

You have to be really close to it.

Good evening, everyone. Welcome to our board meeting. So we're going to go ahead and stand for the "Pledge of Allegiance," so please join me.

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 once again for being here tonight. It's a beautiful school. It's the first time that I've been here, and it looks amazing. With that, I'm going to ask Kyle for roll call, please.

Director Van.

Here.

Director Dorsey.

Here.

Director Garcia.

Here.

Director Bradford.

Here.

Director Alvarez.

Here. And the lady to my left, our superintendent, Dr. Enfield. And at this time, I'm going to call for any changes or additions to the agenda.

None.

None.

None.

I'm seeing that there's none. We'll go ahead and start with the recognitions.

Yes, good evening, everybody. And my thanks to Glacier for hosting us this evening. And I think there was a school tour before that people enjoyed, so we're very happy to be here.

We have two proclamations that I would like to read before I ask Principal Vicki Fisher and anyone else from her team to come up and give their presentation. And then we'll acknowledge our student superstar. But I will read these first.

And the first one is for National African-American Parent Involvement Day. And I believe that we have some of our parents here who will come up and accept the proclamation. Is that right? Wonderful.

Whereas National African-American Parent Involvement Day is a national holiday founded in 1995 in Michigan by educator Joseph Dulin after being inspired by the call to action at the Million Man March, and whereas the goals of NAAPID include honoring African American families, dynamic year-round engagement in their child's education, promoting strategies for African American families to take full advantage of the educational process at all levels, and addressing the unacceptable opportunity gaps faced by African American students, and whereas the events of NAAPID emphasize that schools cannot do it alone, affirm the shared responsibility for educating African American students, and serve to strengthen accountable partnerships and reciprocal collaborations between Highline Public Schools and the community, and whereas while NAAPID centers around African American students and families, inclusive participation is encouraged by students and families from all diverse backgrounds, and whereas partnerships between families, schools, and communities are essential to advance student learning and eliminate opportunity gaps and whereas the school board encourages all schools to recognize and celebrate National African-American Parent Involvement Day, now, therefore, Highline Public Schools adds our voice in the proclamation of February 10, 2020, as National African-American Parent Involvement Day signed this 5th day of February.

So could I have those who are here come up? And we will do the photo.

[APPLAUSE]

[SIDE CONVERSATION]

Thank you.

Thank you so much.

[APPLAUSE]

[SIDE CONVERSATION]

All right. So this is also Career and Technical Education Month. And I believe Chance Gower is here. Is Chance here? There he is. OK. So I'll read this, and then Chance will come up and accept the proclamation.

Whereas the month of February has been designated Career and Technical Education Month by the Association for Career and Technical Education, and whereas profound economic and technological advances necessitate a capable educated workforce with career-ready skills, thereby placing new and additional responsibilities on our educational system, and whereas career and technical education connects Americans with potential careers and is the backbone of a strong, well-educated workforce which fosters productivity in business and industry and contributes to American leadership in the international marketplace and fill the growing skills gap, and whereas career and technical education offers individuals lifelong opportunities to learn new skills which provide them with career choices and potential satisfaction, and whereas the ever-increasing cooperative efforts of career and technical educators, business, and industry stimulate the growth and vitality of our local economy and that of the entire nation by preparing graduates for career fields forecast to experience the largest demand in the next decade, now, therefore, I, Susan Enfield, superintendent of Highline Public Schools, do hereby proclaim February as Career and Technical Education Month in Highline. And I call upon all Highline citizens to become familiar with the services and benefits offered by the career and technical education programs in our district. Chance?

[APPLAUSE]

[SIDE CONVERSATION]

Hits just keep coming. Oh, it's Sandy Gady

Oh, good.

It's a party now.

Hey, Chance. How are you?

Good to see you.

Here. Here you go.

[SIDE CONVERSATION]

All right, we're good. One, two, three. Thank you. Thank you.

[APPLAUSE]

Yep, [INAUDIBLE].

So thank you all for being here tonight to accept the proclamations. We appreciate it. Next up, I would like to introduce Vicki Fisher, principal of Glacier Middle School, for their school presentation.

[APPLAUSE]

Thank you. It is my great honor to be the principal here at Glacier Middle School. And I'm so pleased that I have so many staff members here with us this evening. I would like to ask you to please stand and be recognized.

[APPLAUSE]

Wow.

Thank you very much. Our promise. Our promise here at Glacier Middle School is that we will uphold the district promise and everything we do is in service of knowing our students by name, strength, and need and that we give our students the opportunity to choose the future of their choice once they graduate from high school.

We're also very honored to be in this beautiful new school. I want to thank President Alvarez, directors of the board, Superintendent Enfield, the many people in the Highline Public Schools who have made this possible, and, most importantly, our Highline Public Schools community, our voters who made this beautiful school possible for us. Let's have a quick round of applause for them.

[APPLAUSE]

I want to tell you a little bit about our staff. I know that those slides are a little bit hard to see. But I'm very pleased. I had the opportunity to be a planning principal last year and meet with so many wonderful teachers who had an interest in coming here to Glacier.

The picture that you see there was actually taken the day before school started. And we hadn't yet been able to get into the school. And so we all gathered around the outside of the front doors to take one big picture before we could all go in and get our rooms ready.

I'm so happy to let you know that we have 40% of our educators are educators of color and that we have about 36% of our educators speak more than one language-- are bilingual or maybe trilingual or even more. We've got a

nice [INAUDIBLE] assortment of experiences and are also really pleased to have our National Board-certified educators.

Oh, I think I skipped one. I want to tell you about our students. Let's go up there. So we have about 930 students here at Glacier. And they're sixth, seventh, and eighth graders, which we're delighted to have our sixth graders join the middle school. It was a wonderful decision that was made.

