Kids in Medicine and Science

Enrichment program engages students with hands-on learning

Shoreline high schools ranked among best in U.S.

Production Center helps students learn vocational skills
Superintendent’s Message

“Future Shoreline” continues with discussions and decisions to be made

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I had the honor of witnessing 620 seniors graduate at the Shorewood and Shorecrest commencement ceremonies on June 19. A common theme heard in the remarks of students and staff during the graduations was that the journey to that culminating point in time was long and winding, with plenty of helping hands along the way.

Students’ journeys with us begin when they enter our schools whether that be in pre-school or kindergarten or senior year. Their journey ends when they walk across that graduation stage, diplomas in hand, smiles on their faces and bright futures ahead of them. Their success would not be possible if not for the commitment, effort and support of our families, staff and community over many years.

This theme was echoed just a day later when our Board of Directors unanimously directed district staff to develop a bond measure for voter consideration in February 2017. This decision came after two years of study including a demography study, a facilities condition report and a recommendation from the Facilities Planning Committee (FPC) at the June 6 board meeting. The Board agreed with the committee’s proposal for projects that include: rebuilding Einstein and Kellogg Middle Schools, rebuilding Parkwood Elementary and building an Early Learning Center that would encompass the Shoreline Children’s Center, Early Childhood Education and Head Start. It was evident in the discussions of the FPC and Board of Directors that these projects are important to the continued support of our students along their journey from pre-school and elementary school through high school and graduation. The work of the FPC followed up on the work of the Instructional Program Planning Committee (IPPC).

The IPPC was tasked with evaluating district programs and grade configurations. After much research and discussion, recommendations included shifting the middle school grade band configuration to 6th, 7th and 8th grades. This change will provide our 6th grade students with the lab space and specialized instruction necessary to provide rigorous learning and alignment with state education standards. The IPPC also recommended developing an early learning model that co-locates preschool, Early Childhood Education and Head Start programs in a central location. This will allow our youngest students to receive the services and support they need as they begin their Shoreline Schools journey.

The proposed construction projects will allow implementation of the IPPC’s instructional program recommendations to meet the needs of current and future students. The recommendation also comes at an opportune time to address building condition and capacity issues. Based on the building condition reports, the FPC recommended the Shoreline Children’s Center, Parkwood, Einstein and Kellogg be rebuilt. Rebuilding these facilities with additional classroom space will also help increase our capacity to serve the additional 1500 students that a recent demographic study projects our district will grow by 2030.

The additional space created for elementary students by moving 6th grade students to middle school and rebuilding a larger Parkwood will also allow our schools to receive additional funding to reduce class sizes through voter-approved Initiative 1361. Research has proven that smaller class sizes, especially at the elementary level, have a positive impact on the academic and behavioral success of those students.

Together, the instructional adjustments proposed by the IPPC and facility recommendations developed by the FPC will further support our students from preschool, elementary and middle school as they continue on their journey to graduation and success in work and life.

This fall, there will be a series of community meetings to discuss these proposals, receive feedback and answer questions. Be on the lookout for information on dates and times which will be sent to you later this summer. I look forward to discussing these proposals and how we can continue to support our students well into the future.

Regards,

"Future Shoreline" continues with discussions and decisions to be made

Seven Shoreline schools earn Washington Achievement Awards

State Superintendent Randy Dorn and State Board of Education Chair Isabel Muñoz-Colón presented seven Shoreline schools with 2015 Washington Achievement Awards at a statewide awards ceremony on May 10 in Union Gap.

The award recipients represent the highest performing schools in the state based on three years of academic information as reported in the Washington Achievement Index. “The Achievement Awards recognize schools and educators making a difference in student outcomes. Award recipients are schools that have made measurable progress helping students prepare for college, career, and life,” said Muñoz-Colón.

Shoreline schools recognized as top performers in one or more of categories:

• Briarcrest Elementary (High Progress)
• Brookeside Elementary (English Language Arts Growth)
• Cascade K-8 Community School (Overall Excellence and English Language Arts Growth)
• Echo Lake Elementary (High Progress and English Language Acquisition)
• Meridian Park Elementary (High Progress)
• Parkwood Elementary (High Progress)
• Syre Elementary (Overall Excellence and English Language Arts Growth)

“These awards are a reflection of the incredible work happening in Shoreline Schools to support the highest levels of success for every student who walks through our doors,” said Rebecca Miner, superintendent of Shoreline Public Schools. “It takes an entire school community of committed and caring adults to ensure every student has the opportunity and resources to succeed. Every person plays a critical role in cultivating student achievement. I want to thank and recognize the schools honored with these prestigious awards, as well as all of our staff and volunteers who give their all for each student.”
The air in Denise Peters’ 3rd and 4th grade class at Meridian Park Elementary suddenly fills with sounds ranging from excitement to slight disgust. After spending the morning learning about the anatomy and functions of the human heart, pig hearts that will soon be dissected have just been presented to the class. It’s the culminating experience for the students during the Kids in Medicine and Science Seattle (KIMSeattle) multi-day visit to the school.

