

## **BOARD MEETING MINUTES--REVISED**

April 15, 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 April 15, 2019, followed by the flag salute.

### **Roll Call**

Present: Mike Jacobs, President; David Wilson, Vice-President; Heather Fralick, Member; Dick Nicholson, Member; Dick Potter, Member; Soumya Keefe, Shorecrest Student Representative; and Saagar Mehta, Shorewood Student Representative.

### **Approval of Minutes**

The minutes of the April 1 Study Session and the April 1 Regular Board Meeting were approved as submitted.

### **Adoption of Consent Agenda**

The following consent agenda was presented for approval:

- a. Adoption of District Instructional Materials Committee (DIMC) Recommendations
- b. Approval of North Seattle French School Lease of Shoreline Center F Wing
- c. Acceptance of Gifts, Grants, Donations
  - Shorewood - \$5,058 – Shorewood Boosters – Mattress fundraiser proceeds to benefit SW Band
- d. Approval of Personnel
  - 1) Certificated
  - 2) Classified
  - 3) Administrative
- e. Approval of Vouchers

MOTION NO. 25: 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 April 15, 2019, the Board, by a unanimous vote, approved for payment, those vouchers described as follows: Reconciliation of Warrants Issued Between March 22 and March 29, 2019 - General Fund Warrants #76528-76531, 76532-76637, 181901044-181901084, 76704-76793, and 181901091-181901118, in the amount of \$558,436.85; Capital Projects Fund Warrants #76638-76657, 76794-76803 and 76829 in the amount of \$5,171,482.01; Student Bond Fund Warrants #76658-76700, 181901085-181901090, 76804-76828, and 181901119-181901124, in the amount of \$79,967.49; and Private Purpose Trust Fund Warrants #76701-76703 in the amount of \$2,866.76; for a grand total of \$5,812,753.11.

### **Reports/Presentations**

#### **Report on the Fall 2018 Healthy Youth Survey**

*Michael Power, Ph.D., Director of Assessment and Student Learning, presented.*

Shoreline students in grades 6, 8, 10 and 12 have taken the Healthy Youth Survey (HYS) every other year since 2004. This survey is sponsored by the Washington State Department of Health and OSPI. The survey addresses substance use, healthy attitudes and behaviors, and school and community risk factors. Different forms (A and B) have different questions so not every student answers all items, and some questions, e.g. on the topics of bullying or community values, are combined in some analyses.

The HYS is carefully designed for accuracy and statistical reliability. It varies by item, but generally a 3-5% difference over time or between groups is statistically significant. (Each 1% on the HYS item report represents approximately six students, depending on the item and grade level.) Schools received their reports in mid-March. State, county and Educational Service District level data are available to the community at: [www.askhys.net](http://www.askhys.net)

Districts are required to notify parents about the HYS in multiple ways. It is put on websites, school newsletters and sent by letter, giving parents the opportunity to decline if they don't want their students to take the test. There are very few families that decline and if a student decides on the day of the survey not to participate that is fine and alternate activities are provided.

The primary consumers of the data at the school level are the school administrators, counselors and psychologists, health teachers and any intervention staff. Although the results are in summary form only and there are no individual student scores, the staff reviews the results for their school to determine areas of improvement since the last survey and areas of ongoing or emerging concern.

In the past, HYS results have been reported to the Board of Directors, PTA presidents, and community service providers who are very interested in any trends which have implications for the services they provide. District staff who support students in various areas such as special needs, bullying and harassment intervention, and issues of equity also review these results to plan for interventions and track progress over time.