And I want to share with you that about 88% of our students are students of color. You can see that our free and reduced lunch is about 77%. Our bilingual students are at 32%. We're very, very happy about that, as well. And about 16% of our students qualify for special education services.

Our school vision-- I had the opportunity to work-- and some of these wonderful people are here in the audience tonight-- with a group of community members last year. And we worked hard to draft a vision, because I believe that this is their community and we wanted this school to be reflective of the education that they want for their students.

So what we have landed on-- and this has been also in front of our staff, and it is our staff's mission to bring this to fruition-- is an inclusive, equitable community where everyone is safe, respected, valued, and honored for who they are, where all strive for excellence, and students are prepared for success in high school and beyond.

Hi, everyone. I'm Erika DuBois. I'm one of the assistant principals serving Glacier. So this September, we had seven schools feed into Glacier. And I'll do the math for you. This meant 950 schools all learning the Glacier way at the same time in this beautiful new space.

And of course, that came with some bumps and some challenges. But as a staff, we have been working diligently on consistency around the building for our students and holding students to high expectations around behavior so that we can have an environment focused on high academic achievement.

We also want badly for our students to have a positive and safe middle school experience. At Glacier, we are blessed with an amazing staff who really rally around our students and are working tirelessly to give them the supports they need to be successful.

Glacier already has a very strong attendance team in place, and we meet weekly to review attendance data. We have held a few attendance workshops here in our library for families, and we've met with dozens of families to help problem solve and remove any barriers that might be getting in the way of their student attending regularly.

In addition, we've worked hard on a school-wide tardy policy. And as a result, we've seen a huge increase in students getting to class on time. So the hustle to get to class is real.

At Glacier, if you are a student or a staff member, that means that you are a part of our wolf pack. And we even have a howl.

[HOWLING]

There are several ways that we are working on building a strong student and staff culture. We have a very strong advisory program. We have engaging arts and CTE electives. We have monthly assemblies that celebrate students' accomplishments.

We are living our staff charter. And last is through the Glacier way, which is around teachers having some consistent practices as students move about the building-- so for example, all students being greeted at the door and walking in and having an engaging entry task within those first few minutes.

Hi. I'm Rob Preston, Jr. I'm the other assistant principal here at Glacier. The next couple of slides show the percentage of students that are on or above grade level in math and reading based on fall i-Ready data. As you can see, we're currently just a little below the district averages. This is our first year, so we do not yet have much data.

Similarly, our reading scores are just a bit below the district average but a little closer. We have goals set for improvement and are well on our way towards setting the standard.

One of our primary strategies for helping students achieve at a higher level is to focus on academic discourse. We're all English language learners, and learning to communicate what we understand leads to higher performance. Our multifaceted approach to this includes using complex instruction not just in our math classes but school-wide.

To help support these efforts, our instructional planning team meets regularly to lead the way with data-driven decision making. Cycles of professional learning is an example of the great work our IPT does and has become a big part of our continuing to grow.

Hi. My name is Kimberly Rodriguez. I am a dual language teacher here at Glacier. Currently, I teach science.

And I'm Hannah Eastham, and I am also a dual language teacher. But I teach English language arts.

[SPEAKING SPANISH]

Glacier is a language learning school. Right now, we have a Spanish dual language program. And students are

currently in the sixth and seventh grade. We will be rolling eighth grade up in the fall.

And the students are-- they have six classes. Half of the day is spent in English, and the other half is spent in Spanish. And the Spanish classes that we offer are social studies, science, and Spanish language arts.

Currently, we also offer other learning language opportunities in Spanish and French. And we also serve 300 other students on their path to learning English in our ELL continuum of services.

[SPEAKING SPANISH]

Hi. My name's Karen Gunn. I'm the math specialist here. I'm also the dynamic learning project coach. And in the fall, I was pretty busy in that role helping deploy Chromebooks to all of our students in the building. And now, we're working on implementing the Chromebooks to help our students build their digital literacy capacity. Excuse me.

As a role, as a dynamic learning project coach, I'm helping teachers gain tech skills. But so far, I've really just tried to amplify the amazing skills that our teachers are already bringing with them. That's been exciting.

We have Promethean boards in every classroom here, and we're working to use those effectively. And then we also have a team of teachers working in the personalized learning team, where we can help figure out and troubleshoot any next steps we need to implement tech in our building more effectively.

Good evening, everyone. My name is Chasmon Tarimel. I'm currently the eighth grade school counselor here at Glacier Middle School as well as the future sixth grade counselor for the 2021 school year.

As Vicki mentioned earlier, our hope is that students strive for excellence and are prepared for success in high school and beyond. So what does that look like? We are clearly collaborating with our high schools. The key is currently communication with our feeder high school principals to create prep lessons for our eighth grade students as well as a high school orientation event sometime this year.

Also, we are in transition season. So we are registering all of our students for the next grade level. We're also going into our feeder elementary schools to register our future fifth graders, future sixth graders. And our wonderful EO and DL department is currently assessing students for our dual language programs for next year. We're also creating fifth grade and eighth grade parent orientations in the upcoming spring.

Thanks.

Oops. Too soon. And as always, we are really doing our best to walk our talk and abide by the foundations of

equity, instruction, relationships, and support. And now it is my great pleasure to have our star student presentation tonight. And I just want to preface this by saying this student, Josmar-- Josmar, why don't you come right up here-- has so impressed his teachers.

You can stay right here, buddy, OK? I'll come stand next to you in a minute. Has so impressed his teachers that they really wanted to-- I have two teachers who are going to speak tonight, talk about the outstanding student that he is. We also have Miss Lamoureux, his former principal at Beverly Park, and Miss Ringo, one of his teachers from Beverly Park, here tonight to celebrate Josmar with us. So I'm going to turn this over to two of his teachers, Lynn Mays and Roland Morgen.

