

2019.09.11.Board.Meeting

So I want to welcome everyone. Whoa, this is kind of loud. This is good. Welcome, everyone. And I'm going to ask for us to-- whoa. Got it, Kyle? All right, we can go ahead and stand up. We're going to do the Pledge of Allegiance.

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Thank you, everyone. So I'm going to ask Kyle to do the roll call.

Director Bradford.

Here.

Director Curry.

Here.

Dr. Alvarez.

Here. And Director President Dorsey as an excuse, and so Director Van also is excused. And the lady to my right is our superintendent Dr. Enfield. And at this time, I'm going to ask if we have any scheduled communications? And so the first-- oh, wait. Yeah, I'm sorry, guys. I'm already-- the roll call, we just did. So the call to changes-- I'm going to ask to see if there's any changes or additions to tonight's agenda.

[INAUDIBLE]

So with that, we'll go ahead and then move to scheduled communications. Our first speaker is Melissa Mafua. Yes, you are first.

Yeah, you get to go, huh?

Yeah. So just a reminder of public testimony, you can go ahead and step to the podium and the microphone over there, but it's limited to four minutes. Thank you.

Right. Over there.

I know. Can you give this over to him?

[INAUDIBLE]

Her?

No. To them-- not to keep. I just want them to look at it.

OK. Well, [INAUDIBLE].

OK, if you guys can see, this is my son Champion [INAUDIBLE]. He's a third grader at Mount View. Recently, he was diagnosed with epilepsy. He currently has not been able to go to school every single day. He is missing about two, two and a half days of school because there is not a nurse there to administer his emergency medicine. Now epilepsy is a disability.

My son is not behind in school, but he quickly is going to get behind in school. My son was very upset. There was a back-to-school celebration, and he didn't want to go. And I'm going to get upset, but he didn't want to go, because he feels like the school doesn't want him there because he's not safe.

The measure that the-- the plan that the school has is to let my son seize, for a best-case scenario, 8 to 10 minutes. My son does not have the shaking seizures. He has his seizures called absence seizures, so if his teacher knows-- and mind you, his teachers did not know he had epilepsy until I told them the day before. Now if they catch it right away, there's still probably about eight minutes until paramedics get there.

And mind you, the medicine is in the office. It is a medicine that has to be administered through his rectum. I get that's uncomfortable. There's teachers there at Mount View Elementary that are willing to do it.

The district won't let them. They say it's against the rules. We are working with the superintendent of the state to try to figure this out. In the meantime though, my son is missing school. My son is feeling unwanted. My son is not getting his free education that he's supposed to get, and this has been something that he has been dealing with recently.

It's emotional for him. It's something he's going to have to live with for the rest of his life, and I'm going to keep coming back to this podium. And you are all going to get to know me real quick until my son can go to school every single day and get a free education and a safe education, because in my opinion, seizing for eight to nine minutes is not a safe education. He can get brain damage at that point, and it's all because the medicine can't be given to him.

He won't remember giving it to him. There's protocols on how you can make sure there's nobody else in the room, and it's really frustrating as a parent. It's really frustrating just as a person. If this was your guys' child, would you be OK with your kids seizing for that long and possibly getting brain damage? I'm not OK with that, and I'm my son's advocate. And I wanted to show you his picture, because I think it's very important that, as we're talking about somebody that has this, that we put a face to it.

It's not just a name. It's not just some student at Mount View. He's a person. He has-- he loves soccer. He loves school. He's reading at a fourth, fifth grade level. He's a third grader.

In English-- or in Spanish, he's reading at a third-grade level. He's doing amazing, and he's going to get behind. He's stuck in this system where he can't get an IEP, because he's not behind in school. An IEP-- if I had an IEP, he could get a nurse at his school all day long. But my kid's

ahead in school, so he doesn't get that. So to wrap it up, I'm going to continue to be here until he can go to school every single day.

Thank you for your comments. Our next person is Tracy Champion.

