

[INAUDIBLE] We're on. Welcome, everyone. I'd ask you guys to stand. We're going to say 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. Roll call, Kyle, please.

Director Van.

Here.

Director Dorsey.

Here.

Director Garcia.

Here.

Director Bradford.

Here.

Director Alvarez.

Here. And the lady to my left is our superintendent Dr. Susan Enfield. And again, I'd like to welcome everyone tonight. And we are in passing it over for recognition, so Dr. Enfield.

Great. Good evening, everybody. We have three proclamations tonight, and then our school presentation from Madrona. So I will begin actually-- excuse me-- with our-- for School Retirees Appreciation Week, we don't have anyone here to accept this proclamation, so I'll read this one first, and then I'll move on to the two where we do have people here to accept.

Whereas Highline Public Schools in the Washington State School Retirees Association recognize educators who have retired from active teaching, administration, or a specialized field of the teaching profession, and whereas Highline Public Schools and the Washington State School Retirees Association educate and assist retirees in meeting the special challenges they face after retiring and improving their general welfare, and whereas Highline Public Schools aids in advancing education by supporting high standards of education, and thereby strengthens the status of the teaching profession, and whereas Highline Public Schools promotes group and individual involvement in charitable projects and activities and maintains interest and participation in educational and

community activities, and whereas Highline Public Schools supports and encourages retired educators to remain active in the education profession through volunteer activities associated with learning.

Now therefore, I, Susan Enfield, superintendent of Highline Public Schools, do hereby proclaim March 9th through 13th, 2020 as School Retirees Appreciation Week in Highland Public Schools, and I urge all citizens to join me in this special observance.

[APPLAUSE]

Next, it is our Education Support Professionals Week, and so I know that we have representatives from T1, 2, and 3. And any of our classified employees who are in the room, if you'd like to come up after I read this for a photo with the board, I will share these with you.

So whereas education support professionals are involved in nearly every aspect of education-- maintaining buildings and grounds, preparing and serving meals, keeping school facilities clean and orderly, assisting in the classroom, providing information technology services, administrative support functions, safe transportation, a secure and healthy environment, and many other specialized services-- and whereas these dedicated individuals deserve recognition and thanks for the outstanding work they are doing in their communities and for the children enrolled in Highline Public Schools, and whereas there are 1,754 education support professionals working with and helping children enrolled in Highline Schools, and whereas education support professionals are instrumental in fulfilling the district's paramount duty to prepare all students for the future they choose, and whereas by supporting the learning environment, education support professionals are crucial partners with teachers, parents, and administrators in our public schools.

Now therefore, I, Susan Enfield, superintendent of Highline Public Schools, do hereby proclaim March 9th through 13th, 2020 as Education Support Professionals Week in Highline, and I urge citizens to join me in honoring and recognizing the dedication and hard work of all education support professionals. So yes, you can clap.

[APPLAUSE]

But I also do just want to say we do have some of the most extraordinary professionals in this area, and we couldn't do what we do without it. And particularly now, especially our custodial staff, the cleaning that's happening in our buildings, they're really going above and beyond. And I think they deserve a special shoutout, working late hours to make sure that our schools are safe and clean. So I want to thank them for that. And with that, I will invite any of our staff who are here to come up for recognition and photo with the board.

And it is also National School Social Work Week. Yay. And so we have Val, and Chris, and Nancy all here. OK, so thank you, Val and Chris, for being here. So whereas school social workers in Highline Public Schools and across the nation serve as vital members of the educational team playing a central role in creating a positive school climate and partnerships between the home school and community to ensure student academic success, and whereas school social workers support the educational, social, and emotional development of all students by decreasing the impact of barriers to academic success, and whereas school social workers participate in the development of global citizens by promoting skills for a lifetime and lifelong learning, and whereas school social workers provide interventions to address challenges such as mental health, behavior difficulties, disabilities, crisis response, poverty, bullying, abuse, grief, addiction, et cetera to enable students to achieve academic goals, and whereas school social workers provide staff development, training, and consultation to school staff and family members on topics impacting students' ability to learn, and whereas school social workers assist families in accessing resources to improve their circumstances and the readiness to learn foundation for their children, and whereas it is fitting that school social workers be recognized for the important role they play in the lives and education of students and their families.

Now therefore, I, Susan Enfield, superintendent of Highline Public Schools, do hereby proclaim that March 2nd through 8th, 2020 is National School Social Work Week in Highline, and I urge citizens to join me in honoring and recognizing the dedication and hard work of all school social workers.

[APPLAUSE]

And while those are the only proclamations we have, I do have an employee introduction to share with everyone tonight. We are thrilled to introduce Ellie Daneshnia. How did I do, Ellie? All right. As our new associate executive director of capital planning and construction. Stand up, Ellie, so we can all see you.

[APPLAUSE]

So Ellie is a civil engineer who graduated from the University of Washington with a master's degree emphasis in construction management and energy infrastructure. She has over seven years of experience in managing capital improvement projects and construction in both public and private sectors. She has previous experience managing projects for Seattle City Light Capital Facilities Program, which were focused on ADA-compliant seismic upgrades and building electronic charging stations for more than 160 facilities and related sites. She has technical skills for scheduling and Civil 3D AutoCAD, along with all project control program essentials to efficiently and thoroughly manage the district's capital projects.