The content of the Fall 2018 HYS includes:

- Alcohol, tobacco and other drugs
- Electronic cigarettes and vaping
- Nutrition and fitness
- Health conditions and health care
- Sexual behavior
- Behaviors related to unintentional injuries
- Behaviors related to intentional injuries
- Physical, emotional and sexual abuse
- Mental health
- School climate
- Quality of life
- Children's Hope Scale
- Risk and protective factors
- Community issues
- Family issues
- School issues
- Peer and individual issues

For Shoreline, the participation was as follows:

- 654 (88%) of grade 6 students
- 578 (85%) of grade 8 students
- 600 (79%) of grade 10 students
- 433 (55%) of grade 12 students (not surprising that this is lower than other grades)

One of the questions frequently asked by community groups is, "How can we be sure that students are not lying?" There are multiple checks and balances. For example, if a student takes a survey with approximately 70 items, it is very hard to consistently lie, which shows up in the statistics. Additionally, on

occasion they will ask a question about something where the answer can't be yes. For example, have you ever taken the such and such drug (a name that has been made up) and if the answer is yes, they know the student is lying. That answer is checked against other responses in order to determine inconsistent patterns.

Dr. Power shared the results with the Board via a PowerPoint that can be accessed at:

<https://app.eduportal.com/share/3492916a-5d4f-11e9-afb4-00155d645900>

Prior to this meeting, board members submitted questions about the data shared in this presentation. Questions asked/considered during the meeting included:

*Q. What constitutes binge drinking?*

A. On the levels of alcohol use chart, it states: "Heavy drinking is defined as six plus days drinking in the last 30 days and/or two plus binge drinking." Dr. Power stated he would get more details and report back.

*Q. On slide 10 (Levels of Alcohol Use), is there any way to get the actual numbers of 6<sup>th</sup> graders?*

A. Dr. Power stated he would get that information as well and report back.

*Q. Each version of the HYS has an honesty question. If a student responds that he or she has not been honest, are those survey results thrown out for that individual?*

A. Dr. Power responded, "That would be my assumption. If a student has been honest, they're not going to say they haven't been." Dr. Power added that there had been a lot of research on this topic. If you ask people in a confidential way if they are lying they will typically tell you the truth.

*Q. Slide 22) Have these rates changed after legalization of marijuana (even though still illegal for minors)?*

A. Marijuana was legalized in the summer of 2014. Since the 2008 HYS, the percent of seniors using marijuana within the last 30 days has hovered around 30%. No change is evident over the last decade.

*Q. Does the marijuana use include the vaping of THC?*

A. No, not specifically as it is not called out that way. Ms. Keefe, Shorecrest Student Representative, added that she felt students were informed and knew the difference and would respond accordingly.

*Q. Even though we are seeing a constant of around 30% in marijuana use, if we add in the vaping of THC, do we see an increase in the use of marijuana?*

A. Dr. Power thought there would have to be a specific question in order to tease that out more readily. At some point, they may add such a question.

*Q. Slide 25) Don't our teachers notice students that are drunk or high? If so, what action do they/should they take?*

A. When teachers notice that a student is behaving in a manner which might suggest that they are under the influence of drugs or alcohol, they notify an administrator who gets the student from class. We are always concerned that the student may be having a medical emergency unrelated to substance abuse which may mirror the impacts of drug use.

The school nurse does a protocol based on the Drug Impairment Training for Educational Professionals (DITEP) to assess the student. They use the objective symptoms to determine if a search is warranted. If it is determined that the student is under the influence, appropriate board policies are applied to determine discipline.

*Q. Slide 27) It will be very interesting to see how the rates of bullying and harassment change once the 6th graders are moved to middle school.*

A. The fall of 2020 may be too early to see any difference; we may have to wait until the 2022 HYS to see comparable data.

Q. *Slide 34) Students know how to report bullying but do they? If not, why not? (confidentiality?)*

A. We do not have a mechanism for determining if bullying is underreported. We do know that reports of bullying have increased over the past few years as our education in this arena has increased. We do allow anonymous reports and the policy states:

*“Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff.”*

We have a reporting system (Safe Schools Alert), which allows for anonymous reporting as well. That link is on our website and is shared with families.

