

## **BOARD MEETING MINUTES**

October 8, 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 7:04 p.m. on October 8, 2018, followed by the flag salute.

### **Roll Call**

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

Absent: Dick Potter, Member.

### **Approval of Minutes**

The minutes of the September 20 Regular (Business Only) Board Meeting and September 20 Study Session were approved as submitted.

### **Adoption of Consent Agenda**

The following consent agenda was presented for approval:

- a. Approval of 2018-2019 Final School Calendar
- b. Approval of 2019-2020 Initial School Calendar
- c. Approval of Interlocal Agreement with Seattle School District for Title I Services
- d. North City Elementary Campus Modernization Project Phase 2 Electrical Upgrades – Approval of Change Order #02 – Brink Electric LLC
- e. North City Elementary Campus Modernization Project Phase 2 – Approval of Change Order #02 – Western Ventures Construction, Inc.
- f. Approval of Extended Field Trips
- g. Approval of Personnel
  - 1) Certificated
  - 2) Classified
- h. Approval of Payroll and Vouchers

MOTION NO. 1: 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 October 8, 2018, the Board, by a unanimous vote, approved for payment those vouchers described as follows: September Payroll Warrants 446150-446194 and Electronic Transfers in the amount of \$10,623,541.85; Reconciliation of Warrants Issued Between September 14 and September 21, 2018 - General Fund Warrants #72995-73023, 73042-73109, 181900033-181900046, 181900047-181900057, 73126-73164, 73182-73271, 181900060-181900071, 181900072-181900103, and 73121-73125, in the amount of \$1,882,498.94; Capital Projects Fund Warrants #73024-73038, 73110, 181900058, 73165-73179, 73272, and 181900104, in the amount of \$5,712,154.49; and Student Bond Fund Warrants #73039-73041, 73111-73119, 181900059, 73180-73181, 73273-73300, and 181900105-181900109, in the amount of \$52,563.58; and Private Purpose Trust Fund #70 Warrant #73120, in the amount of \$138.02; for a grand total of \$18,270,896.88.

## **Reports and Presentations**

### Report on 2018 Summer School

#### *Presenters:*

*Ellen Kaje, Director of Categorical Programs and Academic Support*

*Derek Dalasta, Elementary Summer School Principal*

*Melyssa Stone, Secondary Summer School Principal*

*Jessica Finger, Director of Food and Nutrition Services*

Dr. Kaje provided an overview of this year's program. Summer School 2018 ran from July 9 through August 3. The elementary program was housed at Echo Lake for three hours per day from 8:30-11:30 a.m. and the secondary program was housed at Shorewood for four hours per day from 8:00 a.m. -12:00 p.m. Transportation and lunch were provided for students. Generous support was received from the Shoreline Public Schools Foundation and foundry10. Funding sources also included student fees, Title I, Learning Assistance Program (LAP), English Language Learner (ELL) Program, and district funds.

One of the changes/additions to elementary summer school this year was the home-based Summer Reading Program. Twenty-eight first grade students were identified who had made gains in literacy throughout the 2017-2018 school year. They had improved from either an intensive level to a strategic level or from an intensive level to core. Staff was intent on ensuring that these students didn't suffer the "summer slide" and lose ground over the summer. Teachers who had worked with the students during 2017-2018 were invited to select high interest texts at each student's reading level. They would then mail the books to the students periodically over the summer along with letters, inviting them to write back and report what they enjoyed about the books and how they were spending their summers. Parent and teacher surveys are still coming in and as of this date (which is different from what was on the PowerPoint), progress reports have come in on 23 of the 28 students that indicated that two students maintained their reading level (which was the goal), and 21 of them gained at least one or two levels. Of all the students, 10 are currently at second grade level.