[INAUDIBLE]

Hi, I'm his auntie. I don't have a child in this school district. I am a product of the school district. She used to be my principal back in the day. I went to White Center Heights, Cascade, Evergreen, Tyrone. So I am a product of the school district, OK? Me and my sister learned what we know because of Highline schools, right? And my nephew, he does deserve to have-- I wouldn't say it's a free education, because our tax dollars pay for it. So let's get that one first, but he deserves to go to school every single day.

And he shouldn't be punished, because you have great teachers at Mount View. I mean you hopefully want your students to be advanced, but because he is advanced, he doesn't get the IEP, right. And that's not OK. If I could, I would have him at my daughter's school, but I can't afford that. But, you know, it's not fair to him.

I was with him the night before school started. Crying-- he was in tears, crying. My mother who is disabled-- you know, she always did everything for me, and my sister was always at the school. And she came to school the first day of school and sat in that office the entire day. Now that's not a solution that can go ongoing, because she is disabled, and that's just not realistic, right. But our family, we know how to advocate for ourselves, and so we're going to do what we need to do.

But my concern is what if there's another family that doesn't know what their rights are-- what their child's rights are, right? Something needs to change, because the job of the district is to educate all children within their district, right? And Highline does a good job of educating their children that go to this district, but we cannot exclude kids that have a disability. And I'm looking more-- yes, my nephew. He will-- we will get this fixed, because we're determined people, and we do this for a living, OK? We're both union organizers.

We know how to do stuff, but I'm also thinking about other families. Maybe English is their second language. That's a lot of kids at Mount View and a lot of other schools, right? So this needs to be changed not only for my nephew but for other children too, because I have issues with my brain. I had two brain surgeries. I know what it's like to have issues with your brain.

You cannot be seizing that long. You talk to any neurologist. They will tell you his medicine should be given to him within three minutes. You know, that can have lasting effects on a child, and the thing that just breaks my heart is when he says the school doesn't want him. He already feels-- like, [INAUDIBLE]. He already feels different, right. His medicine already makes him-- his moods swing. Let's not add another burden to him as a child.

We're adults. We should be able to figure it out. Let's figure out what the intent of that language was and change it if it needs to be changed, but in the meantime, let's get my nephew back in

school because he deserves it. And he's going to fall behind in school, and then we can just give him an IEP. I guess maybe that might be the solution. Who knows? But that's not what I want. But yes, thank you.

Thank you for your comments. And I understand that they're already working on a solution. Is mic on? Is it on?

[INAUDIBLE]

Can you hear me now? I'll pass it on then. Now I'll change it over to Superintendent's update.

Yes, thank you. Good evening, everybody. And welcome to the first school board meeting of the year. And yes, to respond, we did meet yesterday, and we are working towards a solution, because we want Champion back in school as well. So school has started. We're one week in officially today.

I think I finish my school visits tomorrow, so I think I've been to about 30-- no, 28 schools so far. And I have to say we have some pretty phenomenal staff in this district. We have a lot going on this year. We have new boundaries. That means new bus routes.

We have sixth graders in middle school. We have two brand new buildings and one temporary site up and running for Highline. We have a brand new student information system. I could probably think of a few other things, but I think those are the big ones.

It's a lot. It's a big lift on staff this year, and I just really have to give a shout out to everybody, both here at [INAUDIBLE] and in our buildings, who are really doing their best to be responsive, and patient, and forgiving as we do this work. But overall, given all those big lifts, it's been a very positive start to the school year. And yeah, I'm just very, very hopeful.

And I had a great first meeting with HEA earlier today with Sandy Hunt, our HEA president-- and focusing a lot on partnership this year around our equity work. Yeah. And that's really high level, but there's a lot-- if I get into the details, we could be here all night. I don't want to do that to you. So anyway, just know that school is up and running. We have the best staff, we have the best kids, we have the best families, and it's going to be a great year. So my thanks to all my colleagues out there.

And with that, we're going to get a little middle school sixth grade transition update, so you won't have to rely on my faulty memory at this point. Let's see here. I'm going to use the [INAUDIBLE]. That's right. I'm in the right spot, boardroom, right?