Q. *Slide 33) (Percent of students who report teachers or other adults at school “almost always” or “often” try to stop bullying is at 50%.) What is being done to communicate this to our students?*

A. We are always working to strike up a balance between supporting privacy of students and letting bullied students know they are being supported. At times, a student who is an aggressor may receive a consequence for a behavior and, because we do not share specific details of the consequence with the bullied student or his or her family, there can be a perception that “nothing happened” when they reported the incident. Having said that, we do want to have a culture where students believe we are “almost always” or “often” trying to stop bullying. We will work to implement new ways to communicate information about our work to prevent and intervene in HIB situations.

Q. *Slide 38) The 6<sup>th</sup> and 8<sup>th</sup> grade percentages are inconsistent with the bullying rates reports on slide 31. Why?*

A. Slide 31 refers specifically to the last 30 days prior to the survey and does not specify if the bullying was at school. Slide 38 reports their overall perception. It would appear that although some students were bullied in the prior month, perhaps some of the incidents taking place out of school or online, generally they still feel safe at school.

Q. *Does the definition of bullying include what a student might experience outside of school, possibly from a parent?*

A. Yes it does.

In that this was likely Dr. Power’s last presentation to the Board before his retirement on June 30, he thanked the Board members for their support over his five years in the Shoreline School District.

#### First Reading: District Instructional Materials Committee (DIMC) Recommendations

##### *Presenters:*

*Maria Stevens, Director of Teaching and Learning*

*Becki Frisk, Elementary Math TOSA*

*Sarah Taillie and Xandra Peter, K-5 Math Committee Members/Teachers*

This recommendation included one item:

*Bridges in Math K-5, The Math Learning Center*

The intended use includes:

- Core instructional curriculum in grades K-5 math
- Designed to be in all classrooms K-5, including dual language program and intervention
- Evidence-based materials

After a review by the District Instructional Materials Committee (DIMC), it was unanimously approved. There was strong support for this curriculum that aligns with Common Core, allows students opportunities for direct instruction, opportunities to problem solve, engage in authentic math problems, grow their skills in discourse, and it was determined as appropriate with no bias issues.

Three members of the K-5 Math Adoption Committee, Becki Frisk (facilitator), Sarah Tailie and Xandra Peter, assisted in this presentation by sharing the process as well as their personal experiences over the past 13 months.

Ms. Frisk reviewed the Committee's goals and tools that were used in selecting *Bridges in Math K-5*. The goals were as follows:

**Common Core Alignment**

- *Focus* on major work of grade
- *Coherence* across units and levels
- *Rigor* – balance of procedures, concepts and application

**Research-based Best Practice**

- Effective teaching practices
- Student mathematical practices

**Shoreline Instructional Strategic Plan**

- Strategic Direction #5: Teach in ways that are relevant, engaging, innovative, student-driven and rigorous

The tools used throughout the process included:

- OSPI's two-day math materials training
- Ed Reports – non-profit organization designed to promote high quality instructional materials for teachers
- NCTM (National Council for Teachers of Mathematics) – 99 years of research; mission is to ensure high quality teaching and learning for students
- Received input from other districts
- Surveyed all Shoreline K-5 teachers
- Designed the Shoreline Elementary Math Rubric – used to guide the Committee's work throughout

The work began with recruiting committee members from every building and grade level (K-5), administrators, special programs representative and a parent representative. The members included:

- Briarcrest: Therese Schmidt (2), Xandra Peter (1)
- Brookside: Rae Button (1) and Brooke Heathers (3)
- Cascade K-8: Melodee Larson (K/1) and Mackenzie Clement (2/3)
- Echo Lake: Cindy McCormick (1)
- Highland Terrace: Katie McCary-Smith (1) and Paige Phillips (4)
- Lake Forest Park: Jessica Hendrick (1) and Genevieve Wheaton (4)
- Meridian Park: Donna Ahron (K) and Barbara Keeley (5/6 Hi-Cap)
- Parkwood: Mary Anne Thomas (K)
- Ridgecrest: Shannon Gravett (3 Hi-Cap) and Jaclyn Cox (5-Hi-Cap)
- Syre: Jenica Itaya (1) and Sarah Taillie (3)
- Principals: Chryis Francescutti (CK8), Jonathan Nesson (BC)
- Dual Language: Maria Trevino (K)
- ELL: Marcia Sanders (EL)
- Special Ed: Ashley Norris (RC)
- Instructional Coach: Marybeth Scherf (MP/CK8)
- Paraeducator: Karen Kessinger (EL)
- Parent: Lama Chikh (EL)

Based on OSPI’s recommendations, four phases were used in the selection process.

