

--and on this beautiful sunny day and thank you for all that everybody is doing. I know it's crazy. It's hard to be inside during times like this. We can't go anywhere, but we can go outside of our homes.

So let's go ahead and get started with the Pledge of Allegiance. So if you could all stand and pause and look toward a flag. So ready? 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. That's kind of hard to do all simultaneously. We're still lagging in some areas, too. So Paul, role call please.

Director Vann?

Here .

Director Dorothy?

Here.

Director Bradford?

Here.

Director Alvarez.

Here. So, call for changes or additions to our agenda.

None.

Hearing none. So we know that members of the public can attend only remotely, not in person. Let me see. So we have some people who have submitted beforehand their testimony. And at this time we'll have Benny read, I guess? Is this how it's going to go?

Correct.

OK, so Benny you're on.

OK. So this comment was submitted by Stewart Jenner and I'll read it verbatim. Hi, I am writing about the 2020-21 school year music programs. My understanding is that all sixth grade students this year had the opportunity to take a semester of art or music. My understanding is also that only at one middle school could students take

music after school during the semester when they did not have classes. I also heard in the winter, which seems like several years ago, the district staff was proposing that seventh grade students also would only be able to take a semester of music or art.

I would like to request that all students in both sixth and seventh have the opportunity for a full year of music. Music is a cumulative skill learned through repetition and teamwork. It's very hard to stay motivated when just working on one's own. Skills unfortunately degrade quite quickly. I feel especially sorry for the students who are only in music for semester two because they've only got about seven weeks of instruction after a gap of nearly eight months from when they last had music in elementary school.

One of the major advantages of having a robust instrumental music program in high school is that the class sizes are not capped. Band and choir instructors routinely have many more students than other instructors. These large class sizes make it much easier to create a more diverse and enriched master schedule, with some classes that are below the average class size but that really enhance the overall experience. So from a long term budget perspective it is strongly in the Highline School district's interest, as well as the interests of students and music, to create opportunities in middle school that feed the high school programs.

A second major advantage of middle school music is that when voters are voting on the levy renewal, one of the main selling points is always, the levy money makes the arts possible. But if you keep scaling back opportunities in middle school, that selling point goes away. I think the COVID-19 impacts on all finances are going to be major. And please do not take a levy renewal for granted. I'm very surprised personally at how taxes have gone up again this year.

A third consideration, keeping enrollment in high schools instead of in Running Start. Thankfully the trimester plan finally appears to be completely gone but in that process a lot of parents who looked at the proposals came to the conclusion that their children would be much better off in Running Start. The only class they could not get at Highline or South Seattle is any type of music. There are major fiscal impacts to continuing to lose kids to Running Start.

So please create full year opportunities for students in sixth and seventh grade music programs. I'll be glad to discuss my comments via the telephone if anyone is interested. I wish you all the best as you deal with the challenges of running a school district during this trying time. Thank you, Stewart Jenner.

Thank you, Benny. With that, we conclude our scheduled communications. That was the only one we received before hand. And with that I will turn it over to our superintendent for her updates.

Good evening, everybody. Good to see you all virtually. I just have a few updates and then I'm going to ask

Susanne to provide you with a brief update on our distance learning plan and how that's going. Then Kate Davis will provide us with our draft three year budget outlook. Obviously there are a lot of questions still to be answered. But Kate's doing a great job of helping us make the decisions now while also preparing for the future. And then I will end by reading Sandy's comments that she sent as well.

So first of all, I just want to say that our Highline team is just knocking it out of the park under very challenging circumstances. I will say that in helping to hand out meals on Monday, every student that I saw I asked if they had heard from or connected with their teacher and virtually all of them said yes, which was very heartening for me to hear because we really want our students connected to school.

Since closure we have served over 36,000 meals to our students. I think you may know that we changed our delivery model this week. Rather than having parents and families come every day to pick up meals we are providing meals on Mondays that will serve for two days and on Wednesdays they'll get three days worth of meals. They only have to come and pick up meals twice a week, which a mother told me today she was very grateful for because it is less of a burden on our families and also promotes social distancing.