Meridian Park is one of nine Shoreline schools that KIMSeattle visited this year. “The program provides elementary students with an opportunity to participate in an authentic laboratory experience,” said Peters. “In our classroom lab, students learned about the anatomy and physiology of the heart, compared and contrasted the possible impacts of sugar and exercise on the heart, examined current medical devices used by cardiologists and were introduced to a variety of medical careers.”

KIMSeattle is a non-profit organization founded by Joanie Block, a Shoreline parent and former Chief Operating Officer of Seattle Science Foundation. She explains that the idea for the program was developed back in 2008 when her son’s 2nd grade teacher at Brookside Elementary invited her to do a presentation that would complement their learning unit on health and community.

“I brought a heart and a brain, anatomical models and books… the students loved it—they dressed as doctors, complete with masks, gloves and gowns,” said Block. “While I loved going into the classroom, what I really wanted to do was immerse kids in an authentic lab environment, from that came Kids in Medicine and Science Seattle.”

“My hope is that this opportunity provides students with the ‘spark’ they need to make their dreams possible.”

- Denise Peters, teacher

Block explained that the mission of KIMSeattle is to engage students to get them interested in science, medicine and biotechnology early in the course of their education. This aligns with the District’s focus on increasing science, technology, engineering and math (STEM) opportunities and applications for students.

The program, funded by grants from the Shoreline Public Schools Foundation and PTA groups, provides students with an enriching experience that expands their knowledge through engaging real laboratory experiences. The modules covered can range from the heart health to forensics, always with the goal of inspiring students to study and consider careers in the areas of science and medicine.

“School is a place where students can follow their passions and develop skills needed for future careers,” said Peters. “My hope is that this opportunity provides students with the ‘spark’ they need to make their dreams possible—providing them with opportunities to explore their curiosities and a desire to get everything they can out of school.”
Shorewood and Shorecrest ranked among the best high schools in the U.S.

The national news magazine U.S. News and World Report has again recognized Shorewood and Shorecrest High Schools for student achievement in their annual ranking of the nation’s best high schools. Both schools have been awarded a silver medal for the news magazine’s 2016 Best High Schools list.

Shorecrest is ranked 10th in Washington out of 477 high schools in the state, and 856th out of more than 28,500 high schools in the United States. Shorewood ranked 14th in the state and 1,038th out of more than 28,500 high schools in the country.

“It’s exciting to see this recognition of the students’ achievements and to know that our schools provide rigorous and relevant preparation for college, career, citizenship and life,” added Shorewood Principal Bill Dunbar.

“Having both our high schools receive such a prestigious recognition confirms our everyday experience in an outstanding learning environment that is supported by our students, staff and community,” added Shorecrest Principal Lori Longo.

To create the 2016 Best High Schools rankings, U.S. News worked with RTI International, a North Carolina-based research firm. High schools were evaluated in three stages:

1. Overall student performance on state-required tests. Students in the schools had to perform better than average to move the school to the next step.
2. How effectively schools educated their low-income and minority students.
3. School graduation rate and how well they prepared students for college.

Registration open for Back to School Consortium event

Families of students in need of support for school supplies, clothing and haircuts are encouraged to register for the annual Back To School Consortium event. It provides assistance to Shoreline Public Schools families with low incomes or circumstances that make it challenging to provide their children with needed school supplies and/or clothes.

Registration just takes a minute and can be done online at: www.btsconsortium.org

This year’s event will be held from 12:30 to 4 p.m. on Saturday, August 27 at the North City School building, 816 N.E. 190th, Shoreline.

Gently used or new children’s and teen clothing can be dropped off at The WORKS, located in the North City Elementary portables, 816 N.E. 190th Street, Shoreline, Wednesday evenings beginning August 3, from 6:30-8 pm or by appointment. Leave a message on the Shoreline PTA Council, The WORKS voice mail 206.393.4916 and a WORKS representative will call you back to arrange a drop-off time.