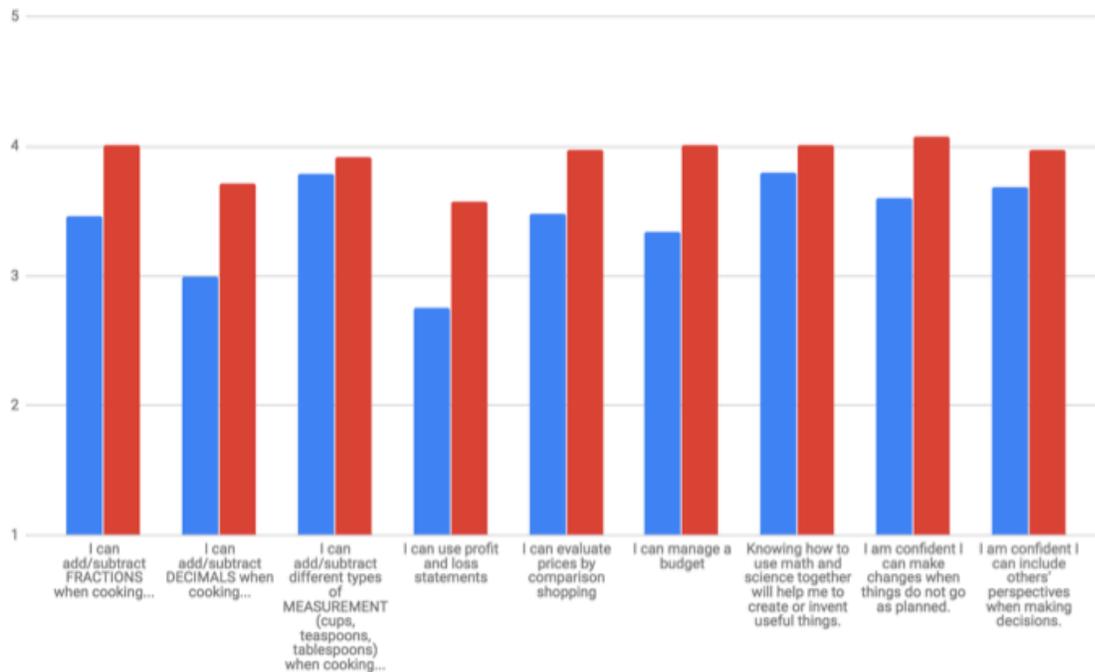
Mr. Dalasta reported that there were 240 students attending in three different programs:

- K-3 literacy – 114 students in 8 classrooms; paraeducator in each classroom for the whole day; supports students with intensive needs for 2.5 hours per day using primarily small group instruction (included lunch and 10-minute break); 95% of students made growth and 11 exited at grade level
- Grades 4-6 STEM – 106 students  
Session 1: 70 students in 4 classrooms  
Session 2: 36 students in 2 classrooms
- ELL (2<sup>nd</sup>-4<sup>th</sup>) – 20 students in 1 classroom; unit collaboratively designed and implemented with Shoreline ELL teachers and a foundry10 teaching artist; co-planned with foundry10 from April to July; science unit with an academic language focus; 100% co-taught, qualitative assessments, reading and writing, listening and speaking

Mr. Dalasta explained the significant changes in the STEM for grades 4-6. The Instructional Strategic Plan was used in 2017 to develop goals that focused on developing academic life and career skills to make this learning more relevant and engaging for the students. A large team of educators came together over the course of the 2017-2018 school year to develop some project-based learning, a two-week unit that focuses on the math skills to make it authentic to the students. As was the case in 2017, students with strategic needs in mathematic instruction were invited to participate but the shift in the model was how the instruction was delivered. Two teachers teamed together—one focused on the project (this year it was a lemonade stand) and the other focused on math centers, which helped to inform the instruction for the problem-based learning e.g., for the lemonade stand, the students developed a business plan, determined profits, used marketing strategies and technology to make spreadsheets, budgets, etc. In last year's Summer School, there were 68 students in the grades 4-6 STEM; in 2018, there were 106 students.

Mr. Dalasta related that the overall lesson for him from this experience was that some of these students may not have had the most success during the regular school year. So part of the data that was collected in addition to the longitudinal data was the perception data, specifically in regard to skills learned. The chart below reflects the results from a skills survey that was administered pre and post summer school. Some of the same skills from last year were included such as “I can add/subtract fractions and decimals,” but this year in addition to those skills, others were added such as: “I can add/subtract fractions when cooking,” “I can manage a budget,” “I can use profit and loss statements.”