Thanks to Mark and his team and the help of cabinet-- Scott in particular I know-- we've deployed roughly 12,000 devices to students. That continued today with deliveries to our students who live outside the district, are qualified for McKinney Vento because they are in transition, homeless. So we're making sure that they have the tools they need. I will tell you that internet access remains a challenge for some of our families and we're keenly aware of that. Mark has been successful in procuring a number of hot spots which will help. But I can tell you that I am advocating nationally and locally through every network I have to make broadband access a part of basic education.

Hot spots are fine. Discounted free internet for three months is fine. That doesn't solve the issue. I believe that distance learning is now a part of our reality in K12 and will be for the foreseeable future. So denying any child access to broadband internet service means we're denying them access to basic education. And that is not OK.

So I will continue to advocate and fight for that as I know Mark does as well, and appreciate those efforts. One-- well, we still have many concerns. We're figuring it out. But as I reminded staff today, what we're looking for is persistence not perfection.

None of us planned for this new world. None of us was trained for it. So we are learning as we go. And I'm reminding everyone to be forgiving of themselves and one another. And we'll keep getting better at this.

If any school system is poised to master distance learning on the fly, its Highline given the talent and the dedication that we have of our staff. The one thing that we are going to be working on, and Suzanne I know will be

talking about this tomorrow and on Friday in cabinet, is we still have students that we have not made contact with despite the best efforts of our teachers, counselors, and principals. I am adamant that I want our teachers, counselors, principals, paraeducators, all other school staff, to be continuing the relationships and connections that they have built with families and students to date so that they can establish a routine and a sense of rhythm and normalcy so that we can make this our new way of learning and working.

And I've asked for a list of students that they've not been able to make contact with to come to central office. And we will own contacting those remaining students. If that means driving to houses and apartment complexes, we will do that. I'm committed that we will do everything we can to make sure that every one of our students is connected while we are engaged in distance learning.

And I will just end on a bit of a happy note which is, I am starting to do some of my traditional in-person things virtually. So I had my first virtual Sunset With the Sup last night with a group of principals, which was wonderful. And starting this week we will be bestowing virtual duckies on staff. So we've created a lovely template that we'll put out on social media. And of course, once we are all back together I will happily bestow their actual duckies on the staff who get them.

I think it's more important than ever that our staff know that they're appreciated and that they are a proud part of our Highline Community. As I've said before, and I'll end with this, the broadband access is important for our students to continue to engage in their learning. But it goes beyond that. Our students need to remain connected to their school community.

They need to know that their teachers, their classmates, their schools, are still here. They know that we will be here in these uncertain times. That's the best thing we can do for our children beyond any education is to give them that sense of predictability and guarantee that we are here for them and we will continue to be here for them. So we will continue to fight for that broadband access as best we can. And with that, I will turn it over. Couldn't ask for better segue to turn it over to Suzanne to talk about what distance learning at Highline really looks like.

With that-- well, thank you, Susan. I'll give you--

Just a--

Sure.

Just a second. Susan, were you going to read Sandy's--

That's going to be at the end. It's going to be a Suzanne, Kate, and then Sandy's comments.

Oh, OK. Sorry about that. Go ahead.

No worries.

Great.

So I'm just going to give you a short update of kind of where we started with distance learning, where we are right now, and some of the next steps. And we are still figuring it out. But I have an amazing team. And not only have the central office leaders been working very hard to make this work, but our principals, our teacher leaders, it has definitely been a team effort throughout.

So when schools first closed, we started supporting our families right away with online tools, and quickly after that provided learning packets for grades K through five. But our goal at that time was really to diminish any learning loss and to make sure kids could keep track to seeing the learning that had already happened in the year. But with the memo that came out on March 23rd from OSPI as well as our governor's decision soon after to close schools for the rest of the year, that significantly changed. Next slide.

And we really started changing from, let's prevent learning loss to, we must instruct our kids. We have a lot of learning still to do in the year and we had to really change and pivot to that area. Two key ideas we kept forefront throughout, one being that whatever distance learning we were going to implement at this time was not going to equate directly to a classroom experience. We wanted to recognize that and yet make sure we gave the best experience possible for kids.