[INTERPOSING VOICES]

There it is. Yes.

There it is.

All right. Well, good evening. Thank you for having us back. And I understand this will be my last sixth grade transition update, and then we're transitioning to other things this year. So I'm happy to--

[LAUGHTER]

Or have we had enough excitement for one year? So I decided to put together a little slide show to kind of tell the story. I thought I would-- why isn't this advancing? Oh, there we go.

So it's been a journey, and I was going to go back to 2014 when we started talking about the sixth grade transition-- really talking. But I know that we've done our research in our district over the years, but we were getting really serious. Susan said we're getting serious. We're going to do it, so we dug in. And so I wanted to go back to spring of 2014 and fall of '14 when we put together a committee of community folks and district folks to begin developing a plan and a vision.

We met regularly. We went out to the community, and met with families, and listened to them. We listened to their ideas-- their concerns. We gathered all of that information and forged ahead. We passed a bond. We dug into new boundaries. Knowing that we were going to build a new middle school, we needed to have new boundaries established.

Then the meetings continued. In 18-19, we developed a district committee, steering committee, to oversee the transition work. I led the committee along with Julie Hunter-- joined me with that work-- and we started a series of information sites but, this time, asking our principals to lead that work and to start taking on that responsibility. So we had many community meetings this last year to make sure our parents knew was going to be happening. And we also showed a lot of information with students, so they understood what was going to be happening.

We also knew that we needed to create capacity in our existing middle schools, so last year, and especially this summer, there's been a huge push to figure out how to create more space. So big picture, there wasn't really anything other than adding a projector and whiteboards, but at Cascade, we needed to add eight classrooms and renovate two portables that we thought really weren't worth renovating. But they're actually quite beautiful now and fully in use by sixth graders.

At Chinook, we added four classrooms. Two of those classrooms are not full size, and we're currently dealing with how we're going to solve the problem of having 30 students in a half-sized space. So we're working on that. At Choice, we took on two other portables that we knew were ready to be surplus to the landfill. However, we took it on and renovated two portables, and I was there on the first day of school and walked in. And the teacher said, stand up, everybody. And

Everybody started clapping. I said, what are you clapping for? They said, thank you for the portable. It's beautiful carpet, windows, sound system, projector. It's just really lovely, and I'm not taking any credit for that just so you know that. At Pacific, we added three classrooms and, at Sylvester, three classrooms as well. And most of those classrooms-- or some of those classmates

were actually the result of dismantling our computer labs that were no longer necessary. So Julie wanted to address this next slide.

Good evening. On the teaching and learning side, we have lots going on and in process right now. We had quite a few classroom libraries come to us at Maywood as we were getting ready to transition our sixth graders from the elementary. And so right now, we are getting-- they're just about ready to be shipped out to our sixth grade teachers in their new classrooms, where they're going to have books that they can have in their classroom. They've been sorted, and we've had all content specialists helping us go through all of those books. So it was a great time to make sure that they're all appropriate for that age level, and so those are getting ready to ship out probably in the next week or so.

We had great attendance at our summer professional learning, both with math, social studies. And the health integration, we have several schools that are integrating health at sixth grade in other content areas, and so-- got a chance to see our sixth grade science teachers work, this summer together, as they plan for some of those health standards being taught in science. And then our math and social studies teachers engaged in quite a bit of professional learning, not just at sixth grade but for all of our middle school grades.

And then we have a pretty robust plan to continue supporting sixth grade teachers, as we go through the year, as we look at frameworks, and as they get familiar with our frameworks and help us revise them. And we'll continue that work throughout the year, especially with our new adoptions with math and social studies. We've got lots of studio days planned, where teachers are visiting classrooms and learning from each other, and so it's pretty exciting.

And we also just going through emails today with making sure that our resources are there and making sure that we have enough science resources-- math resources for our sixth grade classrooms-- making sure we have all the kits there that they need. So our specialists are really stepping up and making sure the teachers have what they need in their classrooms.