Phase ONE (began last year):

- Provided professional development for committee members on Common Core Content Standards and Philosophy, Common Core Standards for Mathematical Practice and NCTM’s 8 Effective Teaching Practices
- Surveyed K-5 teachers
- Created a draft of Shoreline Elementary Math Rubric – top priorities included:
  - ◆ Coherence, focus, rigor
  - ◆ Engaging and relevant problems and tasks
  - ◆ Student-centered
  - ◆ Accessible to ALL students
  - ◆ Support for student discourse – a critical component of Common Core Standards for Mathematical Practice and 21<sup>st</sup> Century Learning Skills

<b><i>Discourse in math helps students:</i></b>	<b><i>Discourse in math helps teachers:</i></b>
Reflect on their own understanding	Evaluate what students understand and their misconceptions
Make sense of and critique others’ ideas	Be aware of gaps in students’ knowledge
Link prior knowledge with current understanding	Guide students to discuss concepts more precisely
Deepen and extend conceptual knowledge	Monitor math language development
Build mathematical confidence	

Phase TWO (began in September):

- Finalized rubric
- Examined outside resources – four highly rated curricula rose to the top
- Shallow dive – narrowed down to three
- Deep dive – using Shoreline Rubric for analysis, narrowed down to two—*Ready Classroom* and *Bridges*

Phase THREE:

- Top two vendors were invited to present
- Field testing
  - ◆ Recruited seven additional field test teachers
  - ◆ Provided training on both curricula
  - ◆ Collected teacher and student feedback in a variety of ways
  - ◆ Held debrief meetings for both
- Site visits to Fife (*Bridges*) and Longview (*Ready Classroom*) School Districts

Ms. Peter reported on the work she and Ms. Frisk did in reviewing the two curricula using the Equity Tool, to determine how they both promote and further equity. Some of the highlights noted in the *Bridges* curriculum were:

- Concrete models used to build concepts so that students aren’t left to just imagine what the math is
- Visual representations embedded
- Invitational language – multiple ways to enter problems and supports embedded for teacher questioning (to push students further in their mathematical thinking)
- Vocabulary supports – especially beneficial for English Language Learners but also for all students
- Non-stereotypical problem scenarios – more than just Westernized names
- Embedded routines for students who need additional structure

Phase FOUR began on April 1 with the final meeting of the Committee. All survey and debrief results were processed and work groups reported on the equity and bias review. The Committee used the Shoreline

Elementary Math Rubric to score each curriculum. The results were processed and Maria Stevens stepped in to facilitate the post-scoring discussion, which ended in a 95% vote to move *Bridges* forward for recommendation. The materials are available for review in the Instruction Department and at the Shoreline Library for parents and the community.

Ms. Taillie shared her experiences of not only serving on the Committee but also of the privilege she had to pilot the curriculum. She opened up by saying, “This process has made me a better math teacher . . . I love it. My classroom came alive.” She reported that *Bridges* had all of the priorities that made up the Shoreline Elementary Math Rubric. For example, the unit she piloted connected multiplication and division and helped students understand the relationship between them. The first section of the teacher’s notebook was 10 pages explaining why that relationship is important, what it is going to look like in a third grade classroom and how to build on what they learned in second grade and how it relates to what they will do in fourth and fifth grade. The tasks and problems within *Bridges* (low floor, high ceiling) are accessible for EVERY student. Advanced learners can come in at any point and take it to the next level for more challenging experiences as there is no standard algorithm that keeps students from continuing once they solve the problem. Additionally, there are vocabulary supports for our English Language Learners. “The discourse among the students was so much richer because of the structure of this program.”