But it did mean we needed to prioritize the critical knowledge and skills students would need to have in order to be successful in the next year. So that's where we started. The other guiding idea that had to drive our work was we really needed to make sure that at the high school level, that students were engaging instruction and would be able to generate those high school credits for graduation. We wanted any diploma that our students earned after 13 years to be just as meaningful as any other diploma. So it was important that we really prioritized our high schools and our seniors as we did this work. Next slide.

So when we talked with teachers, we really talked about the instruction looking like the next three things. And what we wanted them to do is, we wanted to make sure, number one that they be weekly communicating and connecting with their students and families. Instruction couldn't just be, let's send out information, let's do-- you know, here's a video to watch. They had to truly communicate and connect with their students and families on a weekly basis.

We asked all of our teachers to make sure that they gave weekly assignments. And And. I'll talk about why in just

a moment. But then in addition, that they provided support and feedback to individual students informed by that evidence of student learning. So every week there was some kind of feedback given to kids and support given to kids if needed. Many of our teachers, I will tell you, have done so much more than this. Next slide.

So a move to distance learning also meant that there had to be some actions by central office as well as schools, including some of those here. And Susan talked about the incredible work by Mark and his team, making sure that electronic devices were provided and that there was access. We also needed to make sure that schools had a common learning platform so that parents and families weren't having to learn a lot of new platforms, but that they had one that they could become familiar with and our kids could become familiar with. Most of our elementary have landed on Seesaw. We were able to provide through working with the company access for every elementary school to get on that platform, and many teachers have taken that on and have communicated with their families that way.

In secondary, we wanted to make sure that they continued the established use of their electronic platforms. Our secondary schools have been using things like Google Classroom, and Canvas, and other platforms. And our ask was, keep going. Let's not add a bunch of new things because our families and our kids were going through so much learning as it was.

We also needed to make sure that all of our communication would be offered to the families in a correspondence language. So we had to make sure that equity in communication was at the forefront of this work. Next slide. And then we had to make sure-- and this was one that was hard and as we started and then is now becoming much more part of how we're thinking. So we needed to make sure that instructional activities and assignments could be flexible with flexible time frames. We needed to make sure we allowed for access and completion at different times.

We knew that we had-- especially when we first started, we have families who either were working, or were not working, or were working at home. Kids didn't have access to computers. They were sharing computers. We had to provide flexibility.

We also needed to make sure that supplemental learning resources were provided and encouraged but not required so that kids who could do more had access to more and could take advantage of that. But that it didn't unduly jeopardize students who didn't have access. And then finally we wanted to make sure that all of the work that our families were doing with their kids was really encouraged and celebrated, that there was a lot of family determined learning happening. But we wanted to make sure that that was how we were thinking about distance learning as well. Next slide.

So what does it look like? We actually had our specialists, in a very short time frame, identify all the priority

learning for each grade level in all of the core content areas. And we got that out to schools right away. And we asked our elementary teachers to assign two literacy activities and two math activities. And activity is just a word that I'm using really to say a group of learning.

And one activity that was not math or literacy that they could rotate-- so it could be music one week, or health and fitness, so library skills. But all of this needed to be aligned with those priority learning skills that we communicated to schools. And the idea is that a child in K2 had maybe one to two hours worth of learning per day, and a child in grades three through five could have up-- K through two would be about one hour and grades three through five would be about one to two hours a day.

In addition, we continued communicating digital supplemental resources as well as our learning packets for K5. We're in packet two right now and at the beginning of May we're going to do one more packet so that there will always be hardcopy resources for students who might need that in addition to the online learning as well. Next slide.

Really secondary, we really wanted our departments and our teachers teaching the same courses to work together to really identify, what's going to be the new instruction and new meaningful assignments aligned to that key learning? We're asking each of our teachers for each course, or each period a student is in school, they would have one assignment on a weekly basis. So that means a student would have roughly six pieces of work, six assignments, that they would have to be engaged with and demonstrate learning. And then we also asked our teachers to make sure that they were reviewing their student assignments on a weekly basis and assessing progress and using that to provide feedback.