She joined Vanir Construction Management team in 2017, and her role was to manage two of Highline School

District 2016 capital bond projects. She managed the Olympic Interim High School project and was managing the Highline High School project before she joined the district as an associate executive director of capital planning and construction. So Ellie is not entirely new to Highline, but now she's officially part of the Highline team.

We stole her.

We did. Her responsibilities were constructability review, inspections, schedules, consultant selection, design oversight, permitting, construction coordination, and project controls. Ellie is multilingual, loves to bake cakes, and travels around the world with her husband and two sons. Ellie, we couldn't be more happy to have you as part of Highline. Welcome.

[APPLAUSE]

And that was all. Oh, no, wait, there's more. There's more. So I am thrilled that we have members from Madrona here tonight to share all of the good things happening at Madrona Elementary. And I would like to invite Kellie Hernandez up and anyone else from the Madrona team who will give the presentation, and then we will honor our student superstar.

Good evening, President Alvarez, members of the board, and Superintendent Enfield. Thank you for this opportunity to update you on the work happening at Madrona. My name is Kellie Hernandez. I'm the proud principal at Madrona Elementary. I would like to acknowledge the staff members here in the audience who are showing support to us. Give us a little wave. Let us know that you're here.

[APPLAUSE]

I'd also like to acknowledge the family members of our star student. Give us a way of acknowledging that you're here. Thanks for being here.

[APPLAUSE]

Also with me tonight I have Jessica, Megan, Cindy, Krystal, Jessica, and Laura, and they're going to be helping me present. So built upon Highline's promise to know each student by name, strength, and need, at Madrona, we also educate, empower, and nurture each child and provide rich and rigorous bilingual instruction. Our student diversity is our richest asset. We align with Highline's goal to increase the diversity of our staff. One real strength is that 46% of our staff are currently bilingual and that number will continue to grow as we foster bilingualism at Madrona.

As mentioned earlier, our work at Madrona is filtered through educating, empowering, and nurturing each child. And you'll hear a bit about that from our staff members on what we're doing this year. Now, we get to take a look at some of our data. This is our ELA Smarter Balanced data from last year. And here is our math Smarter Balanced data. Full disclosure, in all honesty, when we received our data, it shook us, but it also caused us to roll up our sleeves, examine and strengthen our adult practices, specifically in the areas of planning, instruction, and assessment.

This graph represents our i-Ready math data comparing this year and last year measuring progress toward typical and stretch growth. And here is our i-Ready reading data. The numbers from last year to this year appear to be somewhat stagnant, but on this graph, you'll see Madrona's typical growth compared to Highline's typical growth, along with a 58% line, which i-Ready identifies as being on-target. Madrona is above the 58% marker in both reading and math, exceeding our district average in math by 13%.

Another important note is that students are receiving literacy instruction in two languages, so we are very energized by this growth data and ELA as well. As a dual language school, it's essential for us to always look at our literacy data through a bilingual lens. Here is our Istation data measuring fall and winter Spanish literacy in grades kindergarten through fifth grade compared to the dual-language schools in Highline. One big celebration is found in our fifth grade data, where 67% of our bilingual learners are performing at benchmark. We are definitely encouraged by this data.

Our average daily attendance has been consistent over the past two years at 93%. And our rate of chronic absenteeism has dropped slightly. One new strategy that we've added this year is attendance success meetings with our families. The behavior data shows that suspensions have been declining over the past several years. And also there's been a drastic decline in our referrals this year.

There are several factors that contribute to this decline. One major factor is that in the past, Madrona had been entering both minor and major misbehaviors into the student information system. This school year as a school, we have redefined misbehaviors into three categories-- small, big, and unsafe. So small behaviors are handled in the classroom. Big behaviors are either handled in the classroom or staff can request support from our building support team. And then unsafe behaviors, which you see listed here, are handled through the office and entered into Synergy.

This year, our three big school-wide strategies are continuing the work of becoming a professional learning community, implementing a multi-tiered system support team with a biliteracy lens, and applying cultural responsiveness and anti-racist practice in all of our work. And now, you'll get to hear from some of our team members about the specific work around these strategies.

At Madrona, we're really prioritizing how we work together for the benefit of all of our students. This begins with knowing each other as educators and as people. In August, we met to create and share our life maps as a way to get to know all of our life stories and how we were led to Madrona. Currently, we're engaging in a teacher-led, culturally-responsive, teaching-learning cycle. All staff are observing each other in order to learn how to implement and elevate culturally-responsive teaching across the building.

And finally, our school-wide event known as Genius Hour is allowing students to learn about everything from Chinese jump rope to baking muffins. Students are exposed to a variety of activities and get to interact with staff they wouldn't otherwise.

Many things are contributing to our growth and mastery at Madrona, including our six-week MTSS cycle. Our IPT, which includes teachers from each grade level, helps to steer the direction of these cycles. At these meetings, our building support team, including our admin, school counselor, success dean, dean of students, and myself, works with grade levels to determine interventions and extensions for students during WIN blocks and our before and after school programs.