Pre average and Post average - Survey Results



Ms. Stone shared information about the secondary summer school for grades 7-12, which included:

- Support classes – ELA/reading (including ELL), and math (in-person)
  - ELA/reading support – 31 students
  - 7<sup>th</sup> grade math – 14 students – focused on preparing students for 8<sup>th</sup> grade math
  - Pre-Algebra – 17 students – focused on preparing students for 9<sup>th</sup> grade Algebra
  - High school math – 22 students – in-person math support in Algebra 2 and Geometry
- Credit recovery – Apex online
- Initial credit/Acceleration – Shoreline Virtual Learning (SVL)

One of the high points of this year’s ELA/reading/ELL was the Pike Place Market project that focused on civics and citizenship. There was a significant representation of countries in this course and the guiding question was, “Who are you in terms of our community?” The teacher shared the realization that many of the students hadn’t really left Shoreline but they were interested in learning about the community around them. The trip to Pike Place Market culminated in a presentation that each student prepared around their home country and how they see themselves represented within our community and how they can contribute.

ELA Outcomes: All students in reading demonstrated growth in fluency and decoding. The range of students went from an 80-90% fluency to an 85-97% fluency on a pre-post test. Some students began at a higher lexile (Scholastic Reading Inventory), then went to a lower lexile and performed more strongly.

For the first time, an initial credit—Core 24 course in personal fitness was offered that meets the PE credit requirement. There were 17 students that participated in the class and 16 received credit. The Success Academy class was modeled as an AVID-lite course for incoming ninth graders to get a head start on credits as well as to learn some of the systems and structures they would need to be successful; five out of six students received passing credit for this class. A teen-centered text focused on habits of successful students entitled, *The Code*, was used for this course. Credit was given to the ELA TOSA (teacher on special assignment) as well as the ninth grade AVID teacher who worked together in developing the curriculum for this course. The course culminated with students making presentations focused on their codes of belief and academic strategies.

In reviewing English 9 and Algebra I, which are generally more difficult classes for students to receive credit in, a hybrid course was designed and created by district educators using Canvas, Apex, in-person teacher instruction as well as other supplemental resources. Additionally, all students who attended Summer School received instruction in checking Canvas, calculating grades, emailing a teacher, goal-setting and organization.

In the Apex credit recovery program, 163 students enrolled and 96 courses were attempted. The percentage of increase of students completing courses from 2017 was 13%. Students may continue work on Apex into the fall.

Ten students earned 1.0 credit (2 classes); eight students earned 1.5 credits (3 classes); one student earned 1.0 initial math credit through Shoreline Virtual Learning (SVL) and in-person classes; and one student completed his high school graduation requirements and earned his diploma!

In the initial credit (SVL) portion of Summer School, there were 129 of 131 students who completed courses, up from 78 in 2017. Of those:

- 114 received an A
- 11 received a B
- 2 received a C
- 2 received a D

Courses taken through Shoreline Virtual Learning included: Health (47), Introduction to Fitness (30), Geometry A or B (23), Algebra II A or B (13), Lifetime Fitness (10), Civics (4), Economics (2), Digital Photography (1), and Washington State History (1).

Ms. Finger reviewed the second year of the summer food service program, which is funded by the USDA. Meals were provided at Echo Lake Elementary and Shorewood High School from July 9 – August 3 and at Meridian Park Elementary from June 27 – August 24. Free meals were provided to any child 18 years and younger. A total of 6,286 lunches and 1,358 breakfasts were served.

Dr. Kaje reviewed the goals for the 2019 Summer School:

Elementary

- Continue Summer Reading Program
- Continue ELL and literacy classes
- New STEM project

Secondary

- Extend credit options

Director Jacobs asked about outreach and whether or not we are inviting all students that should/could be taking advantage of the program. Dr. Kaje responded that at the elementary level, about three or four

times as many students are invited as attend. This year over 900 invitations were sent out and just under 300 participated. At the secondary level, students are often working or doing other things during the summer. This is partly why the hybrid model was used, whereby students don't have to attend every day. Ms. Stone added that scholarships for the Success Academy have also promoted interest.