At secondary, we're looking at two to three hours a day that students would be engaged in learning. And that aligns with all of the guidance we've gotten from OSPI as well. Next slide. And then there's our seniors. The first thing we did is, we made sure that each senior had what we are calling a primary point of contact-- could be a counselor, could be the advisory teacher, but someone who was assigned to each senior. And their goal was really to check in, to really support them, and make sure that they were going to be on track to graduate in June. Next slide.

So examples of this include they're checking in on their physical and emotional well-being. It's pretty hard to keep seniors at a social distance and that can be stressful for them. We wanted to make sure they had all of the technology. In fact, all of Mark's work started with seniors. We made sure our seniors had the devices and had the hot spots.

We needed to make sure that we're checking in on their graduation checklist, their high school and beyond year plan, state assessment pathways. We needed to make sure everything was met. Academic progress monitoring,

checking in on that. And then our counselors and lead teachers, with each of our seniors, are documenting where we are with each of our seniors. And in fact I have a two hour meeting with our ILEDs on Friday to go senior by senior and check in on the progress that we've made in connecting and what kids need to be successful.

So that's the work we've done so far. Our next steps, we're in the middle of getting guidance on grading out. I sent the board a preliminary draft of that earlier this week. We were looking at supporting our learners in a way that's aligned with key learning, is not punishing them for not having access to learning, but to really push us forward. And then my team is really working hard at making sure we're getting professional development out to teachers around distance learning and how we're supporting students.

So there's been a lot out already and there will be a lot more out in the coming weeks. That's kind of our plan at this time. Any questions?

Any questions from the papers?

I just had a question but a comment. I'm very, very proud to be the point of contact for all of our seniors. But then you're going to-- ILEDs going senior by senior this coming Friday, that's going to be a huge task. But grateful that you're ensuring that each kid is going to be taken care of. Thank you.

You bet.

Hey, Suzanne?

Yeah.

So you mentioned Seesaw for elementary and then Google Classroom for the secondary. And what was the-- you mentioned another platform they're using, or?

Canvas.

Canvas, OK.

Canvas is what most of our universities use, and many of our high school teachers use that as well.

Nice.

Quick question around the-- so the guidelines or requirements for secondary, are they the same for the comprehensive high schools as well as the ALEs?

Yes. They are, yes.



And the only other question I have is, when you connect with them are they-- I've been doing a lot of pushing around financial aid completion because it seems to be-- because it's not an educational piece seems to be becoming an afterthought now. But we want to make sure as we're preparing our seniors to move on into post-secondary that we also have that in mind for us. I want Highline to have as the highest financial aid completion as possible because that means that our kids have that opportunity to move on to post-secondary options.

Our success coaches are also connecting with our seniors and our juniors to make sure that those things are in place as well. I'll follow up with Jeanette on the FAFSA and where we are there because I'd like to know myself. I'm hoping we actually have an opportunity to connect with kids on that right now more so than we made normally.

Yeah, the WASFA as well. I know that we don't track, or they don't track WASFA, but that I know that Setiva and them try to figure out-- they've always had a plan as to making sure that everyone completes their financial aid regardless of who they are. So I know Setiva's on top of it.

Yeah.

And Helica, I will also add that the webinar that I did with seekers and other parents, community members a couple of weeks ago, this came up around, is it too late to apply for financial aid? What do I do? And so we pushed that information out again so that students--

OK.

--know. But I, like you Suzanne, I think I'd like to know the status too. So we will get that and include it maybe not in this week's Friday package but next week.

Yeah.

Yeah. Because that's kind of been what my world's been right now with the EST is really looking at financial aid completion rates around the region and also Pierce County. And so I'm aware of what the WSAC portal says. I just want to make sure that we're not at 100% or will ever be, but as close as we can. Just to continue to move that message forward that it's not too late.

We've missed some windows for four year universities but also there's still opportunity for others, especially now with all of this they're looking at-- I haven't heard very much around what waivers will happen around FAFSA or WAFSA, but that there is a lot of trying to provide more opportunity. So thank you. Thank you for taking on that. So with that?

Yeah. I just want to say, Suzanne and her team are the best there is anywhere in this country. It ehanced of what

we've known from, and clean and easy in this nice little PowerPoint presentation. But it has been long, long days, and long nights, and tears, and frustration, and a lot of angst. And they've persevered. And I could not be prouder of where we are right now.