Great. Thank you, Julie. So last spring, our middle schools invited fifth graders to come and visit their school-- actually, fifth and sixth graders. And they also organized some summer jump-start opportunities, so that kids could come and learn a little about middle school, learn about making new friends, and also engaging in some team building activities. So we had the really strong turnout in our schools.

The highlight, for me this last week, was going into our middle schools. I spent the first three days talking to students, talking to teachers, walking the halls. I spent time in classrooms, and these are just three photos from that day. It was really nice to see confident sixth graders in charge of their schedule. They knew where to go, because the previous two days, they had gone and spent their time in advisory.

And one of the jobs there-- one of the advisor teacher's-- was to make sure every student knew where their classes were going to be on the day that they were going to go to all six classes, six periods. So lots of smiling faces. And this little girl, I can't remember her name. But I said, well,

how is it going? She says, I am so happy to be here. And she just-- oh, it was just really heartwarming.

The classes I visited, teachers seemed very well prepared. There was a calmness in every single school and classroom. You can tell that the schools were organized by houses. Definitely, you could sense that this was a sixth grade area. I saw a lot of group work going on. I saw kids talking to each other, making new friends. And teachers had some really nice [INAUDIBLE] math lesson, where kids were going to some problem solving together.

These two pictures actually from Glacier. I wanted you to see that we've got the Promethean panels installed. And we did have training for teachers in June, and also in July, and, excuse me, in August. And they have become quite proficient very, very quickly. It's quite awe-inspiring to watch them maneuver their way around on the panel. So really exciting times.

So looking ahead our schools, all but one, have already set the date for their curriculum night, as you can see. And they're already doing some planning of what those evenings are going to look like. And that's where we want parents in classrooms, understanding what the bell schedule's like and getting a chance to meet all of their child's teachers. Camp Waskowitz, our dates are set as you know. And we did have a 12-hour required training of all teachers who are going to be attending camp-- with a second training in a couple of weeks in September.

And the calendar, as you can see, we've got school starting in September and ending, with Pacific, in December. By December 15th, all the schools will have gone to camp. And on the 22nd, we have an open house schedule for all families wishing to come, and meet the staff, and tour the facility, and ask questions, and just get a good feel for what their students will be involved in.

So this picture is one of my favorites. This is a teacher, Nate Lommen, who I hired years ago to teach math. I hired him out of California, and now he's a dual-language teacher. This is his advisory class. And the kids wanted me to take their picture. So I said, OK, we will take a picture. Anyway, I just wondered if you have any questions that you'd like to ask? No questions?

I don't have any questions. But yeah, thank you for the update. It's really exciting to hear, just so newly into the year, how things are going. And I would just like to continue to see how well we're progressing, but it sounds like it's good. So thank you.

You're welcome. I do want to just say though since this is my last time--

Is she one of my [INAUDIBLE]?

You can always invite me again. But no, there are-- you know, the three days that I spent in classrooms and walking the halls, I just thought you know things are so calm, and principals are feeling really strong, and teachers are feeling strong. I was in a lot of first-year teachers' classrooms. A number of the teachers are elementary teachers-- now middle school teachers. And they all-- there's just a sense of positivity, and we can do this. We're going to make this work.

And so it's really I just felt like, all right, we did this. And are there things we can improve? Absolutely. And that's the work ahead of us-- is to continue to improve. But I want to just say that there's so many people who played a role in getting this launched.

There are a lot of community members from the get go-- teachers, administrators, support staff. Teaching and learning at every department touched the sixth-grade transition-- every single one, HEA, the cabinet, of course, Dr. Enfield. But I wanted to really do a huge shout out to the crews that of other facilities and Capital, that were out there, working evenings and weekends, to get these added spaces and our middle schools accomplished. There's still a little bit of tweaking to do, but for the most part, they're kind of done.

And we've got a few other issues we have to figure out. But in the big scheme of things, they've just done an awesome job. So I just want to put that out there for those folks-- for us to acknowledge that a lot of good work went on to make this happen.