Our IBEST team supports tier three behaviors by first looking at tier one and two supports that are in place, and then moving into writing behavior plans if needed. Madrona is becoming a professional learning community with highly collaborative teams. Based on staff self-reflection, we are growing in our skills and mindset shifts towards focusing on student learning, not on what we are teaching.

Finally as a DL school, we are providing release time for grade levels to collaborate around integrated units. Integrated unit planning has enhanced standards-based instruction. These are the reasons we have seen the huge growth in student learning this year.

Thank you.

Thank you for the opportunity to share Madrona's school culture around digital and media literacy. Through collaboration with the personalized learning team and previously with the digital leadership team and with support of coaches, we grow professionally alongside teachers across the district in implementing digital and media literacy. Students integrate technology, providing equitable access to high levels of learning in our dual-language school. It is a tool that students use for self and peer-to-peer assessment, goal setting, collaboration, and acts as a pathway to family communication.

Teachers and librarians engage students in Google Classroom, Seesaw, and code.org, developing skills essential to future career development. Students are digital citizens through safe practices and thinking critically about

digital media. We are so proud of Madrona's scholars and how they shine.

Buenas tardes. As a dual-language school, Madrona embraces our Highline bilingual and biliterate goal. The dual-language committee established this year is a strong advocate. It has worked to elevate Spanish across the building, created newcomer Spanish support for students that are English or other language speakers that join the program later, and it has strived to create translations for families in Somali, Spanish, and English.

Teachers across the building also celebrate each other for the use of Spanish. Assemblies are now led in both English and Spanish by teachers and students. Various PDs have been offered this year to help embrace and grow our knowledge in the multilingual perspective, like [INAUDIBLE], GLAD makes and takes, release days for bilingual unit framework planning, and trainings offered in the summer by the Center of Teaching for Biliteracy.

A strong focus in the intermediate grade levels this year has been to develop or to teach students to embrace their multilingual identities and how they can use this and show pride in our society today.

Buenos noches y gracias por la oportunidad. I'm going to explain to you a couple of ways to prepare our students beyond elementary. And those are integrating community meetings as part of our school day. We use those meetings to help students to find their motivation for school, building on social-emotional skills and toolbox, also providing opportunities for students to discover their potential through their project-based learning, putting into practice their bilingual identities.

This year, students also have many different leadership opportunities, such as being reading buddies and role mothers for kindergarten students, multiple jobs across the school, and leading school assemblies. Lastly, we maintain a close relationship with our partner middle school to provide support students may need as they transition.

One last note where the area of focus is the delivery of our guaranteed and viable curriculum. We have been implementing math talks in both English and Spanish classes to really boost the student discourse and dialogue in both languages.

And now, it brings us to tonight's star student. When I was speaking with this student a couple weeks ago, I asked her, where do you see yourself in the future? This is a quote. She told me, "I would be an actress. Well, I am already a bit of an actress, but really, I just like being on stage knowing everyone is watching me." So Ariana, this is your time to take the spotlight.

[APPLAUSE]

Just a few words Ariana. She is a bright light at Madrona. She's almost always wearing that contagious smile. She keeps a positive attitude and demonstrates resiliency and determination. She is kind and helpful to others, both students and staff. Her pride as a bilingual student shows in the classroom, on the playground, when she's waiting to get picked up in the afternoon. She has been known to help our new non-English-speaking students by using her amazing Spanish skills that she's going to show you in just a moment.

This young woman is a world changer, and I'm pretty certain that we will continue to hear her name and all about the amazing things that she accomplishes. So Ariana, I'm going to pass this mic over to you. We're all watching you now. Why don't you say a few words to the board and show off your Spanish skills?

Principal Hernandez, before-- we can't see her behind the podium. No, so could she come out in front of the podium so that we can all see her as she presents? Yeah, thank you, Ariana. There we go. Yeah, now we can see her.

[SPEAKING SPANISH]

Hi, my name is Ariana and I'm nine years old. When I grow up, I want to be a bilingual actress and/or president. And yes, it is possible with the help of the teachers in my school and my family.

[APPLAUSE]

So Ariana, thank you for being here tonight. And we're thrilled to honor you as our Highline student superstar. So I'm going to read the certificate that we're going to give you, and then I'd like to ask you to come up so that we can give it to you and get a photo with the board. And it seems like you have a set of family and fan club here, and you're welcome to come up and take pictures as well. So let me just read what this says.

Our Highline student superstar, Ariana Davis, 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 a Highline Public Schools student superstar. Let's give it up for Ariana Davis.

[APPLAUSE]

I got this. Oh, my gosh. No.

Thank you so much all for being here. Ariana, congratulations again. And the board's going to have some question and answer with Principal Hernandez. And I'm sure they might say some great things about you, so if you want to stick around for a few more minutes, but then you're welcome to leave. We don't expect you to stay



for the whole meeting, unless you really want to. So with that, I'll open it up.

So I'll open it up to the rest of the directors. Director Van, any comments or questions?

I do. I do. Thank you, Kellie, for coming this evening and presenting. I'm really interested in regards to your attendance success meetings with those parents. At what point do you start engaging those parents and what is covered?

At our last meeting-- so it's after 10 absences, we reach out and invite parents to come join us. And we actually had [INAUDIBLE] joining us to inform parents. Really, we're asking them-- inform them about the importance of attendance, see if there's any barriers that we can address to really help support students getting to school. We just started those, and our second round is actually coming up next week.