[SPEAKING SPANISH]

I'm going to start in Spanish.

[SPEAKING SPANISH]

So tonight, we have a chance to celebrate a fantastic student. There's only one student who gets this honor. It was pretty cool, because when we decided upon it, once I heard the name, it was, bing. It kind of went off in my head.

So [SPEAKING SPANISH]

I'm going to start with the science teacher. She says, school is not easy for Josmar. School is important to Josmar. He is determined, persistent, hardworking, and respectful.

He works well on a team. He is not satisfied unless he has completed his learning to the highest level he possibly can. He is a shining example for Glacier Middle School.

So [SPEAKING SPANISH]

That was Miss Mays. Now we've got a comment from Miss Fishman for reading and writing. Josmar is an absolute exemplary student. In language arts, he is incredibly respectful of every student in the class and the teacher. He is incredibly focused every day and always asks and looks for new ways to be challenged.

He is eager to do his best on every assignment and always checks to make sure that he has done the best he can do. He is a role model in the highest sense of the word. I couldn't be prouder of him. So it's pretty cool to see that a couple old principal and a teacher came to see this, because you totally deserve this.



So I am Lynn Mays. I am Josmar's science teacher. And it's not parent night. It's a school board meeting. He thought it was parent night tonight.

Aw.

Thanks. Mr. Morgan, his history teacher, says Josmar approaches learning as an opportunity and a responsibility. He takes it upon himself to stay focused, give a strong effort, and ask questions whenever he needs guidance.

On top of his academic skills, he also demonstrates a wonderfully mature sense of respect for students and teachers. He is a role model for the entire Glacier community.

Wow.

And another teacher, Mr. Booker, he is his robotics and technology teacher. He says Josmar is most conscientious and mature student I have had at this academy. He goes out of his way to take work home for excellence above and beyond.

Wow.

He deeply cares about quality and success. And he goes out of his way to help others who struggle. In my career program, I look for people who deserve a letter of recommendation, and his letter from me will shine. Congratulations.

Wow.

[APPLAUSE]

Vicki, would Josmar like to say anything?

Don't you want to say anything?

He doesn't have to, but he can if he wants to.

I would like to say thank you to everyone who came. I struggled in kindergarten, because I didn't really understand English. And I just want to say, everyone, thank you for coming.

[APPLAUSE]

So Josmar, Josmar, congratulations. And I want to thank all of the teachers both here at Glacier and from Beverly

Park and Principal Lamoureux for coming out to support you. And we have a certificate that I'm going to read right now.

And then we'll have you come up to take a photo with the board and me. And your family is welcome to come up and be in the photos, as well, or take photos.

So our Highline student superstar is Josmar Barajas in recognition for going above and beyond in your studies and serving as a role model within your school and our community. We honor you as our Highline Public Schools student superstar for February. Congratulations, Josmar. We're very proud of you.

[APPLAUSE]

Josmar, come with us.

[SIDE CONVERSATION]

[APPLAUSE]

Yay, Josmar.

Yay.

[APPLAUSE]

[SIDE CONVERSATION]

One, two, three. Boom. Nice. Not bad. Congratulations. Take your time. Are you proud of your brother?

[SIDE CONVERSATION]

[SPEAKING SPANISH]

So I just wanted to thank them and thank the staff, as well, and the parents for all the support they've given their son and how he succeeded. And it's because of the team that we all are. So thank you to both the parents and the staff.

[APPLAUSE]

And will you let them know I told them they could leave if they want to? They're welcome to stay. But if they'd like to go celebrate, they can do that.

[SPEAKING SPANISH]

Thank you.

That's always the highlight of [INAUDIBLE].

I know. Isn't that the best?

Totally.

It's the best.

Thank you. I want to thank the staff for making that so special. Thank you very, very much.

Yes. Thank you, everyone. Thank you, thank you.

[APPLAUSE]

OK. And so with that, we have some scheduled communication-- oh, I'm sorry.

Nope, nope.

Questions? Questions?

I'm just wondering if you have any questions.

Yeah.

Moving her along. Sorry, Vicki.

So real quick, Josmar, I just want to-- you are a role model. But what I was just observing right there, to see your little brother, Christopher, look up at you, that's the biggest role model there. So keep it up, what you're doing.

Your brother's going to follow suit. So great job. OK.

[APPLAUSE]

Nicely done.

Vicki, thank you so much for sharing a lot of this information. There's a couple questions I would love to ask of you. Maybe you have the data to support it.

But the behavioral data, this is-- we're five months into the school year. And the discipline and the incidents kind of is up there.

It is.

I'm not sure if you can share with us maybe at a board retreat or something like that. But I would love to see the data on why those numbers are so high.

The next point was the attendance. From September through December, you see an increase from 756 to over 1,000 and then a huge reduction in January, over 60%. So congratulations. I would like to know what the increase was. What was the root cause? And then how did it drop so low so quickly?

Well, thank you for the question. I believe that a couple of things were taking place during November and December. One was I think we were at the height of that flu. We had a lot of students out. We had a lot of staff out. They'll nod their heads as we remember.

So I think illness was a major cause. I also believe that I signed off on many, many families who were traveling, particularly in December, for the holidays out of the country and to see family. And they were gone for up to three weeks, I was signing off on some of those. So I think those are the major reasons.

And I want to say that when you-- we're only five months old. We're barely crawling, right? And so getting all of the systems up and running has been an amazing challenge for us. And it took a while for us to get our attendance team together so that we were looking at the data regularly and then being able to intervene and start to get regular phone calls to families.

We need to have our students here. Meeting with families-- what can we do to take away the barriers that are preventing your child from coming to school? And so I feel like we've really gotten traction this month in that effort.

Thank you very much.

You're welcome.

Appreciate it.

Any other questions or comments?