Ms. Stevens concluded by sharing the highlights of the *Bridges* curriculum, under the heading, *Why Bridges?*

- The curriculum focuses on developing students’ deep understanding of mathematical concepts, proficiency with key skills and ability to solve complex and novel problems.
- Bridges blends direct instruction, structured investigation, problem solving and academic discourse.
- Strongly aligned to CCSS Math Shifts – coherence, focus, rigor
- Highly engaging tasks and problems
- Effective instructional strategies embedded
- It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.
- Student centered
- Supports teachers in learning and teaching mathematical content
- Embodies our Shoreline Instructional Strategic Plan
- Equitable access for all students
- Promotes high level of student academic discourse

Mr. Potter reported that he had spent several hours earlier in the day reviewing the materials and talking with Superintendent Miner and Ms. Stevens about his concerns. He was pleased to state that they did a good job addressing his concerns. “*Bridges* has a reform math reputation but in comparing the materials themselves against our current Pearson *enVision* student math materials, there were some great similarities I saw, especially in the student handbooks so I think it really comes down to how the materials are applied in the classroom.” He then asked Ms. Stevens to elaborate on their use for direct instruction.

Ms. Stevens responded that direct instruction shows up in a number of ways. There is large group instruction when a lesson or unit of study is launched. There are also opportunities when implementing small groups that are targeted toward areas where students may have gaps or misunderstandings in their learning or it could be at a time when a teacher wants to launch a group into a deeper level. There is direct instruction when a teacher facilitates the “number corner,” which is a critical new component not included in the previous materials. This is where students get to explain their thinking around math and talk about it, which is where they get to practice using vocabulary. Often when students are working problems on paper, they aren’t practicing the vocabulary but in the number corner, the teacher is using direct instruction by not only framing the conversation but also asking further questions to ensure the students understand the meaning of the terms and how they match up to the numbers in the math problems. Direct instruction is a

“must have” in math instruction and it is built throughout the learning process and comes in different forms at different times. Early in a unit, there will be much more direct instruction and as the students move through and become more skilled, there may be a little less. Ms. Stevens stated, “I would say we’re elevating teachers’ ability to provide meaningful, timely, engaging direct instruction through this instructional material.”

Mr. Potter mentioned a report from 2017, which was an analysis of an international program for student assessment to determine which teaching practices worked best of the two dominant methods—teacher-directed instruction and inquiry-based learning, aka reform math (where students are encouraged to figure things out for themselves). The study found that the sweet spot that yielded the best improvement in the scores relative to baseline was “teacher-directed instruction in many to all lessons combined with inquiry-based learning in some lessons.” Mr. Potter asked Ms. Stevens to confirm that this indeed was the plan for the District. Ms. Stevens responded, “Yes, this is what *Bridges* offers and it aligns with Common Core State Standards and is what we thought was best for student learning.”

Ms. Fralick asked why there was hesitation on the part of the individual(s) who did not vote for *Bridges*. Ms. Stevens responded that there was one person who did not vote for *Bridges* because she felt the lesson she piloted didn’t necessarily meet the needs of her students. Her interpretation or understanding of the effectiveness of that lesson was contradicted by two other grade level peers who taught the exact same lessons and found them to be effective and useful. She graciously said she wasn’t going to change her mind but was fine with the provisions for taking a vote. Ms. Stevens also asked for the Committee to vote on the other piloted curriculum and there was only one positive, yes vote. Everyone else indicated they “could not live with” or “had reservations”.

Ms. Fralick thanked the Committee for their amazing work on this project. Ms. Stevens praised Becki Frisk for facilitating and the individual members who spent 13 months learning and growing and really thinking about what would benefit our students the most.