Have you found just a root cause? It just not being able to get to school, or is it sicknesses and things of that sort?

I think it varies from family to family. I think that we would see the gamut-- some sicknesses, some barriers with timing of getting parents to work and that type of thing. I think it varies from family to family, and we just keep an open mind to support it any way that we can.

All right, thank you.

Thank you. Director Dorsey.

So nice job, always. These are so much fun. Don't tell Dr. Enfield-- these are our favorite meetings, because we have student superstars that we get to celebrate, and also we get to celebrate the schools. And so we really appreciate the work you're doing. Especially the genius hour is genius. And then the other thing that-- it's not exclusive to Madrona, but Madrona does it, I'm sure, as well or better than many-- is this-- the focus on the secondary transition piece is something that I just-- I know that we've always done it, but it seems like it has become so much more of an emphasis, which I personally just think is a wonderful thing. And I'm sure that the families do too, and especially the kids, so keep it up. [INAUDIBLE]

Thank you.

Director Garcia--

I wanted to ask, has there also been a decline on the other behaviors? So I know that you guys broke it up, but have you noticed decline in the other ones?

We actually have. We've implemented support from a building support team that meets every week to identify--

we're using a different tracking system to-- for those, and we're identifying common trends and then providing coaching support in classrooms, and we have seen a decline. Currently, those are up at about 150 incidences that we have, but those, like I said, are being handled through coaching support and classroom support, that type of thing.

Thank you.

Director Bradford.

Thank you, thank you, thank you. I want to first acknowledge Arianna and her family, and I just say congratulations again. It has to be an immense privilege to serve with [INAUDIBLE] and to serve Arianna. Look at her smiling. And so what a joy that you all get the pleasure of having her at school every day, and this awesome community that comes with her. So I thank all of you for the way that you have just wrapped your arms around Arianna letting her know that it is possible to be a bilingual actress and president.

Mm-hmm. You know that's right.

So thank you, thank you, thank you. And thank you for that acknowledgment of her and her community, her village. And thank you to the team, the staff, as well as the leadership team that is there at Madrona. I look forward to coming over. I know it doesn't go without challenges daily, and appreciate the way that you all said that the data-- you're not happy. It struck you-- especially when we know how hard we're working.

And I think it just gives us that opportunity to really lean in, disaggregate, think about what else. I think the fact that you all are intentional about anti-racist policies, and practices, and strategies helps us to get there, and so I just want to say, again, thank you to the staff, the leadership team, and to Arianna for being there, and our family.

[APPLAUSE]

[SPEAKING SPANISH]

So thank you, Arianna. You're doing amazing. Keep going. When you're bilingual, there's many possibilities for you, and using it for good, supporting other students and families in the morning, or afternoons, or in recess, that only-- not only do you get to practice, but you get to help others. And I love using my language to help others as well, so congratulations in doing that and seeing how good that is-- something really good to do.

And thank you to the family for being here and for encouraging her, because only-- becoming bilingual doesn't only happen at school. It happens at home. We are a team, and so thank you to the family for continuing to encourage her-- and to the staff. For a young woman to see that she can be anything she wants to be, it's due to

also not just the family, but the staff at school that encourages that.

It reminds me a lot of growing up thinking that I could be anything I wanted to do because teachers would support me in that, so thank you. Thank you to all the staff. So that wraps it up. Anything else, Dr. Enfield?

I'll just echo the appreciation the board has shared with both Kelly, Jessica, and the entire staff that are here. I appreciate your leadership. I appreciate all of your commitment to making sure that every student like Arianna at Madrona sees themselves as capable of achieving whatever dreams they've set out for themselves, and feels clearly as supported and cared for as Arianna does-- not just by her family, but by her school family as well.

And so I want to honor her family. And as I said, thank you for sharing your beautiful child with us. It's a great gift and an honor that we do not take for granted, and I want to thank Madrona for what they do every day for our children. We just appreciate you. You make us Highline proud, so thank you very, very much for being here.

Thank you.

Thank you.

[APPLAUSE]

And with that, and like we said earlier, the family, feel free to go enjoy the rest of your evening, but you're more than welcome to stay as well. So with that, we move into our scheduled communications, and we have none for this evening. And so that moves us to our superintendents update.

Yes. We were going to have Catherine give a thought exchange results update, but given the rapidly changing world we're living in now, as we respond to the coronavirus, she's busy right now getting messages out to staff and families. So we're going to postpone Catherine presentation until the next board meeting. So the only thing that I will say in my update is we thanked our custodial staff, but everybody is working fast and furiously to respond to this.

We're putting out daily updates for families, and updating staff as well. This is definitely an ever-changing situation. New guidance comes out every day, and sometimes the guidance isn't so guiding, and we're having to figure things out as best we can. I was on a phone call this afternoon with all of the King County and Pierce County superintendents, the ESD. We're all trying to figure out how we can, to the best degree possible, do a coordinated response, but the reality is that the situation is somewhat unique in each district, given conditions and given what's happening.

What I will say is that we put the safety of our students, and our staff, and our families first. And we also need to

make sure that we are going on with our lives in a smart and safe way. And I think we don't want to be reactive and do things just because others may be doing them, because this is not going to go away anytime soon. We have to figure out how to find our way to creating a sense of predictability and normalcy in the midst of these unpredictable times.