I just want to say thank you, as well, for the great presentation. I really appreciate the-- especially being a dual

language school and a dual language district-- that part of the presentation was in Spanish, as well. And so I think that's really thoughtful and very meaningful. And I want to say thank you all for that as well as thank you for hosting us at this beautiful campus.

My question-- Joel asked the question around attendance. And so I was just also curious to know the IPT, the Instructional Planning Team, what's the composition of that team? What are the roles that are represented there?

We have a very strong instructional planning team. We have one teacher from each of our departments on that planning team. We also have literacy specialist, maths specialist, and our dual language and ELL specialist, as well, and then both assistant principals and myself. So it's a large team.

And they're doing just amazing work. Both of these teachers that you heard speak about Josmar are on that team. We're meeting every other week for an hour and a half and really doing everything that we can to put our annual action plan into place.

That's wonderful. I'm wondering if there's also a-- do you see that there would be an opportunity for a paraeducator to sit on that team, as well? Would there be a benefit to that?

Yes, absolutely. I would be more than happy to have one of our paraeducators join us. I will share with you, too, that we've just established our shared leadership team, which is a different team--

Oh, is that different?

--at our school than our instructional planning team. And on that team, the leadership team, we have two paraeducators-- well, one paraeducator and one person from the office who are members of that as well as elected teachers who serve on that.

OK. But the goals of those two teams being different, and so--

They are.

--instructional certainly is instruction. And then the shared leadership team, what are--

Yeah, the shared leadership team is a group-- we're there to support the running of our school and some of the operational things that we deal with as well as staff climate and work toward really meeting the needs of a much broader scope than the instructional planning team.

Thank you.

You're welcome.

Any other questions?

Now, just one question. Do you guys have a family liaison on your team here at this school?

We actually have many of them, I'm happy to say. One of the decisions I made as I was planning our school was that we wanted to have a family liaison available for our families in the office pretty much at all times during the day.

And I'd had a conversation with some of the bilingual tutors that I'd worked with at other schools. And one of the things they shared with me was that it was really helpful if they got to spend some time in the classroom so that they were really getting to know the students. And then that link for knowing the students well to then working with the families was beneficial.

So all of our-- we have four. We have three Spanish-speaking and one Somali-speaking bilingual tutor. All of them serve as family liaisons, as well.

That's great. It's just with all that transition happening, it's having that connection with the kid with the parents. And a lot of times, our family liaisons are the first people they connect with. And so they're the ones really also supporting and leading some of the work here. So just like Fa'izah had mentioned about a para, maybe a family liaison on your team would be ideal, as well.

And actually, we do have a family liaison on our shared leadership team.

Nice.

And I love the idea of bringing them onto our instructional planning team, as well. That's lovely. And we couldn't do without them. They are amazing.

Thank you.

Aaron has a question.

Aaron.

Comment and a question. First, I wanted to thank all the staff, all the families and students who are here. I really appreciate it. I know the rest of the board appreciates you guys coming through on a Wednesday. So thank you.

The question, I guess, I had is around staff climate. What are some lessons you learned around launching a brand new school and having a focus around self care, making sure that our staff and even our students are

taking care of themselves?

Oh, boy. Where's my staff? That's a good question, isn't it? You know, it's funny that you bring it up. We just had a meeting today.

And I was sharing with our staff that when we all got together in August, we were at the Camp Waskowitz. And we just had all these amazing ideas and dreams of what we want this school to be. We really want to be something special. This is a unique opportunity to open up a school.

And now that we've been here, now that we're five months old, we're in that-- the initial stage was that-- oh, I'm missing my word, you guys.

Forming.

The forming stage, right? Who do we want to be? What do we want to be? And we are finding ourselves right now in the storming stage. And research shows that this is a natural progression of change that is going to happen.

And so today, we talked about and we shared-- we've just finished our staff charter. What do we want to feel like at work? And what are we going to do if we don't?

And then also, I just shared with staff, we get to decide how we end up norming and, in the end, performing. And that's all dependent on how we take care of ourselves and how we take care of each other while we're in this storming stage and to do it with love and dignity and respect and kindness. Because we know that we can get through this together, and we know who we want to be.

Thank you.

Thank you.

I just want to add, back in December, I think it was-- I was going to say last month. I think it was longer. I had the privilege of coming and spending several hours here at the school, met with some students, did the tour, and had lunch with the staff. And we had some really good, honest conversations about-- with all the excitement that comes with opening a new school, there's lots of growing pains and lots of building pains, right?

But this is a staff that, it was clear to me, is really eager to continue really finding their way and their identity as a team in service of kids and families at this school. I was thrilled to see that you are working with the RULER training, because we had talked about that that day. And I also just want the board to know that Susanne and Sandy and I are talking about potentially partnering with an organization that would come in and provide some social emotional support and self care support to staff in the coming months. So that will be available, as well.

But it's just hard work that you got to do. But we're grateful for you for doing it and thankful. So keep at it.

Thank you. With that, no more questions or anything. Again, thank you again for coming and for being here. Beautiful school, and you talked about being in the storming state. I think we all are with this crazy weather, right? So I think that adds to everything else, as well.

But thank you, Vicki, for hosting us. And for the rest of the staff, thank you for giving up your Wednesday night to be here with us. So thank you again.

Thank you for being our guests. We're so happy to get to show off our school. It's our pleasure.

OK. Thank you.

[APPLAUSE]

So now, we're able to move to scheduled communications. And our first person up is Linda Farnsworth.

Should I [INAUDIBLE]?

Yes.

It's a little chilly.

[SIDE CONVERSATION]

Thank you so much, everybody, for having me and Maria Santiago. My name is Linda Farnsworth, and we are representing Highline Council PTSA. And we're happy to be here to present and update you on some events that are coming up and things that we do in our PTA.