Awesome.

Thank you.

Thank you. It certainly sounds like it spanned many departments of work. I have just a quick question. What plans do we have for-- what's the first feedback loop that families will have to perhaps give any type of feedback about how it's going?

That's a good question, and I think one that we need to think about. You know, what's a good time whether-- is it November conferences when we have a lot of families in? I think we can talk about that with our administrators to think what would that look like-- and also for the students.

The students [INAUDIBLE].

Very interesting [INAUDIBLE].

I would say.

If you asked the students, they'd say, this is just awesome. You know, they are all really positive, but I think it's important to-- you're bringing up a good point of asking our families what's going well? What can we improve on? What do we need to put more emphasis on? So thank you for that.

So I just wanted to add a comment and say thank you, Diana. I've heard lots and lots of really good, in the community from some of our families, just saying, you know-- and also your name coming up, you know, and your leadership around. And even I happened to go to the doctor to get my glasses just adjusted, and there was a couple of employees of Highline there. I didn't recognize them, but they did. And they were just saying thank you-- thank you for, you know, following through with the sixth-grade transition and understanding that we've got a lot of push-back at the beginning-- but seeing how wonderful it is.

So I mean it just goes to show the leadership around that and your leadership as well. So thank you.

Thank you.

You're welcome.

I would echo that, Diana. Thank you. You know, I was very happily reflecting on Friday about how far we've come on so many fronts. And when you think back to when we first began discussing the idea of transitioning sixth grade to middle school, and the resistance that we encountered, and to see it now happening-- and again not without some bumps, but in a very positive fashion. I mean, Diana, that really has a lot to do with your leadership and your attention to details.

And you're right. It was a whole system lift in order to pull it off, but I can tell you that one of the other benefits to having the sixth grade in middle school is there were so many parents and families there on the first day. And I don't think that typically happens in the seven, eight middle school. And our hope is that we can keep that momentum and that family engagement and connection happening, because that was one of our goals.

I would also just say-- it's not related to the sixth-grade transition, but being out at Raisbeck Aviation High School on Friday. And this will be the first graduating class of our students that were admitted by lottery, and so that means every single class in the school right now is a lottery class. And the feel in that school is amazing. It's so positive. It's so joyful.

The rigors still there. The standards are still there. It's as good a school as it's ever been, but there's a sense of joy and also a sense of being a proud part of Highline. And the diversity in that school-- every ASB officer is a student of color this year, and that is just such a shift from when we made that change. And then at Evergreen and Tyee, you know, enrollment is still something we're monitoring. It's still we have bubbles in some places. We have empty seats in some places. We're working it through. We'll have an update for you in the Friday packet.

But both Evergreen and Tyee right now, their enrollment is up, and I think that's also a sign that families and community have a real sense of confidence and optimism in the school. So it's just, for me as a leader, and I think for all of us-- board included especially-- it's a good reminder that, when we make those hard decisions-- and we face, the questions, and the push-back, and the anger, and frustration-- when we know we've done our homework, and we have partnered, and we have consulted, and we've made a decision, in our bones, we believe is right for children, it pays off in the end.

And so it makes the tough times worth it. And so I just think this is a really good reminder of that, because there will be more tough times ahead. But Diana, thank you. Thank you.

You're very welcome.

And with that, Sandy, you want to come close us out?

Yes. So exciting. Thank you for having me. Good evening, board and everybody else.

This should be old hat for you now, but I'm kind of excited that school's gotten off to a good start. And we have started beating around a lot of initiatives that are moving forward jointly, and they're kind of some things that are big and small. And because I know-- we were talking in our [INAUDIBLE] check-in today. Like, we get a chance to look at it, as a team, as an umbrella overlooking all the system when we get together in that regard.

