for restoring Mandarin 1 and including Mandarin 4 in the course catalog for next year; also spoke on behalf of continuing Mandarin as a world language offering in Shoreline:

- 13) David Lin, Shorewood Student
- 14) Preston Yao, Shorewood Student
- 15) Anthony Mao, Shorewood Student
- 16) Audrey Brown, Shorecrest Student (taking Mandarin 3 at Shorewood)
- 17) Emily Lin, Einstein Student (also spoke on behalf of the swim programs)
- 18) Nathaniel Philbrick, Shorewood Student
- 19) Jennifer Yeh, Parent
- 20) Russ Philbrick, Parent
- 21) Beth Ma, Shorewood Student
- 22) Mike Chan, Parent (also spoke on behalf of the swim programs)

The following individual requested information on the future plans for the Shoreline Center:

- 23) Kay Pethe, Community Member

### **Action Items**

Authority to Purchase High School Student Computers and Approval of Fine and Fee Schedule  
*Eric Caldwell, Director of Technology, presented.*

The iPads in the current high school one-to-one, take-home program have reached the end of their useful lives. They are five years old, two generations behind the current Apple operating system, and they are no

longer able to be updated, so they are slated to be replaced using 2014 Technology Levy funds. The District conducted stakeholder engagement involving students, parents and teachers, a technical evaluation by our Technology Department and a fiscal/support evaluation to include total cost of ownership. In addition to the question of what device should replace the high school iPads, the other question was should the current one-to-one program at the high schools continue to be a take-home program.

In order to better understand the needs of staff, students and families, beginning last spring, the Technology Department conducted extensive outreach and research. This process included:

- Spring/Fall of 2018 – Reviewed usage statistics
- Spring of 2018 – Surveyed staff and students
- Spring of 2018 – Conducted structured pilots in both high schools with convertible Chromebooks that can function as a laptop or tablet and with new generation iPads with keyboard cases. Additionally, some students were allowed to take home the devices and others used them only in class.
- Fall of 2018 – Parents, students and staff focus groups

The feedback received indicated that students, teachers and families desired the following components:

- Balance of productivity and creativity
- Quality keyboards
- Multimedia functionality
- Easy integration of core district resources like Canvas and G Suite
- Computer/classroom management tools

The following summarizes the preferences of the focus groups:

- Students and parents were nearly unanimous in preferring Chromebooks over iPads
- The large majority of teachers preferred Chromebooks over iPads
- Students and parents were nearly unanimous in preferring a take-home one-to-one program
- Most teachers preferred a take-home one-to-one program

The proposal for the high school computer program is as follows:

- Chromebook hybrids with attached hard cases
- One-to-one take home
- Students required to use district Chromebook to ensure a consistent, managed student computing environment
- A small number of refreshed iPad carts from each high school
- Accommodate special education needs with appropriate devices
- Bundle Chromebooks with classroom and print management software
- Provide 30 mobile wireless access points per school to promote equity of online access outside of school (trial basis at first but something that could be expanded as needed)

The logistics of carrying out this proposal would include:

- Rollout computers to grades 9-11 students in the first two weeks of the second semester
- Students can elect to not take computers home and check them out of the tech office instead
- \$35 yearly fee with scholarships to fund self-insurance/maintenance
- Current iPads will be collected with options for teachers to have access to iPads for the remainder of the year as they transition to the new equipment
- Old iPads will either be repurposed for low-end tasks or resold to offset the cost of providing mobile hotspots

The total cost of the proposal is within the \$2 million budget and includes the following:

- 3,500 Lenovo 500e convertible Chromebooks with hard cases
- 3-year accidental damage protection

- LightSpeed classroom management software for Shorecrest and Shorewood High School students and teachers as part of a take-home one-to-one program
- 6 carts of iPads, 150 individual iPads
- 60 Kajeet mobile hotspots for use at Shorecrest and Shorewood

The proposal also includes the request to approve the fine and fee schedule as listed below:

- Yearly self-insurance fee: \$35 per device
  - Accidental damage fine: \$50 per incident
  - Negligent damage fine: \$100 per incident
  - Loss due to reported theft fine: \$100 per incident
  - Negligent loss fine: \$200 per incident
  - Damaged iPad fine (for one-to-one iPads being returned by students): \$40 per device
- (Per District Policy 3520, fines and fees may be waived based on student financial circumstances.)

Director Nicholson asked if the Chromebooks were the i3 or i5 versions. Mr. Caldwell responded that the cost of those models was in the \$500-600 range for a standard serviceable model. These Lenovo Chromebooks are different and are at the \$300 price point. They come with an Intel Celeron processor.