With that, I would be remiss if I did not acknowledge the wonderful Elaine Irons-Hunt, who is here who has taken over and what a time to take over nursing services. Elaine Irons-Hunt, you were looking for a fun challenge, and boy, are we giving it to you. We are thrilled. Obviously, we all know Elaine is not new to Highline. She's been a valued member of our staff, but she has stepped into this leadership role, and we are so grateful that you are here and grateful for what you and your team are doing as well to help us keep people safe.

So thank you, Elaine. We're thrilled that you're in this leadership role and with that, I just want the board and people who are in the audience to know that we are doing everything we can to be as responsive, yet not reactive to these current events, and we will just continue to monitor and keep you updated. And I just want to thank staff for their diligence. Sandy, do you have a few comments you'd like to make?

[INAUDIBLE]

I know.

[INAUDIBLE]

Thank you for your patience. OK, so good evening. It's so wonderful to be with you sharing this time together. I have a couple handouts. This is a follow-up from last time for the Substitute Social, so I want to make sure that you have the time and the place and everything. The other thing I brought is we've been meeting, as I've mentioned, collaboratively with the district over the last couple of months, trying to work on understanding student behaviors and getting support for students and teachers.

And we have a shared interest in, course, high rigor in our classrooms and learning. And so to work on better understanding the classroom experience, we've actually conducted two surveys from our-- among our members. One is actually with the self-contained teachers, and we had a-- these are teachers in classrooms with special ed students-- students with IEPs in self-contained settings.

And we had 26 teachers respond to those, and so I've been working with Darren and working on getting a time with [INAUDIBLE] to go through the results of those. And it's great, because we have pretty-- we can bore down pretty close to the classroom to understand what the experience of the teachers are there and to try to get the support. And I know Darren the work already underway with Darren has been really positive, so I'm looking

forward to that.

And then we had 17 schools. We have data for 15 of them, and primarily, I think 13 are elementary, which is-- that's a pretty high percentage of our elementary schools, so we feel pretty confident. The data was collected at the school level, so either the teachers got together in part of their union meeting, or they got together even with the principal and the shared leadership team meeting to try to get a handle on, what is the level of disruption going on in the learning environment?

And then what are some suggestions they had for improving this situation? What kind of supports? What kind of training would be helpful? So the executive board got together. We looked back at the letter that I believe you probably saw, that we shared with Dr. Enfield for launching this work. And then we shared the results, but we haven't talked about it yet with the Rep Council on Monday. But I gave it to them to start looking at it.

We're going to work on it on March 30. The other piece, which I think is really critical, and we have not yet really-- the first on Monday really step in framing that-- is the role of equity, and racial, and social justice culturally responsive instruction, and some of the work that our teachers are really excited about doing underway that might be actually influencing some of the data. We don't want to look at this data in isolation.

So what I brought for you tonight is two articles I got from a conference I went to on Monday at Puget Sound ESD. I invited a few folks, and it was pretty late notice that I got the date for that, but I know that Doug Judge was quite interested and a few other folks. So when we OSPI can continue to do the work there. There was a quite nice team from Kent. I was a little jealous.

But hopefully, we can get a few more people from Highline there. And they really were from all over Western Washington so would be great if we could get a team and so one of the things that was a little tangential to the work we were doing, because we were just-- I shouldn't say that-- the first thing on the top that you'll see is data that they give us for Highline. This is last year's data-- is a simple graph, but also holds a lot of promise.

But we're going to dig deeper in it the next time. It has all the students that received suspensions last year as a percent, and then it's divided into short-term, kids that were suspended up to three days over the course [INAUDIBLE] the entire year, and kids who were four or more days. And then they broke it out and disaggregated that data.

So it's pretty interesting, because you don't know. One student could be female, Asian, foster care-- one student could fill many categories here, but-- and we just don't know the end of each category. But still, it got us really thinking about, where are we putting our resources? What are supports, what are some training? It's an initial first step.

The other two articles I'm encouraged by that I'm going to ask are building reps is called 2020. [INAUDIBLE] fake equity pledge-- so we're looking at what you pledge to do the following, to make sure you're really doing real equity work and that fake equity work. It's written for the general population as to

Whatever wherever you work wherever you live you could do something and there are some specific samples for schools and then the other articles called avoiding racial equity detour. So the first part looks set for racial equity detours that take you off from the real work, and then five principles for real equity literacy. I didn't align line them up with the work we're exactly doing. But I thought, well, this is enough to get us started and talking as rep council around the racial equity lens that we want to take, when we start talking about the supports that our teachers and our students need.

So I have these for you, in case you're interested. And then the data is-- I've cut it down to specific columns that you can look at, and compare, and think about. If you want to invite me to your work study session on Saturday next later in the month. I'm happy to come and you know contribute to that discussion.

I was planning to come that day. I would love to participate in whatever way makes sense to you. So I kind of like the last page which gets the best, because it actually has a list of suggestions that was prioritized both by the schools and by the special-- the teachers of students with special needs. So that was pretty cool. And then the second-to-last page actually has something that we began talking around the district about what they call classroom evacuations, where a whole classroom of students is removed because a student is so disruptive, we don't want them to see what's going on and be traumatized by that, or just to keep them safe.