President Jacobs asked how this would be rolled out for our teachers. If approved, a timeline of events will be published and materials will be purchased so that teachers have them before school gets out. There will be a 1-1/2 hour training at that time for them to learn how to access and navigate. In August, there will be a two-day math institute where every K-5 teacher will receive training from the vendor on how to utilize and maximize the material. Principals have also agreed to use some of their P (Principal) time for further conversations and work around math. There will be additional time throughout the 2019-2020 school year during D (District) time. Teachers will be continually asked to share their concerns and needs and assistance will be provided in a tailored fashion.

Mr. Nicholson asked how many school districts in the State of Washington have adopted *Bridges*. Ms. Frisk responded that she thought it was well over 20. It is highly regarded throughout the country.

President Jacobs reiterated the gratitude of the Board for the Committee’s time and thoughtful considerations in this process.

#### Presentation of Preliminary 2018-2019 Debt Service Fund Budget Extension

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

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 budgets for all five funds, the DSF budget needs to be revised and re-adopted. The bond sale in September included \$18 million in bonds authorized in 2006 for district-wide improvements and \$200 million in bonds authorized in 2017 for new construction.

The purpose of this extension is to increase the appropriation by \$6,055,719 for expenditures, which includes principal, interest, and bond payment processing fees. The increase in tax revenues and ending fund balance is leading up to a payment of \$4.4 million on the new bonds that is due on December 1, 2019.

**Summary of Changes to DSF Budget:**

- Beginning Fund Balance: \$6,327,387, decreased by \$59,613 (updated to actual beginning)
- Revenues: \$27,609,742, increased by \$3,666,742 (taxes and investment earnings)
- Other Financing Sources: \$5,006,653, increased by \$5,006,653 (premium on new bonds)
- Interest Expenditures: \$25,634,719, increased by \$6,055,719 (interest payments on new bonds)
- Ending Fund Balance: \$13,309,063, increased by \$2,558,063

In order for the Board to adopt this budget amendment, a public hearing will be conducted to take public input on the proposed budget extension on May 6. The hearing will be advertised in the *Seattle Times* on April 19 and 26, as required by law.

February 2019 Financial Update and April 2019 Enrollment

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

The February Cash Flow Report reflects a total fund balance of \$18,414,412. The variable for the remainder of the year is how much Safety Net dollars will be received this coming summer. The District budgeted for approximately \$350,000, which is roughly half of the average received the last three years. The tax collections listed for April and May are lower than October and November, due in part to the new levies being limited to \$1.50/\$1,000 of assessed value, which took effect in February 2019.

Mr. Nicholson asked how the state funding was coming in after the adoption of the budget. That information will be presented in detail at the next board meeting. In general, the District has more than made up for the revenue lost as a result of the shortfall in enrollment. Transportation revenue is up, the levy is up and there have been some carryovers in federal funds.

April enrollment is 9,498 head count, which is 85 less than a year ago and 228 below budget.

**Board Requested Discussion**

None

**Comments from the Community**

The following individuals spoke:

- 1) Elise Goett, Shorewood Senior – Proposed changing high school start times from 7:50 to 8:45. Her Civics class has done extensive research on start times across the country. For example, the University of Minnesota studied eight high schools in Minnesota, Colorado and Wyoming. Attendance rates increased as well as test scores and grades across core classes. A total of 380 students at Shorewood were surveyed and only about 7% said they were getting the recommended eight hours of sleep; over 90% of students said they wake up before 7:00, which is much earlier than a normal teenager’s natural circadian rhythm.
- 2) Stella Beemer, Shorecrest Senior – Has been involved in Technology Student Association (TSA) for all four years of high school and it has 100% shaped her career path and future plans unlike any other activity she has been involved in through high school. She started in TSA with the first competitive Shorecrest Robotics team. In her junior year, she was selected to be the state secretary of the Washington Technology Student Association, one of six students across the state planning events and conferences, which included speaking in Olympia. From her experiences in TSA she has become much more confident in her speaking and communication skills. Thanked the Board for

offering TSA opportunities and requested more recognition for students and advisors involved in TSA and DECA organizations.