Financial donations are also welcome! Checks payable to the “Back to School Consortium” can be mailed to the Center for Human Services, 17018 15th Ave. N.E. in Shoreline, WA 98155.

Equity and Family Engagement Director focused on supporting the needs of students and staff

Last year, Shoreline Public Schools made a decision to become more proactive in establishing an equitable learning system for students, staff and community. The District Equity Committee and facilitators from the Puget Sound Educational Service District spent the 2014-2015 school year undertaking a self-inventory process. They analyzed the organizational infrastructure with the intent of identifying systemic barriers and gaps that can be addressed to reduce inequalities in student outcomes and increase equity and opportunities for academic success.

One of the recommendations made by the committee in its report to the Board last summer was creating a director of equity and family engagement position to lead the work necessary to establish an equitable learning environment that provides students and staff with the resources, policies and understanding they need to be successful.

Dr. Tanisha Brandon-Felder was hired in the fall to take on this important leadership role. She had previously been a Race and Equity Lead teacher in Seattle Public Schools since 1999, as well as a leader of numerous committees and organizations tasked with supporting a diverse and inclusive teaching and learning environment.

One of her first tasks was helping the school community understand what equity is and isn’t. “Some people think equity and equality are the same thing, but they are really different,” said Dr. Brandon-Felder. “Equality is this idea that everything is fair and we all receive the same resources and opportunities, but this doesn’t take into account the context of history, current realities and future outcomes.”

She explained that equity is about providing people with the resources and opportunities they need and takes into account the context of why those needs are there. This means that different people or groups of people would receive different resources or opportunities to provide what they need to be successful.

“What this basically means is that with equity in mind, I help our district examine policies, procedures and practices to be sure that all students are getting what they need to succeed,” said Dr. Brandon-Felder. She notes that research has shown race to be a predictor of success, with students from marginalized groups less likely to achieve at the same levels as their white peers.

“It’s difficult to talk about race, but until race is no longer a predictor of student success, it’s a conversation we need to have.”

To help begin this conversation and process, Dr. Brandon-Felder has been holding a series of staff workshops that focus on race, equity and privilege. She is also developing an steering committee that will begin drafting a policy to present to the Board of Directors to help guide the District’s work around equity and cultural responsiveness.

“This is not easy or quick work, but the impact it can have on helping each one of our students and staff succeed is worth it...our students are worth it,” said Dr. Brandon-Felder.
District program helping special needs students learn job skills

Tucked behind the Shoreline Center, the Shoreline Training and Production Center (STPC) is a program that offers a unique educational opportunity for high school students with special needs. The focus of the STPC is to develop vocational and behavioral skills suitable for preparing students for a successful experience in community or supported employment.

Students learn by completing real job orders for local companies and organizations. These jobs can range from assembling and packaging medical supplies, to personalizing napkins and pencils. Students are provided with effective job task training and businesses receive a cost-effective alternative for having their products assembled, packaged and distributed.

Instruction and training are based on students’ unique learning needs and physical abilities.

"It’s a great way for the students to learn valuable vocational and behavioral skills that they can utilize after they exit the program," said STPC Teacher Renée Leveque Wass. "It’s also useful to gauge their abilities to help find appropriate jobs where they can succeed."

The program is used as an evaluation tool to determine when students are ready for job placement and what positions they would be best suited for.

"We want the students to maximize their potential to be the best worker they can be in whatever they may do after high school," said Eric Solbakken, an assistant with the classes attending from Shorewood.

The program is available to all Shoreline secondary students. The high school students typically attend 1-3 times a week for about an hour and some middle school students attend once a week.

In addition to the contract work done for companies, such as PEMCO, Windermere and Creation Station, the program’s students also complete jobs around the Shoreline Center. They can often be seen helping prep Shoreline Stadium for events or delivering mail to district offices.

"We’re always looking for additional jobs to provide students with a diverse set of skills that they can take into the workforce," said Wass. "In fact, we are currently accepting contractual work."

If your business or organization is interested in utilizing the services offered by STPC, you’re encouraged to contact Wass at 206.393.4761 or renee.levequewass@shorelineschools.org.

ARE YOU A PROUD SHORELINE SCHOOLS ALUM?

Cut out this page, take a picture of yourself holding up the opposite side of the page at an interesting location, project or event and send it to us at public.info@shorelineschools.org. Be sure to include your name, which high school you attended and graduation year.

You may find your picture published in a future issue of The Flagship or posted on our social media channels.