But with many of you, I've been meeting with you individually in kind of big and small ways that people might not be aware of. Oh, I'm touching you in this way and you in this way. Like, one of the first things I did in the spring, after I was elected, was to meet with Mr. Judge on discipline issues, because we know-- and in social emotional learning. He had already started reaching out to WEA. We're trying to put a group of people. We'll be hearing about it more on the 30th, but we're very excited about putting together some professional development for a lot of these-- a lot of schools are using their lot money or their categorical funds to put together positions that work on social emotional learning with kids.

And so we want to make sure that those members are forming a cohort amongst themselves, and getting the training, and really-- because some of them are coming from classrooms where they were great at that with their kids, but they haven't really held a position like this before. So we're providing them the support and the connections to be successful in that in a very rigorous way, and that is the proposal that we're bringing forward in a way jointly. And we have this kind of vision that was sparked by the great work that Bernard does and having a social emotional symposium in the fall.

Like, the fall from now, I believe this group would be doing their action research. And that would promote great-- they could then promote their great work a year from now, and share that with the other schools, and start that whole thing that we've been doing with the language learning symposium-- and have something like that around social emotional. So just remember you heard that here, and we have a dream, and we're working hard to make that dream a reality.

A thing that I've been working on, besides some of the curriculum adoptions work that Bernard heads, is-- and he might not remember this, but I think in the summer, we started talking about reaching out to our student teachers and making sure that they're really connected, and well with the supports that the union can provide, and really starting to look at that pipeline model of working all the way with kids that are in high schools. And, you know, back when I was in-- I don't want to say how long ago, but when I was in high school, they had the Future Teachers of America Club.

And we probably don't want to call it that, but we do want to have kids start looking at education, counseling, psychology, you know, OTP-- all these wonderful, fascinating jobs that we have in our schools-- and start looking at that while they're still in high school, and building that support for that. And the union has resources to support that type of pipeline. And now that, gosh, the starting salaries of teachers are getting there that-- you know, really attractive salaries-- you could say to those kids, like, hey, you know, four years of college, two years in a master's degree, you're going to be starting to.

Look at the wage. You know, start meeting with those parents, and show, like, this is a viable career option that leads to a highly paid and exciting career-- and really promoting that among particularly our students of color, but anybody who would be interested in that career. So that's something, a vision, a dream that I'm working on, starting out with that with Bernard.

So another thing, I've been working with Holly on the equity policy work and bringing teachers together to really look at-- I think people were really inspired by the remarks, Dr. Enfield made at this symposium, that equity is not, you know, a committee assignment. Equity is something we do in our strategic plan, and so I'm igniting and bringing people together to say, hey, how do we actually take those things, like culturally responsive learning and the other pillars of the strategic plan, and make them some actions that are accountable?

So I could go on, because, you know, I'm doing a lot of different things, but maybe I'll save that for the next meeting. But know that I am working with each and every administrator, I think, over the long run and having a really exciting and impactful project that I hope to be doing with them. So thank you very much and looking forward to the new year.

Thank you, Sandy. Well, with that, we move on to school board reports then. Birdie, I think is in charge of the legislative reports. And well, clearly, he's not here, and there's nothing really happening. So we'll move to director reports. So nothing? Nothing? All right. How about you, Tyrone?

I just wanted to say, you know, for board members, graduations are always a big thing for us and first day of school is always big. When you see kids coming to school for the first time-- and like at Evergreen, they have to walk through this gauntlet. And the first thing they do is pick up the phone and walk through, and we're cheering and all that. And so, you know, it's important to make kids feel welcome.

And a lot of kids, you know, they have big smiles on their face, and they were trying to avoid giving them [INAUDIBLE]. But, you know, it's always exciting time when school starts. I'm already signing up to go visit schools. So I'm glad we're back in session, so we can do good work.

We have great teachers, and this summer, I met with teachers from Evergreen. And we talked about what their challenges for this upcoming year would [INAUDIBLE] even though you're just excited to be in class. So we're going to meet again with a few other teachers, probably in late October and first part in November, but they're excited. They were talking about it's going to be a challenge, because, you know, there's 15 of them. And I think five of them were first-year teachers, so, you know, they're excited to just get involved. So I'm just happy that school's starting, and I'm out there.