Mr. Mehta inquired how, for example, taking Geometry A in Summer School (SVL) translates into the school year. If they take Geometry A in the summer, they would need to take the second semester online as well during the school year or they could take it the next summer. Students could take Algebra I and II in school and the Geometry wouldn't interrupt the flow of learning.

Director Jacobs asked if we did well on the free meals program or did we expect to have more participation. Ms. Finger responded that they didn't really know what to expect but that they felt it was very successful this year.

### Briarcrest Dual Language Update

*Presenters:*

*Ellen Kaje, Director of Categorical Programs and Academic Support*

*Jonathan Nesson, Briarcrest Elementary School Principal*

The Briarcrest Dual Language Program is in its second year of implementation and currently serves students in grades K-2. The three goals for all participating students are:

- 1) Bilingualism and biliteracy
- 2) High academic achievement
- 3) Cross-cultural understanding

Mr. Nesson reviewed the enrollment for this year. In the kindergarten class, there are 23 students (12 Spanish speakers and 11 English speakers); in the first grade class, there are 26 students (12 Spanish speakers and 14 English speakers); and in the second grade class, there are 21 students (10 Spanish speakers and 11 English speakers). This amounts to a total of 28 Spanish/bilingual speakers and 26 English speakers; seven of the Spanish speakers come from other school attendance areas—Echo Lake, Ridgecrest, Highland Terrace and Syre. There are also 40 English speakers (kindergarten and first grade) who are on a wait-list.

The number of staff grew this year. The Dual Language (DL) staff includes:

- Spanish-speaking teacher (kindergarten)
- Spanish-speaking teacher (1<sup>st</sup> and 2<sup>nd</sup> grades)
- English-speaking teacher (1<sup>st</sup> and 2<sup>nd</sup> grades)
- Spanish-speaking paraeducator (3 hours/day)
- Spanish-speaking DL Instructional Coach

The language allocation plan articulates which content areas are taught in which languages and how much of the day is taught in each language. Once the DL students leave school, they are surrounded by English everywhere they go so the program endeavors to provide as much Spanish for them as possible. In kindergarten, core subjects are 80% in Spanish and 20% in English. First and second grade core subjects are 50% Spanish and 50% English. The breakdown by subject is as follows:

- Math – Spanish
- Literacy – Spanish and English
- Science and Social Studies – English (in Spanish in kindergarten)
- Social Emotional Learning – Spanish and English
- Music, Library, PE – English

Curriculum materials include:

- Math – *envision* – Spanish (District is reviewing elementary math curriculum this year)
- Literacy – *Maravillas/Wonders; Estrellita*
- Science and Social Studies – GLAD (Guided Language Acquisition Design) units, STC kits, *Storypath*
- Standards-Based BUFs (integrated biliteracy units collaboratively designed by teachers to help students see the connections between the languages)

Staff are given 40 hours of professional development that are used during July and August, which included attendance at the Teaching for Biliteracy Conference in Seattle. The team will also be attending the national La Cosecha Conference in Albuquerque, New Mexico in November. They engage in monthly team planning and will be attending the Washington Association of Bilingual Education (WABE) Conference in Bellevue in April 2019.

Mr. Nesson shared information about the assessment systems. Research around dual language programs indicates that in the beginning years, students are primarily focused on learning the different languages. There is some initial, but gradual growth as they learn the two languages. However, given that this a long-term program, it is typically in the fourth or fifth year that educators more dramatically see the benefits in the students, e.g. additional brain development that takes place in their language centers as well as a crossing over where these students start to outperform their mono-language peers. All students are assessed in Spanish literacy, using Sistema de evaluacion de la lectura (Fountas and Pinnell) and Estrellita (curriculum-based assessment of Spanish sounds and letters). Additionally, a Spanish literacy addendum is now included with the standard Shoreline report card. All students are also assessed in content and English literacy using district assessments. The literacy data for year 1 showed encouraging growth and progress. Among the kindergartners in both their Spanish and English learning, there were a lot of “emerging” and “proficient” scores for all students, which mirrored expectations. At the first grade level, it was very encouraging to see the number of students hitting the “proficient” marks after such a short period.