So as a council-level PTA, we are really called to a couple things. Our most important goal is to assist in our local unit PTAs-- so make sure they have training and they're all compliant and following the laws, that sort of thing. But the other thing that we exist for is our community, is our greater Highline family and community.

Part of that is without PTAs. Glacier does not have a PTA, but that's OK. That will not stop us. We will be there for our entire community and in many ways. So today, we're here to share with you a couple of those ways that we are here to serve our entire community.

The first one is our STEM events. We're very excited to offer and host two STEM festivals-- one on February 21 at



Cascade Middle School, and the other one is on February 28 at Pacific Middle School. Now, they're held at middle schools. But they are open to all of our students. They are even open to our community. You don't have to have a Highline student number to show up.

But it is a family event, and everybody is welcome. Everything in the STEM events will be available, at least written, in Spanish and in English. I am presenting a flyer in Spanish and English to our board regarding the STEM festivals.

The next thing I'd like to share with you that we are doing is a Founders Day event. This is exciting. It's a celebration of council and the people who have come before us and established the programs and a celebration and auction in order to raise money-- mainly for our senior scholarships program, which is the third piece that I'd like to share with all of you.

We have been honored to provide senior scholarships to graduating Highline seniors for many years. It started with staff payroll deductions for contributions which provided the funds for the senior scholarships. Now, again, you do not have to go to a Highline high school that has a PTA. We only have one PTA that's high school level. That's at Aviation.

But that's OK. We make these scholarships available to all of our graduating seniors. And this year, we really looked at the opportunity gap, our systemic opportunity gaps. And with the opportunity, I guess, for us to close that gap, we decided to make the senior scholarships need based.

Not every high school senior is able to get great grades and go play the piano at the retirement home and walk doggies around the block at Burien Cares. There are many students who are amazing humans and citizens that, because of their situation, maybe at home, they work. And so this is part of our evaluation this year.

Thank you very much for hearing our updates. And we hope that you are able to participate. And if you have any questions, our information is available. Thank you very much.

Thank you.

[APPLAUSE]

So we just want to let the Glacier staff know, you guys are more than welcome to leave and enjoy the rest of your evening. You don't have to stay. So thank you again for being here.

That's what we call self care.

Yes. Go home and take care of yourself. So with that, we have our next speaker, Mohamed Abdi.

[APPLAUSE]

Hello, everyone. Thank you for being able to make it here. So today, my name is Bashar. These are my [INAUDIBLE] school that I met, Mohamed Abdi. And today, we're here to talk about making Eid a school holiday. So Eid is-- oh, wait. Excuse me.

All right. So last year, we came here basically talking about how we want to make Eid a school holiday. So we came to the school board meeting. And basically, we came, and we talked about how Eid was very important to us and how it's good to celebrate it after a long fasting month.

So basically, what we did was we basically went around school. We had papers which people could sign it if they wanted to have that day off. And my guy Mohamed Abdi will basically explain how Eid is very important to us. Yeah.

Thank you. Hi. I'm Mohamed Abdi, and I'm a senior at Tyee High School, and I've been going to Tyee for three years. Ramadan, the ninth month of the Islamic calendar, observed by Muslims worldwide as the Muslim fasting, prayer, reflection, and community. At the end of Ramadan, as a celebration of completion is Eid.

Eid is a festival of breaking the fast. Every school year, Muslim students miss this school day to join their families in prayer and festival. Never excused, we come back with a note having to explain why we missed it.

Our ask of the Highline public school district, at the very least, is excuse the day Eid for all students in our district. On Tuesday, June 4, 2019, Tyee High School had 45 students with absences and increased the amount to 60 students the next day, June 5, to celebrate the holiday.

Me, Goulet, and Bashar took further actions and went around the community-- schools such as Evergreen, our Tyee, Mount Rainier, and other places in the community-- to rack up over 500-plus signatures to our petition to get more awareness to make [INAUDIBLE] Eid a school holiday.

We hope you take our request in consideration. We want to take all you guys here today for coming to hear us out and giving us the chance to say what we have to say. Thank you.

Thank you.

[APPLAUSE]

I just want to say thank you to the students for coming and speaking your voice and being heard. So thank you,

again, for being here. We really appreciate it.

One more.

Our next one is Brian Jacobson.

Good evening. My name is Brian Jacobson. I teach math at Mount Rainier High School. I've taught for 30 years, and I'm National Board certified.

58% of my algebra students just failed my class. My algebra and geometry colleagues also have unacceptably high failure rates. We are in a crisis, yet it feels as though our concern is more about passing kids than genuinely improving learning.

We need to come together as a district at all levels and address this crisis. Tonight, I am recommending that we make commitments in three areas. Number one-- evidence-based support for at-risk students.

We must recognize that students learn at different rates and need different levels of support. Research routinely points to double dosing math as the single most effective intervention to support students keeping up with grade-level math. I have taught using the double-dose model at Mount Rainier and, when properly implemented, seen the significant impact it has on our at-risk students.

Double dosing was eliminated three years ago. And today, building and district administrators seem unwilling to even talk about it. I ask that we take a fresh look at this research and bring this conversation back into the open.

Number two-- ensuring students have the resources to learn. Two years ago, the Highline school board adopted the Pearson enVision curriculum materials for our three Core math courses. The board supported and adopted a computer-based curriculum, yet no commitment has ever been made at Mount Rainier to ensure that all students have books or computers in the classroom and at home.

I have scrambled in my building to find computers for my students. Our most recently hired teacher has no computers and has not been given books. While the district spent hundreds of thousands of dollars to purchase materials and licenses, most students in my school are learning from worksheets printed out and handed out by their teachers. Important instructional shifts promoted and the depth of knowledge developed by this curriculum are less likely to occur when these materials are not fully implemented.