It's not perfect but nobody's is perfect. And so I just want to acknowledge Suzanne and her team because I am-- I couldn't have asked for better given the time frame we had to put it together.

Well, thank you. Yeah. They know what to do.

Thank you very-- and please thank your team, as well.

Yes.

Nice job, Suzanne.

Yes.

So now, so that was the happy part of the presentation. And now Kate is going to take us through the not so happy part. But we think it's really important that all of us, board, staff, community, go into the coming months and years with eyes wide open. We know that our state, our local economy, is going to be severely impacted by the shutdown that has resulted from this virus. And Kate is making sure, as I said early on, that we are planning for not just the immediate future next year but looking at the out years to make sure that we're keeping the district in a strong financial place. So Kate, with that I will turn it over to you.

Kate? You're still muted.

You guys missed a great joke that I just told. Bring it on. So I want to first start with some information that's changed since you saw this. We talked back in January and we were in a little bit better of a financial situation then. Since then we've adjusted the numbers on here because we've lost or we're expected to lose in total 2.4 million for nutrition services.

We're just, we're not collecting lunch money right now. But we're still having all of the staff on board. And so that's an area where it's a fee for service program and we don't have those fee revenues coming in, but we still are having the expenses. We also are losing revenues in our facility rentals, Waskowitz, pack, our donations are down, and student fees are down as well.

And just in a number of small areas, but that can add up to about \$3 million. So while we are guaranteed that we're getting our full apportionment for the rest of the school year, and our levy revenue is staying the same for this school year, it's the small areas that we don't really spend a lot of time in those details but those details are

adding up for us right now. And our expenditures have stayed about the same. And so that makes it obviously challenging if our revenue is down but our expenditures are staying the same for right now.

And what that means is that we're using up our fund balance, our discretionary fund balance, this year. We really were hoping to keep our fund balance above 5% but there's a chance that it might dip just below 5%. So something that's making next year and the out years really challenging for planning purposes is, the governor just signed a budget. That budget-- governor's veto authority doesn't allow him to actually make cuts. It just keeps him from making additions.

And so if we look at what the governor signed, we would be in a really healthy spot. But there's this great big unknown. What's going to happen with all the other revenues? Will the legislature come back for a special session? And so those unknowns have us a little bit uneasy.

And so what we've done here is, we've planned for what we do know. We know that we will, at this point, get some inflationary increases. Those are offset largely by our enrollment but there is a little bit of growth there. Our levy revenue is increasing because we're still comparing to that 2019, which was the low point. And then our levy revenue will be flat after this.

There is an increase for special ed multiplier that the state had already approved. And we are planning to restore some of the lost revenue from this spring, meaning like that school lunch money, we would anticipate getting that back. So for the expenditures that we've adjusted for next year, the cabinet met. We slimmed down a lot of the additions that we were planning. And we chose to delay the technology purchases.

So Chromebooks we're going to try and use for another year longer than we had planned for. Delaying vehicle purchases, restricting travel to any out of town travel. And we're doing very minor across the board cuts of 1.25%. That'll put us in balance for next year.

The following years is where we're going to need to be prepared for really drastic cuts. To just provide an inflationary increase in salaries costs about \$5 million. And we also have other costs that will continue to increase-- insurance, utilities, insurance benefits, all of those things continue to increase. And we're going to have very flat revenue.

We haven't identified the specifics of those cuts for those out years. We are starting to look at options. And as we continue to look at those options we'll keep you updated.

So some of the things that we're hearing about is, what are the areas where the government might be cutting? It is less likely that they would make big basic education cuts to the 2020-21 school year because we will be in the

middle of that school year. And usually the legislature recognizes that our contracts are signed, that we've got our spending plans in place and it's really difficult for school districts to make a shift mid school year. But we could see could see potential cuts in 2021-22.

The definition of basic education within the state means those funds are protected. So it would be areas that are non basic education that would be cut. Fortunately for us, in the McCleary decision and in that final legislation, the state made a number of things that were in the prior recession not basic ed now basic ed. So for example, the K-3 class size reduction is now basic ed and it is constitutionally protected.