Parent and family engagement is a huge component of the program. Beginning last year, a number of well-attended family nights were held in order for parents to come to the school and see what their students are doing. Next steps in this area include finding out what else parents would like to see at the school and what matters the most to them. Stacy Davison, DL Instructional Coach, is taking the lead on that project. She will be meeting with families during conference week (beginning October 9) and gathering feedback.

A video was shown that highlighted kindergarten students working on phonics, specifically vowel sounds.

A challenge to the program has been the transportation issue, specifically for the students coming from other schools, which involves students getting to and from their home school and then being transported to and from Briarcrest. Additionally, there were three students (English speaking) from last year that moved out of the district and are no longer in the program.

Next steps for the program include:

- Gathering input from families
- Ongoing self-assessment of program implementation
- Consideration of Dual Language needs in district initiatives
- Ongoing professional development
- Recruitment of 2019-2020 staff and students

Dr. Kaje announced that earlier in the day approval was received for an OSPI dual language grant of \$34,000. Three goals for those funds include: ongoing professional development, increasing Spanish libraries, and dual language signage for Briarcrest.

Director Nicholson asked for the meaning of “emerging” on the assessments. This refers to students in the process of gaining the abilities to speak the new language and develop skills. They haven’t yet reached the “proficient” stage where they are able to speak fluently as a native or proficient speaker would, but they are showing growth.

Director Jacobs expressed concern about the attrition challenge (three students moving out of district) mentioned earlier by Mr. Nesson. Both Dr. Kaje and Mr. Nesson are hoping that this was an anomaly that doesn’t continue. When meeting with families interested in signing up for Dual Language, Mr. Nesson stresses the importance of a long-term commitment as being in the best interest of the children. Dr. Kaje added that there had been more interest this year than last year.

Director Fralick inquired if the lottery system was primarily for English speaking students. Yes, it is up to this point. Briarcrest students, English and Spanish speaking, receive first preference. Typically, after the Briarcrest Spanish speakers sign up, there is still space to add more students from other schools but that is not the case with English speakers, which has a wait list.

First Reading: Revisions to Policy 2108, Remediation Programs Learning Assistance Program  
*Ellen Kaje, Director of Categorical Programs and Academic Support, presented.*

These proposed revisions involve replacing all of the existing text with new text, including the title. Revisions include the selection process, use of best practices, coordination with other programs, and annual reporting to OSPI for the Learning Assistance Program (LAP). The current policy speaks to special education, Title I and LAP programs whereas the proposed revisions involve only LAP, which has had a number of legislative changes over the last few years.

These revisions were presented for first reading and will be brought back for recommended adoption at the Board’s October 22 regular meeting.

First Reading: Revisions to Policy 4103, Title I Parent Involvement and Family Engagement  
*Ellen Kaje, Director of Categorical Programs and Academic Support, presented.*

Each school district that receives Title I Part A funds is required to develop a written Parent and Family Engagement (PFE) policy. The policy must include how decisions regarding the use of PFE set-aside funds will be made and how parents and families are included in the annual evaluation of the policy. This policy has been revised to reflect new terminology and requirements as a result of the Every Student Succeeds Act (ESSA). The language in the policy reflects the Washington State School Directors’ Association (WSSDA) policy template.

These revisions were presented for first reading and will be brought back for recommended adoption at the Board’s October 22 regular meeting.