Number three-- we need district leadership and district-wide collaboration in the area of math. Currently, I work too much in isolation. I rarely have interactions, receive information, direction, or support from district staff. While I am aware that documents and supports exist, they don't seem to get disseminated.

Highline teachers in October were directed to develop common assessment questions for every unit in every course. Following that work, no instructions came for how to use those assessments. As a result, we aren't using them. It's a lost opportunity to calibrate expectations, share areas of success, and work together to address areas of concern.

I wonder why, on district job-alike days, math teachers in the district are not meeting together to learn, share our struggles and ideas. I wonder why, in my building, math teachers are assigned rooms on opposite sides of the building, eliminating the daily interactions that used to be the norm among colleagues.

I realize teaching math is a huge challenge in Highline and around the country. But I've outlined some steps that I know we can take and represent a huge step forward in better serving our students-- number one, double dosing in math; number two, ensuring every student has curricular materials; and number three, district leadership that brings together math teachers so we can all be on the same page.

I'm asking this board for your help in implementing these recommendations and send a clear message that we care about math in Highline. Thank you.

Thank you. I didn't hear it.

[APPLAUSE]

With that, we're going to move on to our superintendent's update.

So I also want to thank our students for taking the time to be here and share with the board. The cabinet and I are talking and putting together a committee on what we can do to support our students during the month of Ramadan and including making sure that our schools and our staff understand that we support students that are celebrating Eid.

And so that guidance will be coming out shortly. And I know that the board has expressed an interest in crafting a letter to the students that will make sure it gets to Tyee. So that will be forthcoming.

Yes.

So just a couple of things. Last week, Susanne Jerde and Rebekah Kim and I traveled to balmy Toronto, because who doesn't want to go to Toronto in January? But it was a meeting for-- we're a member of the League of Innovative Schools Digital Promise. And they have a partnership with the Asia Society and the Global Cities Network.

And it brought together about nine districts from the United States and the jurisdiction of Toronto and what they're

doing. They're doing some pretty forward-thinking work around equity and race and identity in Toronto and in Canada in general. And so we did school visits and looked at their equity policy and their journey and what they've been doing and shared some of the work that we're doing in Highline, as well.

It was a very, very powerful meeting. I think Rebekah and Susanne would agree. And we came away with, I think, some very specific actions that we are going to pursue moving forward. And we're looking forward to that. So I'll keep the board updated as we move forward on what those recommendations will be.

And with that, I alluded to the fact that Sandy and Susanne and I are talking about how we can support our teachers and their social emotional well-being. And so we are looking at potentially partnering with someone who will be able to come in and provide that support to our teachers. And we're looking forward to exploring those conversations moving forward.

And I think I'm going to bring up Sandy. I think that'll do it for me. So Sandy, you're on.

Thank you for having me. Is that on? Is that OK? I do want to continue highlighting, which I have in the past, the partnerships that we have been forging and really working across to a variety of areas as well as wide and deep. So we are going deep into some areas.

And obviously, student needs around behavior and support has been something that we've been really focusing on. We're going to be coming out with a joint communication soon, because we finally feel ready to share some ideas. We're going to be going to Des Moines' elementary school on Friday together. And who knows? There may be other schools that will be going and talking about shared approaches.

I know here at Glacier, one of the challenges was how the school-- the teachers, the staff, weren't able to get into the school until late. And the school wasn't even quite finished being built, and so they were working on a lot of different things at the beginning of the year. And that storming piece right now that they're talking about, I think both HEA and the district will have an opportunity to hopefully support this community in getting through that process.

It is a really big deal to start a brand new school from scratch. It's not just the same as bringing in a new admin. So I think that if we can identify and allocate some resources so that people can kind of come back together and work through that last stage of a lot of the work that they started in the fall, they'll land in a great place.

So that's just another small example of some of the work that we're doing together to make our schools the most responsive and effective that they can be for all kids and a great place to live and work. So thank you very much for your time. And Sandy, I'll see you next.

Thank you, Sandy. And that concludes our superintendent's updates. With that, we'll move onto school board reports. And Bernie, I saw that you sent us some things to watch, some bills to watch.

I did. I tried to just print those out as they-- usually, I do it on Wednesday, because that seems to be when they're available and we're all together. But they should be in your inboxes now.

There's two things. One is the big sheet that's got all of the bills that are running through. And I should say they're not really running. With the short session, it feels like they're racing through. So again, if there's anything there that you see that I'm not tracking or should be tracking or you would like me to track them, please let me know.

And then I also want to thank Aaron. He's going down Monday for-- what's the official-- it's Latino--

It's the Latino Advocacy Day.

OK. Great. But it just coincides with legislative conf-- there's the 9th and 10th, which I'm not able to get down to. So I really appreciate the fact that you'll be down there and doing that. But I'm sure you're wearing your--

Multiple hats, yeah.

Multiple hats, yeah.

Good, because it's cold.

That's it for me. Unless Kate, do you have anything that we should--

Or Holly.

--that should be beep-beep-beeping on the radar?

Today, the senate education committee for [INAUDIBLE] is requiring training on that, which [INAUDIBLE] so that's the bill that we're supporting.

Great. One other thing was I got-- thank you, Kate. I got a phone call from Representative Orwall, who is interested in some before school, after school-- it was just a big idea. She had met with Mayor Pina from Des Moines, and they were, I think, just dreaming some stuff up. And so I'll keep you posted as we follow up on that conversation.

Thank you.

Thank you.

How about Mr. Van? Any reports from your committee?

Oh, yeah. The Highline Schools Foundation is starting the year off with a bang here. We have the 2020 Gold Star nominations that are opening up. So they're due on February 12. So if you know of an outstanding teacher, rookie teacher, outstanding staff, classified outstanding volunteer, administrator, or alumni, please get on there. Throw some love to your people and get them nominated.