Kate, could I just ask you to share examples of what non basic ed potential areas of cuts could be?

So some of the non basic ed areas would be, the paraeducator training. So right now we get two days of paraeducator training. That is a large area in the state budget that is not basic ed. Local effort assistance, which was the levy equalization, that is non basic education. We no longer get levy equalization so that is an area that we wouldn't have to worry about.

National boy bonus, some of the smaller grants like WaKIDS and TPAP-- so those are areas where they're smaller but they could add up. Usually though with a lot of our grant programs, when the grant funding goes away the work associated with it also goes away.

Kate, what about LAP?

LAP is basic education.

Just clarifying, thank you.

It is unclear if the professional learning days that our certificated staff get are basic education. When I was at OFM, the house believed that they were not and the senate believed that they were. So that is a gray area for us right now. Are there other questions? That's about what I've got right now.

Kate, could I just say when we discussed this in cabinet the other day, as you said we making the additional cuts that we're making at central for next year, we're balanced for next year. But if I recall-- and again, this is all dependent on what happens at the state level. So there are a lot of unknowns here. But we're looking at a potential \$6 million shortfall a year from now and a potential \$16 million dollar shortfall two years from now?

Yes.

So I think it's important for us to just be preparing for that. And the other big unknown that could impact this is our enrollment. We simply don't know what-- and we've talked with Les Kendrick, the demographer. I have phone calls

two times a week with all of the districts in King and Pierce County and the ESD. We just don't know what the impact on enrollment is. But it is possible that some families will just continue to keep their students in school online rather than send them back.

It is possible that some of our families may have to leave the region because of job loss or other issues. So we really won't know. But that's another unknown in addition to what will happen at the state level that we'll have to contend with.

Yes. We did adopt low projections this year, which helps us be better set up in case we seen enrollment declines next year.

Kate?

Just use this when we were going through it, Kate. What are examples, or what is delivering on the Highline promise?

So originally we put under there, five try. And so now that the decision to move away from five try has changed and we still are looking at ways to do credit retrieval and ensure that our seniors or high school students have all their opportunities to reach the 24 credit graduation requirements.

OK, so we wanted to frame it under the Highline promise of making sure that every student graduates prepared for the future they choose, because that was what motivated the whole five try conversation in the first place around it meeting the credit redistribution that the state gave us and the increase of the additional graduation credit. So we pared that down significantly because we're not making the transition to the five try. But there is still going to need to be significant work done in the current six period day to make sure that our students graduate.

Any other questions for any of the directors?

Yeah, Kate, this is Joe. Just, what is the mandatory costs? What is covered under there? This year it looks like 5.6 and then it jumps to nine for the '21-22 and then it drops back down. So what additional programs, are they unfunded mandates, or what?

Yeah. So then mandatory new costs would be things like inflationary increases to compensation and to school employees benefits, or our utilities and our insurance. The reason that we're planning for a bigger increase in the '21-22 year is addressing our paraeducator and bus driver retention issues. So both the bus drivers and their contracts has a compensation study. And at the same time we are open on our T3 contracts. So we are trying to make sure we're able to strategically address those areas that have been challenging.

Thank you. We'll probably go more in depth in June once the packet comes out?

Yeah. Once we get the budget forecast we'll have another big conversation.

Thank you very much.

Any other questions?

Yeah, I had a question. Timeline wise--

Oh, hi, Earl.

Sorry, I just--

That's OK. I can't see you so it was good-- I was, like, that sounds like Earl. Welcome.

Timing wise, at what point will recommendations come to the board around making certain cuts? When should we be anticipating the board making the call on some of these things?

So we prepare and present a budget and that is up for public hearing on June 24th. If there's more specifics that you would like to see what decisions cabinet was making, we can certainly share a more detailed list.

Thank you.

Anything else?

Sorry. Not so much about the budget, but are all of the districts using the same demographer?

Most of them, yes.

OK.

All right. So thank you, Kate, so much for all your work on that. And thank you for keeping us informed.

Thank you, Kate.