Feel free to post on your own social media accounts too! Just don’t forget to hashtag. #SPSTAKESYOUTHHERE
Shorewood principal honored with UW’s John W. Morefield Mentor Award

The University of Washington’s Danforth Education Leadership Program has selected Shorewood High School Principal Bill Dunbar as this year’s recipient of the prestigious John W. Morefield Mentoring Award.

Danforth Program Director Ann O’Doherty presented Dunbar with the award at a surprise reception on May 20 at the high school. She noted the award is presented annually to an educational leader who has selflessly given of themselves to mentor, guide, challenge and support educational leaders, teachers and students in the Puget Sound region.

Shorewood Dean of Students Melyssa Stone nominated Dunbar for the prestigious recognition. “He’s a mentor who models hard conversations, holding to an unyielding belief in the growth and development of his students and staff,” said Stone. “As he evaluates systems and measured outcomes, he holds himself to growing and learning more and more every year, to do better for students.”

Dunbar stated that the learning in an internship is not a one-way street. “I’ve learned as much or more from interns over the years as they have from me,” he said. “It has been an honor to work with these talented educators as principal interns and as they move into new roles in our District and elsewhere.”

Dunbar will also be honored at an awards banquet this August at the University of Washington.
Shorecrest Marching Band tops in Ireland parade and competition

Photos courtesy of William Murphy

How does a school marching band follow-up after winning the Best Youth Band Award their last time marching in the Dublin St. Patrick’s Day Parade in 2012? If you’re Shorecrest, you win Best Overall Band on your triumphant return to the historic parade earlier this spring.

Over 140 students, staff and volunteers spent countless hours practicing, fundraising and organizing to make the 9,000-mile round-trip to continue their tradition of marching in the Dublin parade every four years. All that work was realized when their name was called as the Best Overall Band during the parade’s awards ceremony.

“The room absolutely erupted,” said Band Director Vince Caruso. “The students were so genuinely excited... it was an honor to feel that energy, enthusiasm and pride fill the room.”

That would not be the only recognition and celebration experienced by the Highlander Marching Band during their trip. After spending a few days participating in music workshops and performances around Ireland, it was time for the Limerick International Band Championship. Competing against over 1,200 other band participants, Shorecrest was recognized as the event’s Best Musical Performance.

“These awards and recognitions are always nice validation and kind of a big deal, but it’s not really why we perform and travel,” said Caruso. “Providing the students with the opportunity to perform in front of half a million people along the parade route in Dublin is incredible... it’s really an experience that’s hard to replicate!”

The planning and logistics that go into the trip every four years is a massive undertaking, with flights, hotels, passports, forms, fundraising and shipping uniforms and instruments. “It’s very much a team effort that happens every spring, regardless of whether we’re in an ‘Ireland year,” said Caruso. “Fortunately, we have great staff and volunteers who allow me and the marching band to focus on preparing for the parades and competitions.”

Although they just returned from their trip, preparations are underway for their next trip to Ireland in 2020. “We have a unique culture here in Shoreline that values and supports the arts. Thank you to everyone who helped make this trip, and others like it, possible,” said Caruso.
Important dates for next school year

August
15: School Offices Open

September
7: First Day of School!
16: Kindergarten No School Day - WaKIDS
23: Early Release - Staff Work Day
26: No School - Staff Work Day
30: Kindergarten No School Day - WaKIDS

October
7: Kindergarten No School Day - WaKIDS
12-14: Elementary Early Release - Conferences
31: No School - Staff Work Day

November
11: No School - Veterans Day
23: Early Release - Thanksgiving Break
24-25: No School - Thanksgiving Break

December
5: No School - Staff Work Day
21-31: No School - Winter Break

January
1-3: No School - Winter Break
16: No School - Martin Luther King Jr. Day
30: No School - Staff Work Day

February
20: No School - Presidents Day
21-24: No School - Mid Winter Break

March
6: No School - Staff Work Day
7-10: Elementary Early Release - Conferences

April
3: No School - Staff Work Day
17-21: No School - Spring Break

May
15: No School - Staff Work Day
29: No School - Memorial Day

June
12: No School - Staff Work Day
23: Last Day of School!
“Buddy Table” makes its debut at Syre Elementary

Syre Elementary recently got a “Buddy Table” for their playground area thanks to a grant from the Syre PTA. The table is a designated location for students to go if they are looking for an activity to do or someone to play or hang out with at recess.

Shorewood Culinary Arts hosts a farmers market

Shorewood High School's Culinary Arts Program held a farmers market to sell produce grown in their garden and other treats made by the class.

The program will be donating the produce grown over the summer to a local organization that helps feed the homeless.