So we have a sense of how many classroom evacuations are happening. I would say, at the elementary level, we have a pretty good handle from this and how widespread that is. And then the first page is a little bit challenging to read, but it really is looking at how often something is happening within a school. So the first one-- it says, school you're looking at a school, loss of teaching time is happening multiple times a day in four schools, or minor injuries to adults are happening approximately once a week in one school.

So that would be a way of reading that. The bottom section is really the number of adults who feel they need more support per school. Again, so there's three schools where zero to three teachers feel they need extra support than what they're getting, or people-- how often have people been-- the frequency of missing work due to injury that they sustained in their classroom?

There's 15 schools where that's happened zero times, so there's a [INAUDIBLE] so that's good news, right? There's not some major injuries that are occurring. But the emotional impact is where we're seeing-- where more than 20 teachers in nine of our self-contained special ed rooms are missing work due to the anxiety of the student

behaviors in their rooms. So you've got to kind of compare the columns and think about what it's really saying.

But you're seeing the number of schools that responded that way. And then, again, when it says special ed teacher, you're talking about individual teachers, because when we tried to do both in one survey, the data was a little too skewed, so we gave out two separate surveys. So hopefully, we can-- we'll be continuing to have more conversations about this across the system, because different groups have been picking-- have been collecting different data.

And I know that I've been trying to work with Holly to move back together and share what we've been learning from the different sources of data. So I'm looking forward to that opportunity. I know that there's a lot going on right now with the King County Health that is directing some of our work away from our traditional focus on teaching and learning. But with the coronavirus, we're just kind of having to respond to that as we go.

But this work is still urgent, and we don't want to get lost in the shuffle. So thank you so much for your attention. I'll leave this for you, and I might even pass some of these out to folks in the audience. All right, thank you.

Thank you [INAUDIBLE]

[APPLAUSE]

So with that, I think that concludes the-- [INAUDIBLE] move my screen with my finger [INAUDIBLE] that concludes our superintendents updates, and so we move on to school board reports-- so legislative report.

OK. Thank you. And I sent the bill watch out here this afternoon-- actually, just a little while ago. They're getting close. It think March 12 is getting towards the end, his last day, suppose-- under the regular session. The other thing that I set out is the notice for the WSSDA Regional Meeting that's the end of March.

In the email, I said that, if we wanted to go as a board or a few of us wanted to go, we could carpool. But I know personally, I haven't been to one of those in probably a couple of years, so this time, I want to really prioritize that and get down there. And so I would just say, if anybody wants to join me, that we can get registered. Although, we can supposedly pay at the door, but we can get registered and arrange a carpool. I think it's in Auburn--

High School--

--Auburn High School. So that's it for me.

Thank you. We'll move on to also-- with the director reports. We'll start with Director Garcia.

Want to start off with doing a land acknowledgment that we are on Coast Salish people's land, and part of the

work that we should all be doing is continuing to recognize this and making efforts to highlight this kind of work, and making sure that we're-- really making sure that we're grounded in justice to the people that are still here.

I wanted to thank the principals. I got to meet with all the principals in district 1 during the month of February. They were very, very generous and flexible with their time, and I really appreciate that, because I know there's a lot going on. They were great. They took me out to the classrooms, some of them to meet with the students. And the elementary school kids have no filters.

It's awesome the questions they are going but I got to spend time with my niece's classroom, and that was just a really, really special moment, so that was something I appreciated. So thank you to the principals. I unfortunately was not able to go to the [INAUDIBLE] Institute. I had a little family emergency during that weekend, but I heard good things.

I wanted to give a shout-out to the Evergreen sports. They did end of the year banquet. They recognized all the athletes. It was a special night. I think it's always interesting to see some of those seniors who culminated four years of hard working dedication, and have that moment of reflection with their team and their community. So it was just a really special thing to attend.

The Hazel Valley Multicultural Night was epic. I was amazed by what the young people were willing to get on stage and do and present, because I wouldn't have done some of the stuff that they were doing. Yeah. So that was a really cool experience. The Bond Conference, the LGBTQ Vietnamese Conference last Saturday was really cool. I saw one of our moms that was there volunteering, supporting, so I really appreciated seeing some Highline young adults in the room.

So thank you to Nutrition Services. They set up the March Madness serving at Cascade Middle School, so I got to do breakfast at Cascade today in the morning. [INAUDIBLE] and eat, so yeah, I got a little bit of both. Trish, the person who was-- I was there the whole morning-- she's amazing. The way she was able to organize the chaos-- because she usually does it by herself, and she had me bumbling along, messing everything up, and she was able to do it on top of my not being able to manage some simple things.

But she was cool, so shout out to Trish at Cascade. And I also got to participate in the BAM, Becoming a Man Committee today, and it's just really exciting, the work that they're getting off the ground here in Highline School District. And hopefully, it sounds like the goal and vision is to expand this work regionally, so I'm excited to be a part of that. And other than that, I'll be attending some future March Madness Nutrition Services events-- mostly breakfast, because I can get there early enough-- but at Evergreen, Shorewood, and Hazel Valley. So that's all.

Thank you, Director Garcia. Director Bradford.