It's not fun to be a CFO in tight budget times because you have to really make sure that the hard truth is out there. And you have to facilitate hard conversations. And so I appreciate Kate and I appreciate cabinet's commitment to making cuts at the central office level so as not to directly impact schools yet. But I am going to say now that given the gravity of the situation and knowing what we went through back in 2008, there will be no way to prevent cuts from the schools in the coming years. I just don't see that as being a likelihood.

And so obviously we'll minimize that but it will be out of our control at some point to do that. So again, I think it's important to start laying the groundwork now so that people are aware of what our current state is and what our future state is. And obviously when it comes times-- like, I'm sensing a question from Bernie coming around community engagement on budget and FIESA. This year, the cuts, we have a balanced budget going into next year. But next school year we will have to return to the more robust community engagement around where those budget cuts come from.

And I wonder if there's just any type of ramp up for that community engagement that we can start thinking about just so that we can be uber thoughtful and really get the input and get to solutions.

I think once we know what we're facing, right? So we need to know what the June budget forecast-- I mean that's going to be really telling. As Kate said, the legislature does not like to do mid-year cuts. This is an unprecedented financial situation and I am not ruling out mid-year cuts from the state level. I think we need to be prepared for that. So once we know where we are in June going into the summer, I think we'll come up with a plan for how we share with the community where we are and then engage them in what we do moving forward.

Thank you for that.

Kate, anything else you want to share before I--

That covers it. Thank you.

Thanks, Kate.

Thank you, Kate.

OK. I'm going to read Sandy's comments and then I have one more comment about our webinar next week with the board and our seniors. And then I will turn it back to Angelica. So dear board of directors and Dr. Enfield, I appreciate us coming together tonight to recognize and support the ongoing work happening in the district. Since the last board meeting Governor Inslee announced that distance learning will continue through the end of the school year. While this has helped decrease some of the uncertainty we were experiencing as educators, the thought of not coming back together with our students has definitely been painful for many of us.

There was also the loss for those who may have had projects that must be postponed until next year or missed chances to celebrate our students and our educators accomplishments together. Tonight was to be one such opportunity as we were scheduled to recognize those educators who had worked so hard to achieve or renew their national board certification. I hope we can take a moment to reflect on the dedication of the educators we would have honored this evening as well as commend those who are currently working with Highland facilitators,

supporting them through this process during this difficult time.

Highline public schools national board certification support was developed years ago in partnership with HEA. Annually the district allocates \$100,000 to ensuring the highest quality experience for our members. The results of Highline's program, which has been spearheaded by national board certified teacher Barbara Edwards since its inception, have received state and national recognition. The union believes that this program is an important investment that attracts, develops, and retains the quality educators our students need and deserve. As a result, we take a strong interest in how this program and these dollars are managed in support of our members.

This is because in addition to providing high quality educators for our system, this unique partnership allows a growing number of teachers and counselors to take advantage of the Washington State funded bonus for national board certification. Thus approximately 190 teachers are able to earn \$5,000 annually and with 150 or so of those accessing an additional \$5,000 for the state challenging schools bonus. In addition, nationally board certificated ESAs access a \$1,600 bonus from the district fund. Unfortunately on top of everything else, this year's candidates are dealing with-- process.

These challenges will spill over into next school year but luckily Barbara Edwards is ensuring that HEA members have the support and the information they need to make informed choices. Thank you for sharing this moment to recognize our newest national board teachers and counselors, our board renewals, are NBTC facilitators, and the person making all this work happen, Barbara Edwards. My best wishes for a safe and healthy remainder to the year, Sandy Hotch, president, Highline Education Association.

So obviously once we are able to come back together, we will do an in person recognition of our national board teachers as we always do. And with that I will just remind the board that we have our webinar next week with the results of the Thoughtexchange for our class of 2020 and anyone who loves them. So anyone can come onto the webinar. It's not limited to students-- family members, friends, community, staff.

The Thoughtexchange is open until, I believe, tomorrow. And Catherine put together the results. But I think it would be helpful if each of us who is going to be on the webinar has some prepared words of encouragement just to say to our students. This is a tough time, as you know. And we really want to hear from them about how we can make sure they're celebrated if not now then sometime later on in the coming months.