As well as-- let's see here-- scholarships are opening up right now for the foundation. I know. Graduation is going to be here sooner than we think. So if there any seniors out there that-- I would look into the Highline Schools Foundation. There's quite a few scholarships available for our students. So that's it from my committee.

Thank you. Aaron?

Yep. I'm going to go ahead and email you guys one of my reports, because last time, I went a little bit over. So I'm just going to highlight a couple of things.

First, I wanted to start off by acknowledging that we are on ancestral land stewarded since time immemorial by the Salish people of the Duwamish Cedar, Green, White, and upper Puyallup River. We honor and give thanks that we're able to collectively engage in this conversation on your sacred homeland about the future teachings and caring for our amazing children and youth.

I wanted to start off by thanking the cabinet members that finished up January with me-- so Kisa, Scott, Steve, Mark, and your teams-- for coming out and spending time supporting me and getting me on board. Greatly appreciate it. I also wanted to give a shout out to Kyle for helping do all the scheduling and logistics. I know I don't have an easy schedule, so I really, really appreciate it.

Oh, it's a really big one that I want to focus on. I just wanted to give a shout out for the-- oh, actually, no, no. You'll see that in the email.

I did want to recognize today was actually really exciting. Evergreen senior Vincent Githinji was-- it was his signing day. So he got a scholarship for Central Washington University. And it was really cool. They did a lunchtime celebration, and all the kids came out. And it was just a fun, fun event.

So other than that, I'm hoping that folks have it on their radar that the Highline Heritage Museum is doing a Black History Month celebration on the 8th. And it's in partnership with Highline school district. So I'm going to be there. And if folks can come out, it'd be good to support that.

Other than that, keep an eye out for my email. And hopefully we can just post the email. I'm not sure how that

works with board minutes. But yeah.

OK, thank you. And Fa'izah, do you have anything?

Yeah, I was just going to-- I hate that I'm not going to be able to make it on the February 8. I've got a memorial service to go to. But I did want to just acknowledge the proclamation, the African-American Parent Involvement Day and the proclamation from the district.

Whereas we know that every single parent is truly important and that partnership with parents, I know that some of our greatest strengths as well as some of our academic and opportunity gaps do happen within our African American students. And so the acknowledgment of the Parent Involvement Day, I think, even just really goes beyond that but just our opportunity to-- again, if we're just looking at the data-- our opportunity and responsibility to really help involve parents and families who may not always be at more dominant tables for even trust and safety reasons.

And so again, I want to thank the district and continue to just ask that we continue to support whatever efforts we can, again, because I think it helps us get to where we're trying to get to. It helps us meet our academic goals. And so I think there's a real opportunity there. So thank you.

I did just want to also-- I spent the day with the wonderful CFO Kate Davis today. And I won't really give a report there, because I'm still trying to process information. But we're really taking advantage of an opportunity to think about our education budget and financing through an equity lens.

I know that we already do that and do a lot of it. But I think that we can always continue to lean in and go deeper with what we're learning. So I thank Kate for being there, because I'm looking at her. I'm like, do we do that? Do we do that?

Also, I want to just acknowledge that I have received-- because I've asked a question about our math and what we're doing specific to Mount Rainier. And so I've received an improvement plan from Dr. Rumbaugh and team. And so I just hope that that does translate to the schools, and I'm looking forward to being able to accompany Susanne Jerde on a school visit to our classrooms.

And so I have a niece there. And so I have heard some of the concern. And so we recognize that this is a district-wide and collaborative effort. And so again, I want to thank Deborah and team for already leaning in with that. And so I just hope that, again, we make certain that everyone in the building knows what that effort is, because I know it's taking place. That's all that I have for now.

Thank you. I know, Bernie, you had something else.



Yeah, just real quickly. I just wanted to thank Linda and Maria for their comments about Highline Council PTSA. The PTSAs always kind of struggle and some-- well, as she mentioned, Glacier has yet to really get theirs going. Other schools are thriving. Some are struggling.

But the council is that kind of unifying body throughout the district. So I just really appreciated them coming. And I've got this on my calendar to go to the February 28 STEM night that they are holding at Pacific. And I would just-- maybe if somebody is available February 21 to go to Cascade's, I just think it's important for us to get a presence there if we can and kind of support them.

I know that PTSA ebbs and flows. But I think people have heard me say before that this is a three-way slice of pie. And it's the students, the system, and the parents. And so if we can support them, I think that-- I know it goes a long ways.

Thank you, Bernie.

Thank you.

So I think we all got that flyer, and it's got both dates on there. So if you guys could-- I agree. I'm going to look at my calendar and see if I could make even one of them. That'd be great. Thank you.

And I don't have very much to add, just that WIIAM connected with Phil. And he's going to get me connected with whoever I need to so I can start attending those meetings. So as soon as that develops, I'll keep you guys posted with that. And with that, that is--

Can I-- did we do the committee reports? Were we supposed to do it during our--

Our committee reports?

Yeah, during our board report?

I think they both just merged. I mean, but if you have something from your committee--

Yeah, just wanted to let you guys know that I attached the Highline Forum legislative priorities in the email. So give that look. And then the next Highline Forum meeting will be April 1. And we'll be hosting that.

And also, the Capital Projects Oversight Committee-- basically, quick update is we're under budget and on time. And look at the amazing building. So we went on a tour today, so that was really exciting.

Thank you. Yes, amazing building indeed. Did I leave any other committees or anything out? Oh. OK, thank you.

With that, we're going to move onto our consent agenda. So I'm going to ask for a motion to approve our consent agenda. All in favor?

I'll move.

Sorry.

So moved. I move that we approve our consent agenda.

Thank you.

I'll second.

Now, all in favor?

Aye.

Any opposed? So the consent agenda has been approved. Thank you, Kyle, for all your help.

Yeah.