Yeah. Thank you, Tyrone. And I'm also just excited. My grandson started third grade, and so it's been-- I've already had to take him, and bring, and pick him up at school. And it's just exciting to see just all the kids excited about school. I'm also excited about some of the new things happening that are not new, but even the family engagement piece, I thank Mike Cedar for

inviting me always to a school. And I know they have a lot of amazing family engagement activities-- and being part of the New Start Community Advisory Committee.

So I'm excited about that as well to see and look at across the region as well. What's happening around our family engagement? Because, you know, hearing about sixth grade and all those families showing up sixth, seventh, and eighth grade, you know, I hope to keep them engaged that way, so when they get to high school, families are continued-- engaged in their work.

I just want to add too that, one of the things I'm also hearing from our elementary schools, is how much breathing room they have now with the sixth-grade transition. And they're really feeling the positive impact of that as well, which is-- and not just like physical space, but actual ability to connect more with kids and families, because they have, you know, one less grade level. So I just think it was the right thing to do on a lot of different levels.

Win-win all the way around.

[INTERPOSING VOICES]

Listen. 43rd year in this district. So I'm excited.

Wow.

It never gets old, right, Tyrone?

Never ever.

43 years?

Yeah.

43 years, wow. That, in itself, is amazing.

You had spoke about the breathing room, because it looks like we all have less balancing happening. So as you know, we've really worked to move away from balancing in recent years, and at this point, I'm looking at my team. I don't think we're talking about balancing at this point. Are we? Kisa, do you know? I'm putting her on the spot. Sorry. There's still a lot of shh moving parts.

Staffing hasn't been finalized yet, so I just don't have any information to say whether or not balancing will be happening.

Our goal is to minimize it as best we can, but that said, we do have some imbalance in our elementary schools. We have some that are low and some that are high, but we're working on it right now.

All right. Well, with that, any other questions, comments? All right, with that, we'll move to approve our consent agenda. So I'll ask a motion to approve our consent agenda.

I'll make a motion. We approve our consent agenda.

I'll second.

So Director Bradford makes a motion, and Dr. Curry seconds it. Director Curry, wow. Dr. Curry seconds that. So all in favor, say aye.

Aye.

Any opposed? So that consent agenda is approved. With that, we'll move on to our introduction action items. We have a motion to approve resolution 08-19. It's the authorization for sale of Burien Heights Elementary school site and Maywood Elementary school site. This approval of the motion would authorize the sale of Burien Heights and Maywood Elementary sites. So any questions or discussion?

No. Thank you. All Right, I'm just trying to catch up. We've been talking about it.

Yes, we've had this conversation. So with that, I move that the Highland school board approved resolution number 08-19, authorization for sale of Burien Heights Elementary school site and Maywood Elementary school site. So I'll need a second.

I'll second.

So, Kyle?

Director Bradford.

Yay.

Director Curry.

Yay.

Director Alvarez.

Yay.

This motion passes three to none.

So with that, we'll look at making a motion to approve Best Starts for Kids-SBIRT Mental Health grant. Approval of this motion would accept that grant in the amount of \$685,800. Any questions or discussion?

Just a question. So we've been-- sorry Kisa making sure you're not asleep. Are we bringing then-- we're going to then contract with partners to come in to facilitate services for this grant?

Yes. So the grant, as part of the requirement-- so the expert coordinators administer a brief screen and students flag red, yellow, green on the screen. And some students require a brief intervention that can be done by the expert coordinators or in partnership with social workers. Students that require a higher level of intervention, as part of their requirement, we have to partner with a mental health agency to do that intervention. We are partnering with NAVOS to do that intervention and also to do prevention work as well.

Great. Thank you.

Thank you.

Thank you, Kisa. You might as well stay up there, because we have you on more--

Yeah. I know you're right.

So with that, I'd make the motion that Highline school board approve the King County Best Start for Kids SBIRT Mental Health Screening implementation grant for the award of \$685,800.

I second.

So Director Bradford seconds that.

Director Curry.