- 3) Freddy Byington, Shorewood Civics – Unlike students in other grades at Shorewood, seniors do not have Chromebooks so they either use the iPads or their own devices. Most students bring their laptops since the iPads are more restrictive and not as functional. Students using their own devices have to use the GuestNet for Internet services, which is much slower and has very restrictive filters. It would be appreciated if seniors could receive better tools to do their schoolwork until the end of the school year.

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

Ms. Keefe reported that the April Student Council meeting included conversations about curriculum requirements. There was concern that Algebra 2 is not listed in the registration materials as a requirement for Physics; however, much of the math needed to be successful in Physics is learned in Algebra 2. There were also concerns raised about the tardiness policy in connection with the formation of a breakfast club which can be used to make up tardies, but since it is only held once a month and often conflicts with athletic practices, student athletes have fewer opportunities to make up those tardies. Students are proposing to expand the recycling and composting during lunch and the extended passing period to the second and third floors. Upcoming events: National Honor Society's induction of 75 new students being held at the same time as this meeting; annual Unity Festival on Wednesday April 17 in The Commons; Shoreline Invitational Track Meet is scheduled for Saturday April 27; Shorecrest's spring musical, *Beauty and the Beast*, begins on May 9 and runs through May 19, Thursday through Sunday of both weeks. Ms. Keefe introduced Michael Crosson (in the audience) as Shorecrest's Student Representative for the 2019-2020 school year.

Mr. Mehta reported that 280 tickets were sold for last Friday's Shorewood Talent Show. "Start stockpiling your donatable goods" as the sophomores and juniors are working to organize the "fill the truck" fundraiser for May 8-11. If the truck gets filled, the school will receive \$600. Seniors have received their caps and gowns! The Black Student Union assembly is scheduled for Thursday April 18 at 7:00 p.m. Students will have opportunities to see the assembly during school on Thursday and Friday. World Night is set for May 3—all are invited for a night of culture and celebration. Mr. Mehta introduced a guest in the audience who is interested in being the Shorewood Student Representative for next year, Alex Lim. Three items were resolved earlier in the day during Student Council:

- 1) Cap removed on the number of representatives for each class
- 2) Approved conversion of 2300 wing bathroom set to be gender-neutral
- 3) Shorewood chapter of Amnesty International introduced the "I Welcome" resolution (passed unanimously), which acknowledges the international refugee crisis and stands in solidarity with the refugees and immigrants in our community. Shorewood was the first to adopt in Washington. (Copies of resolution provided to board members)

Mr. Potter attended the Parkwood construction site tour, Astronomy Night at Shorecrest and the celebration for the District's 75<sup>th</sup> birthday. The Shoreline STEM Fair is coming up on June 1 at Shoreline Community College.

Ms. Fralick attended the LGBTQ Pot Luck Dinner on April 4, the ribbon cutting ceremony for the sidewalk improvements near Echo Lake Elementary, chaperoned a Cascade K-8 second and third grade field trip to the Seattle Art Museum, visited Edwin Pratt Early Learning Center and Meridian Park Kindergarten with Superintendent Miner, and attended a Cascade K-8 community meeting and the Cascade K-8 auction.

Mr. Wilson reported that in addition to many of the events already mentioned, he attended the Shorewood play, *Newsies*, and very much enjoyed it.

Minutes – April 15, 2019

Mr. Nicholson attended the Parkwood construction site tour. He also attended a lecture at Vince Santo Pietro's Astronomy Night at Shorecrest and reported, "I did not fail." He enjoyed the District's 75<sup>th</sup> birthday celebration and will be attending an upcoming Music4Life meeting which will include some good news that he will share at a future meeting.

Mr. Jacobs also enjoyed *Newsies*, Astronomy Night and was able to catch a Shorecrest vs. Shorewood baseball game. The Shoreline-LFP Arts Council's film festival was a great, well-attended event.

Adjournment: 8:47 p.m.

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Michael Jacobs, Board President

Attest: May 6, 2019

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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.**