Director Potter asked for clarification about devices for seniors. The seniors will continue using their iPads this spring and then in the fall, the incoming freshman will receive the balance of the Chromebooks, so at that time all students will have the same device. Director Potter also asked about the cost from changing the licensing from the iPads to the Chromebooks. Chromebooks, when purchased, have a \$30 enrollment fee, which is a standard Google fee. The cost is about a wash between the two since licenses for the iPads were only purchased for the first semester. Director Potter asked if seniors in mixed-grade classes this coming spring would also have access to the Chromebooks if needed. Mr. Caldwell indicated they could certainly make them available.

Director Wilson asked if the life expectancy is approximately six years. Google has an “auto-update expire” so they will no longer update their devices after a certain published date. All operating system manufacturers are the same but they don’t typically notify the customer of the expiration date. For these devices, the date is November 2023. All four devices that were reviewed by staff had the same expiration date. In response to Director Wilson’s question about students in upcoming years receiving used devices, Mr. Caldwell explained that this process is the same as in the past.

Director Nicholson recommended caution in the selection of the insurance provider.

It was the recommendation of the Superintendent that the Board authorize the District to purchase necessary equipment and software for the high school computer adoption and approve the fine and fee schedule, as presented.

MOTION NO. 13: Mr. Wilson moved that the Board authorize the District to purchase necessary equipment and software for the high school computer adoption and approve the fine and fee schedule, as presented. The motion was seconded by Mr. Nicholson and carried unanimously.

### **School Board Reports and Communications**

Mr. Mehta reported that he had been planning on speaking about the Shoreline Pool on behalf of the Shorewood swim students but decided that topic had been fully covered during community comments. Prior to Thanksgiving break, “the Shorewood Cougar fans and cat fanatics alike” won the Apple Cup Food Drive competition. At the November 15 Student Council meeting, it was announced that 1,095 ASB cards had been sold so far this year, which is 15 more than last year at this time; the Homecoming dance brought

in \$10,000, which will cover all expenses and also fund June’s Campus Day; and five new clubs were approved. Last week, girls and boys basketball began and the annual food drive will run through December 14—focused items are peanut butter and paper towels.

Ms. Keefe commented on a number of recent events at Shorecrest:

- Veterans Day Assembly (thanked Mr. Wilson for attending)
- *Pride and Prejudice* was a great success and super funny
- Fall sports have begun—girls basketball team is undefeated and boys have a game this Friday at SC
- Student Council meeting on November 14—implemented student asks for microwaves (arrived) and hot water dispensers (on order) for Commons to increase efficiency; brainstorming ideas for Highlander Home to make it more effective
- Holiday Baskets Dinner raised over \$1,000 for the teen holiday gift drive, and the annual food drive is currently on—focused items are granola bars and canned vegetables (students will be at QFC, Trader Joe’s and Safeway collecting donations)
- Last week, school-wide student and staff efforts were put into creating the new lip dub—a link to the video is on the school website
- The fall pep assembly will be held on Friday, December 7 in the Shorecrest gym—all were invited to attend
- Four new freshman on ASB—2 site council and 2 justice positions—will add lots of new perspectives and experiences

In addition to meeting with community members, Mr. Potter enjoyed *Radium Girls* at Shorewood and *Pride and Prejudice* at Shorecrest. They were so good that he wished he could have gone to more performances.

Ms. Fralick announced that prior to the meeting on November 5, the board members had attended the ribbon cutting ceremony for The WORKS in their new location at Shoreline Center. Other highlights of the last few weeks included: Cascade K-8 community meeting on November 15, very informative Transportation Department tour/visit on November 16, ELL parents night at LFP on November 19, meeting with Shoreline Hi Cap Parents Association (recently renamed) along with Mr. Potter, visited a very well attended Echo Lake Festival of Cultures, and two Winter Fest events over the past weekend at LFP and Cascade K-8.

Mr. Wilson attended the marvelous Veterans Day Assembly at Shorecrest and both fall plays, which were outstanding. Congratulations to the 23 all-state and all-northwest musicians who will be competing in Portland in February.

Mr. Nicholson attended a KCDA board meeting; sales for the year are projected at \$150 million.

Mr. Jacobs announced that prior to this meeting, the Board had toured the beautiful new Edwin Pratt Early Learning Center. He also reported that *Radium Girls* was great as was the Cascade K-8 Winter Fest. He gave a shout-out to *Flagship* and congratulated the National Merit semi-finalists.

Adjournment: 9:20 p.m.

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David Wilson, Board Vice-President

Attest: December 17, 2018

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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.