Yay.

Director Bradford.

Yay.

Director Alvarez.

Yay.

This motion passes three to none.

Thank you. So with that, we'll move on to the motion to approve Best Starts for Kids Grant with SBIRT contract with NAVOS. Approval of this motion would accept the grant in the amount of \$274,021.20. Any questions or discussion on this one?

Did we have to go out-- did they have to do an RFP for these amounts, or is that not necessary for the amount?

So we did an RFP process last year. So this is the second year of the grant, so it's just continuing-

It's just continuing?

--the work from last year.

OK, thank you.

So Kisa, with the difference from the-- so from the first motion that we passed, with this one-- they're both Best Starts for Kids for the SBIRT. And so from that grant, from the \$685,800, we pay the \$274,000 to NAVOS?

Yes.

OK.

And there was an increase from both, because we added Glacier middle school.

Oh, OK. All right, any other questions or discussions? So I move that the Highline school board approve the contract with NAVOS in the amount of \$274,021.20.

I'll second.

Director Bradford.

Yay.

Director Curry.

Yay.

Director Alvarez.

Yay.

This motion passes three to none.

Good job, Director Bradford.

What happened?

Good ears.

Oh, yeah.

So with that, we move on to motion to approve Readiness to Learn Partnership. With the approval of this motion, we'd accept the partnership with Communities and Schools and Choose 180. So any questions or discussion?

No.

Can I just actually share a very happy thing that on-- and the board has been invited. But on October 16, Choose 180 is having their annual fund raising dinner, and they have named Highline as the recipient of their Founder's Award, I believe they call it. And so all of the board members are invited to attend as is cabinet, but I'll be going to accept the award on behalf of Highline. And so we're grateful for the work they do and for their acknowledgment of our partnership.

I'm really excited. I think it's just an amazing opportunity for us to really work even closer with Sean and, well, Choose 180.

Just by the way, I have a colleague who works in the mayor's office in Seattle. And I guess Sean was there for a meeting yesterday, and he was talking about Highline. Just saying.

Just saying. So with all of that, I make a motion that the Highline school board approve the following, Readiness to Learn partnership with Communities and Schools and Choose 180.

I second.

Director Curry.

Yay.

Director Bradford.

Yay.

Director Alvarez.

Yay.

This motion passes three to none.

So with that, we now have introduction items. So we have the motion to approve or the-- yeah, the contract with Highland college for the Open Doors Program.

[INAUDIBLE]

So in the introduction items, we just have a discussion, and we don't do anything, correct?

You just ask her questions, and then you ask his stuff for questions too.

Before the next board meeting. So if you have any questions or anything?

Not at this time.

And if you do later, we can always email them to Holly, or someone, or Susan.

Holly.

Or Holly to Holly. I vote Holly too, but we could email them to Susan. And then the other one is the approval of the contract with Southwest Youth and Family Services for the Open Doors Program. Questions or comments?

I don't have any questions.

Thanks. Again, as you think about this, as you further read more into it, please feel free to send any questions to Dr. Enfield-- and also for the approval of the contract renewal with the Copiers Northwest 2019 2020. These are all really exciting ones, really exciting. I think you guys should take this up and read it tonight.

Oh, yeah. Indeed.

Yeah, this is really good stuff.

[LAUGHTER]

So with that, do we want to add any items to the consent agenda for our next meeting?

So Bernie and Joe aren't here.

Yeah, and there's only three. So at this time, I think I agree. I think we'll leave them as is. So do we have any unscheduled communication [INAUDIBLE]? So just checking out our calendar, on the 25th of September, we have a work session on graduation requirements, and then that same week, we have our board retreat. I will actually be gone those two meetings. My husband's having major surgery, so I will be staying with him for over a week in the hospital. So keep me in your thoughts and prayers-- and as well as him. And then we have one October 2, the 23rd, and the 6th of November. So with all of that, we'll ask for a motion to adjourn.

I make a motion we adjourn.

I second.

I'll triple that.

Happy New Year!

Yay!