With that, we move to action items. So is there any discussion around approving the renumbering and revision to the business service policies? I know you had some questions, Joe.

I did have some questions. I pushed those over to Holly and Kate, and I just want to thank you ladies for responding back to me. Like I stated in one of my emails, you guys do a lot of great work there. And this stuff bores me. It's better than what I read in my FDA and State Board stuff, so I appreciate it. Thank you.

So any other discussions or questions?

I fully support it. I guess, on your radar, I have questions around 614, around the crowdsourcing funding changes that are happening. We don't even have to go about it right now, because I'm going to support it anyway. But I think down the road, there might be interest around figuring out, how can we use some of those different crowdsourced fundraising things?

So I just wanted to have that on your guys' radar. But do you have anything you would want to say about it?

So we do allow use of GoFundMe, and we've partnered with them. And part of the reasoning around it is that the materials come directly to the school and that there's not enough-- the donations aren't going to fund the website. They're going to fund the actual schools. And so we've chosen to partner with GoFundMe to use that as our main source of this crowdsourced funding.

Thank you.

So with that, I move that the Highline school board approve the following new policies, policies 26-- sorry. Policy 6215, voucher certification and approval, and policy 6216, reimbursement for good and services warrants. I further move that the Highline school board approve the following renumbered and revised policies, policies 6000, formerly 7000; policy 6010, formerly 7110; policy 6020, formerly 7410 and 7415; policy 6021, formerly 7340; policy 6030, formerly 7421; policy 6101, formerly 6230; policy 6210, formerly 7320; policy 6230, formerly 7324; and policy 6910, formerly 9222.

I further move that the Highline school board approve the following revised policy, policy 6114, policy 6220, policy 6225. And last, I further move that the Highline school board approve the following renumbered policies, policy 6120, formerly 7280; policy 6240, formerly 7325; and policy 6423, formerly 7423,

I think you missed a number.

Could you repeat that?

Can you say that again?

Just ignore them. They're being cheeky.

I will second that.

Thank you. Roll call, please.

Director Dorsey.

Yea.

Are you sure?

Yes.

Director Bradford.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes five to none.

Thank you. I really appreciate the support of my fellow directors here. I couldn't do this without them. With that, we move onto any discussion or questions around the motion to approve revision to policy 2120, the suicide prevention. We had some discussion last time about it. Any other further questions or clarifications?

[INAUDIBLE]

Thank you.

So I move that the Highline school board approve the revisions to policy 2120, the suicide prevention. I need a second.

I second.

Roll call, please.

Director Bradford.

Yea.

Director Garcia.

Yea.

Dr. Van.

Yea.

Director Dorsey.

Yea.

Director Alvarez.

Yea.

This motion passes five to none.

Thank you. And we have an interdiction item, the motion to approve inner district agreement in Clover Parks school district. I have a question around that.

Is it Bernard? Bernard's here. OK.

I do, too.

I think that way, we can put in our consent if we get clarification. I just wanted to know. I was reading about it, so I want to know. Is this a new agreement? Is this just a renewal?

Yes. So I was able to touch base with Jennifer Reinig who's working in this area about this particular item. And what she shared is that from time to time with other school districts around the region, when there's a specific service that's available in that school district, these kinds of agreements will come up as new opportunities to serve students. And that's what you're seeing with this particular case.

OK.

So I believe this is a new one. But it's similar to our practice with other surrounding districts that have specialized services that our kids can access.

OK. And I believe Director Dorsey has a--

Yeah, I did, Bernard, real quick. And if you don't know this, Jennifer can follow up. But one thing that concerns me is that it's so far away. I mean, it's an hour without traffic.

But what it caused me to think about was just as our skill center serves multiple districts, then when we find ourselves in these situations where we have students with these specialized needs, I'm just wondering if there's opportunity for us to kind of band together maybe with Tukwilla and Kent or even Federal Way to collectively provide something rather than-- and it may very well be that we're talking about a very specified need, which I'm assuming is probably the case. But still, exploring that possibility.

Yeah. And that's absolutely something I'll share back with the team. I think, in this particular case, just a little bit of context is I believe the situation is for one single student for a very specialized service, which would explain why it's further away than if it's available more locally.

That was kind of what I was assuming. But it did cause me to think about, when we run into these instances, we may have opportunity with other districts to be able to serve the needs of these students and without the travel time. But yeah, I kind of had a hunch it might have been a-- anyway, thank you, Bernard.

Thank you, Bernard. Thank you, thank you. And with that, any other questions or anything around the inner district agreement with Clover Park?

No.

OK. Well, thank you. So do we want to add that item to the consent agenda for next month? I mean next board meeting.

Yeah. I would move that we move item 9.1 to our consent agenda for the next regularly scheduled meeting.

I will second that.

So all in favor?

Aye.

All right. So then we move that to the consent agenda. And we have no unscheduled communication. And with that, just a quick reminder, we have a board meeting on the 19th. Please start sending me any requests for our retreat so our staff can start prepping for our board retreat in March.

And also, I will be sending out again our graduation schedule signup so we can start signing up for our graduation speakers. And with that, I'll ask for a motion to adjourn.

Can I just say one-- I just want to thank Sean our team. This setup doesn't just happen by magic. So our wonderful team, Eddie packed all this up and brought it over. And so I know that it's a lot, especially in the rain. So I want to thank everybody who made this possible. Grateful. Thank you.

Yes, thank you. Thank you very much. So with that, I'll ask for a motion to adjourn.

I make a motion we adjourn. Sorry.

All right, nobody wants to adjourn. So we get to stay here.

I'll make the motion. And I'm not allowed.

Second.

All right, first and second. All in favor that we adjourn?

Aye.

So we are adjourned. Thank you, everyone.

Thank you, everybody.

Thank you, thank you.

[SIDE CONVERSATION]