I need to hang out with Director Garcia more. He's having a good time. I did want to just say congratulations and welcome to your new roles, Ms. Elaine and Ms. [INAUDIBLE]-- glad that you all are there, and with your skills, and experiences, and the leadership that you're bringing. So thank you for answering the call.

And thank you, Aaron, for always acknowledging the land that we're on. I appreciate that reminder for my own personal growth and acknowledgment as well. So I did have an opportunity to attend the American History Traveling Museum by Delbert-- yeah, absolutely-- by Delbert Richardson. And that was at Sylvester. And so one of the things that I really appreciated was that it doesn't feel like it's going to be a one-off, and it was really bringing in African-American history and being intentional to name it as American history.

And so that was just really salient for me, and I thought that the team was just doing a really great job, and even with the sponsorship of HEA really not making this a one-off, but really embedding and incorporating this, and having conversations in the community and in the schools, and really incorporating it into these the social studies, I think, or the humanities-- whatever the class is-- and that they really are [INAUDIBLE] the entire team is working very intentionally to make certain that it's not just a one-off, but that students are having-- being able to have the conversations and being able to extend their learning in the classroom.

And so that was just really exciting. Delbert came to the students specifically, to the students and staff, and then the event that I was able to attend was specific to the community. And it was just a diversity of families that were there-- just done in a really sensitive way. There was enough time for silence and reflection, and then there was also the learning that Delbert then offered as well.

And so I just want to thank the team and Gilbert and Gilbert [INAUDIBLE]

[INAUDIBLE]

Mr. Gilbert-- and his leadership and the team. So that's all I've got right now.

Thank you, Director Bradford.

Yeah.

Director Dorsey, do you have any directors reports?

Just real quickly, it's robotics season, so they're now doing their robot reveals. You went to Raisbeck?

Yeah, I went to Raisbeck on Saturday afternoon.

And I was supposed to go Saturday night to Skunkworks and the Highline High Techers. They're both up-- housed

up at the STEM Center the northern part of the district there. I wasn't able to get there, but I will be going tomorrow night at 6:00, so if anybody would like to join me-- it's hard to get a real grasp of how popular robotics are until you see those kids around those robots. It's fascinating. But anyway, so that's the only thing I would add.

Thank you. Director Van.

I'll echo that. Bernie, I was able to go and check out Phoenix Force's new robot. I took my youngest son, and he was enthralled. He loved it. This year, they're shooting balls. It was amazing, so I look forward-- they're going to be setting an invite to the board-- a couple tournaments coming up. One is in Bellingham. The other one's at Auburn Mountainview-- so be awesome for us to show up and celebrate.

This morning I also-- I was at Glacier serving breakfast, and one of the great things is that our nutritional services team, they know our students by name, strength, and need as well. Standing behind there-- and Laura at Glacier was telling these stories about each one of these young students that came through the line-- their positives, their struggles, and all that stuff. I was very impressed with the staff, and I'm very appreciative of what they do.

There's a lot of stuff behind the scenes that the community doesn't see that goes into just serving breakfast, or serving lunch, or whatever it may be. So I'm very, very thankful for them. What else here? DECA their state competition's this weekend in Bellevue, so good luck to all of our teams that are attending. My son is excited. He's scared, but also excited. He's ironed his suit numerous times already, so he's ready to go for that.

And then last but not least, I attended the SeaTac celebration this last Saturday. It was a packed event at the community center-- SeaTac Community Center. So I'm looking forward to the collaboration with the City Council and their staff there.

Thank you, Director Van. I'll just add, last Friday at New Start there was a parent panel and part of an all staff professional development. And actually, the first time I saw that was with Ms. Rebekah Kim at her school, and it was powerful. They got to hear from their students-- from the parents about what their students' success was-- also what could this staff do better to make them feel more welcome, or how was it that many of them talked about how they-- when they got there, they really-- they were failing all classes and they started-- most of them Bs and As?

And so we got to ask about, how did that happen? How did they get there? And a lot of it is about relationships, and about the trust that they have, and about the welcoming environment. And I want to thank Director Sita Mr. Sita, because he has developed a year-long plan about engaging our families-- truly engaging them-- not just by inviting them in and having meetings or the staff, but the staff, this is their second annual one that I've had the opportunity to facilitate, and the first one-- I remember some of the families saying, when I would get the first

phone calls from either the bilingual paras, or from the counselors, or from the staff, they were like, why are you calling me?

What did they do? And it was like, no, we're calling you to let you know they're having an amazing time. We're seeing their growth. And they were like, no, really, why are you calling me? They had to ask two or three times because our parents are not used to us calling them to say how well their students are doing. So I want to congratulate-- because I see a lot of the growth that also some of the staff are experiencing around, what do our families really need, and hearing them directly from that, instead of the narratives that we all form in our heads, because either they don't come, or because they show up and they got to go.

So I feel really proud to be able to go in and see this, so I want to thank him again publicly. What an amazing job you and your staff are doing engage in our families. Thank you for that. And I'm just thankful to be part of that as well. And that is [INAUDIBLE] absolutely, Director Van.