**Board Requested Discussion**

None

**Comments from the Community**

The following individuals spoke:

- 1) Barb Cruz and Kendahl Adjorlolo, SESPA Co-Presidents – Expressed appreciation to the Board for approving the four-year SESPA collective bargaining agreement. Shared the experience of a very grateful SESPA member.
- 2) Linda Tsai, Einstein Parent and Co-Leader of Shoreline HiCap Parent Association – Provided an update on the work of the parent association, which is comprised of 19 parents and has four main

objectives: building community among HiCap families, increasing awareness of the socio-economic academic needs of the gifted, supporting educators by promoting professional development opportunities, and encouraging volunteerism in the classrooms. Announced the upcoming “Parenting the Gifted Worrier” workshop on October 25 @ 6:30 p.m. at the Shoreline Library. Denise Anderson of the Northwest Gifted Child Association will be the presenter. Thanked the Board for their support and Maria Stevens and her team for continued focus on the professional development of our teachers and the implementation of equitable screening practices. (Handout provided)

- 3) Tahiroh Barr – Ridgecrest and Briarcrest Parent – Stated that her daughter is loving the Dual Language Program at Briarcrest; however, expressed concern over the communication about her son’s HiCap class (34 students) at Ridgecrest and the subsequent transfer of six students that occurred after school was underway for about two weeks.

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

Ms. Fralick attended the Cascade K-8 community meeting for September as well as the first day of fall camp. She also attended the PTA/Superintendent Coffee and enjoyed a couple of meetings with community leaders.

Mr. Mehta reported that the Student Council members had been elected at Shorewood and the freshman class justices had been appointed. The homecoming theme for this year is Pacific “Northbest”—Always in Good Company. The freshmen are Costco, the sophomores are Starbucks, the juniors are Boeing, and the seniors are Amazon. The homecoming football game will be against Marysville-Getchell on October 19. The annual club fair took place the previous week. The community flu shot clinic will be at Shorewood on Tuesday, October 23 from 3:00-6:00 p.m. Shorewood MACAW (music, art, creativity, a/v, writing) is hosting an open mic night on Friday evening, October 12. The drama department is putting on a production of *Radium Girls*, which will run November 8-10 and 15-17—all were invited to attend.

Soumya Keefe, Shorecrest Student Representative introduced herself. She is a senior this year and so far, her favorite class has been Culinary Arts but she also really enjoyed AP World History and AP Language and Composition. Around Shorecrest she has been involved with the Ambassador Program, Youth Court, and National Honors Society since 10th grade and is now an officer in Youth Court and the VP of Community Service for NHS. She has been a part of Shorecrest fall athletics for four years, playing volleyball freshman year, and running cross-country sophomore year. She really found what she loves during her junior year with the swim team, and currently has the privilege of being one of the captains. She is involved with the ASB and Leadership this year, which has been great for meeting new people and getting involved. Outside of Shorecrest she frequently sees parents and teachers while on her job at the local Trader Joe's. She reported on a number of recent activities at Shorecrest, which included in part: very successful homecoming on September 28 where the record was broken for number of tickets sold to the dance; homecoming football game score was the closest they had ever come to winning during her time at Shorecrest; the first race and equity forum of the year on the topic of drugs and alcohol; the seniors are ordering caps and gowns; lots of buzz and stress around upcoming deadline for UW applications; first student council meeting held on September 24 where concerns were expressed about the early release days (particularly difficult for student athletes and also for students who have classes at both high schools in terms of transportation and time); Healthy Youth Survey being administered at Shorecrest earlier that day and later in the week; and the drama department will be performing *Pride and Prejudice* in November.

Mr. Jacobs acknowledged the joint meeting with the City of Shoreline held just prior to this meeting—always a great partnership and the two entities will be working closely together in the near future on various projects. He attended the fabulous Rotary Cup and conveyed a shout-out to Don Dalziel and Vicki Klein

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from the Shorewood Class of '78, which was having its 40-year reunion during the game. "It's been a great football season for both teams!"

Mr. Wilson attended the Parkwood groundbreaking, the Shoreline-Lake Forest Park Arts Council's 6X6NW event at Shoreline Community College, and Shorecrest homecoming. Shorewood homecoming week is coming up next week and health curriculum night is scheduled for October 16 in the Shoreline Room at Shoreline Center. He toured Highland Terrace with interim principal, Lara Drew.

Adjournment: 8:40 p.m.

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David Wilson, School Board President

Attest: October 22, 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.**