So I have one more shout-out to-- it's our school social work week. I want to throw a shout out to Kisa. I had a personal issue that happened this last week that I called her, and I-- she was able to support me and get the resources for my own kid. And I'm very, very thankful for what they do, and they're always there, regardless of who you are. And so thank you.

Thank you.

Can I also do one more shout-out--

Absolutely.

I wanted to give a shout-out to both Scott for all the support last week-- I really, really appreciated your responsiveness throughout the week with giving us updates and just keeping us in the loop on what was going on. But I also want to just give a general shout-out to the cabinet and everyone else for their response this week with the coronavirus. I understand just how stressful this week has probably been for some of y'all, and I thank you for being able to manage it and be responsive to our community and our families with the stress and the-- I don't know-- the weight that it carries is our families are scared. And the leadership that you've all shown this week has been amazing, so thank you.

I want to echo that. Thank you, everyone. I know this isn't easy. Many of us work out in schools as well in community, and we could see the difference when-- I appreciated the phone call that I got from our superintendents just letting me know about what-- and I said, let me connect with all my directors and let them know, stay calm, continue to keep everyone calm. And I appreciate everyone's response.

I was on my way to a meeting in Seattle, and I was able to talk to every single one of the directors. And I appreciate your responsiveness when I call, because I normally don't call you just to chat. So I appreciate the fact that-- when a message comes out like that, it was just beginning, and there was a lot of craziness happening. A couple of my church members happened to [INAUDIBLE] when they go shopping.

She said it was chaos at Costco and Winco. It was total chaos. People were carrying two or three carts full of toilet paper and water, and it's like [INAUDIBLE] there's nothing wrong with their water, one. Two, you're not going to get diarrhea from the water so you don't need as much toilet paper. TMI, but anyways--

Bernie took this from the restroom to take home, so--

[INAUDIBLE] I'm sorry. [INAUDIBLE]

That was perfect timing.

I actually got it for Joe's house later on tonight, so

I'll have to drive by in the morning. Thank you. So in all seriousness, I do think, when something like this happens, that we need to communicate with one another and let everyone know, because many of us are the ears of our district, of our area. If we are all frazzled, that's what-- what we're going to reflect this what the community's going to reflect, so keeping everyone calm and letting-- reassuring them that they know as much as we do.

We're not hiding anything. And I appreciate superintendent also for keeping me informed. So that is all for updates. So with that, we move on over to our consent agenda, so I'm going to ask for approval of our consent agenda and make a motion.

I move that we approved the consent agenda.

I second.

All in favor?

Aye.

Any opposed? None opposed-- her consent agenda gets approved. So we are now into our introduction items. So we're going to start with 8.1 motion to approve contract with Double Line to support the development of the data infrastructure. Basically, when and if we approve this motion, this would approve the contract with Double line to support the development of the data infrastructure to meet our initial benchmark by the end of summer 2020. So any questions or discussion?

Just a clarification that this was approved-- or the grant was from the Gates Foundation or the gates.

Any other questions or discussion?

No.

None? With none seen, we're going to move to our next one, 8.2, motion to approve revisions to policy 2255, Alternative Learning Experiences. With the approval of this motion, this would revised the policy 2255. Any questions or discussion?

Just curious why it took Holly so long to get this one back up there--

Ouch.

You love these. OK, this is awesome.

All right, with no further discussion on that one we'll move on to motion to approve revisions to policy 3415, Accommodating Students with Diabetes. The approval of this motion would revise the policy 3415. Any comments, questions, conversation, discussion? Dr. Garcia-- whoa.

Whoa, big promotion--

All right.

Someday, someday--

[INAUDIBLE]

[INAUDIBLE] I was just curious about school meals will not be withheld for any students for disciplinary reasons. I was just more curious-- are we withholding meals for disciplinary reasons?

[INAUDIBLE] no

[INAUDIBLE] make that very clear [INAUDIBLE]

No.

And the answer continues to be no.

Still no-- is this on? Oh, it is on. When the state changed some of the discipline rules a couple of years ago, they explicitly said that you could not use meals as a disciplinary-- or withholding meals as a disciplinary tactic, so we

just wanted to make sure that that was included in our discipline work and also in this one, because of the impact of withholding food for students with diabetes. So we're just being explicit about, because it's so important.

Thank you.

Go ahead.

So are we explicit about the students without disabilities-- I mean, without diabetes someplace?

It's in our discipline policies as well.

Right, OK.

So that's where we cover everybody-- just wanted to be extra explicit here, again, because of the impact for students who have diabetes.

OK, got it. Thank you.

Mm-hmm.

So with no further discussion on these, we'll move onto a 8.4. Motion to Approve Revisions to policy 3431, Injury and Illness. The approval of this motion would revise policy 3431. So any discussion or questions for this policy? So with none being seen, we-- I'm asking if we want to add any of these items to our consent agenda for next meeting.

Yes, I would love to move items 8.1, 8.2, 8.3, and 8.4 to the consent agenda.

So you've made a motion to move--

[INAUDIBLE]

--and Director Garcia second that. So all in favor?

Aye.

Any oppose? So all those intro items, 1 through 8.4, will be moved to our consent agenda items for next meeting. So do we have any unscheduled communications? None? So then I'm going to ask for a motion to adjourn.

[INTERPOSING VOICES]

I'll second.

All right, all in favor?

Aye.

Let's go home.