But we are looking forward to that. And I just want to Thank the board for being eager to engage with our students in this way and with our community. And assuming that we don't completely botch this webinar, I think we've talked about the possibility of doing some other ones with the community in the coming months just to stay engaged and to make sure that we're all staying connected with our community as well during this time of remote learning. And so with that, I thank you and I turn it back to Angelica.



Thank you, superintendent Vicky to the presentations. So at this time we have director reports. Does anybody have anything-- any director wants any reports, have any reports?

Well I just want to say thank you. My report point is that we've all offered to help and I think we'll continue to offer that is, if there is any way that-- or anywhere, or any ways that you think that we could be of support to you, to the district, to our cabinet, please let us know. I know everyone's eager to help in any way we can. So I'm just taking the liberty on behalf of the whole board is that, we're there.

We're behind you guys. We want to be beside you. So whatever we can do to support, please let us know.

Go ahead.

I just had a real quick-- in regards to the things that we're postponing or canceling, I also just wanted to take a minute and recognize the folks that were retiring out of the system. I know we had to postpone that also. And I'm wondering if maybe-- I'm not sure what the plan-- you probably already thought of this. But maybe a letter from Susan and signed by Angelica on behalf of the board and we could send that to them.

It's such a monumental thing I hate to not do something to signify it. And I think we can postpone it but I think we all know that odds are good that folks may or may not show up to attend at that time, so.

Yeah. So Bernie, we're doing, as always, I'll be signing the years of service certificates and the retirement, right, for folks who are retiring. I think we can definitely-- and Steve is here listening, and Kyle-- I think we can certainly, once it is safe for us to have in-person gatherings, invite our retirees to come back for a celebration later in the summer, early fall. But they can certainly draft a letter that goes along with the certificates that we mail out. Because Steve, I believe the plan is to mail them at this point?

Yes. So we usually do here as a first nation first. And those are the ones that are coming to you now to sign. And then we usually do returning recognition as a separate ceremony second. So we'd like to get years of service done. And I think when we were initially making these plans we were hoping maybe we'd be able to come back.

We're not going to be. So we'll need to do a letter or something similar to what we've done for years of service. But we'll stage it that way. And then Susan, I've made a note of your comment about perhaps a in person ceremony in the fall once it's appropriate to come back.

Yeah.

Great. Thank you.

OK. With that--

I think everyone has a question.

I don't-- you're mute.

Sorry. Just wanted to apologize for being late. I was celebrating my brother's birthday. We did a little car drive by. And I just wanted to be there for him so sorry for being late. But it reminded me, I wanted to recognize the national board folks.

My brother, this time last year, was being recognized for getting his national boards. and it's a huge accomplishment so I just wanted to ditto that for any of the teachers and folks on board. It's a huge deal. And it's cool to have my brother back and be able to celebrate, because it's a huge commitment. And he was grinding every evening non-stop to be able to get that.

So I wanted to recognize that. And I also just wanted to give a little update. I was on the OSPI call with different Latinex organizers yesterday. And there was a lot of things that stood out. But one of the things that was telling or interesting was around internet access. And one of the points that I think superintendent Reichel mentioned was, basically you're going to be on your own.

In that community based organization CBOs really need to help support families. And I just wanted to pop that up. If there is going to be a way that we can start partnering with some of our CBOs to help facilitate internet access. Especially at the CDA side, my work side, we've noticed that families are struggling with needing the internet access, just going online, trying to apply for it. So we have staff who are going to be committed to helping. But I know that this is going to be a regional kind of thing that we're going to have to navigate. And I just wanted to share that or bubble that up.

So we actually talked about that around right at the beginning of the meeting. I mentioned that broadband access is priority one right now, not just locally but nationally. And I'm advocating for it locally and nationally. Mark has done a great job of securing additional hot spots.

But we know that we still have families and students who are not connected. And while the companies that are providing the free or low cost access, if you have an outstanding bill you are not eligible for that. And they are also requiring in some cases social security numbers and other information that our families are not-- either don't have or are not comfortable sharing. So there are some real barriers there.

So the real answer is, national broadband access is part of basic education. That's what we have to fight for. But in the interim, Mark is doing everything he can. But happy to have a conversation with you on later this week, one

on one, about maybe what we can do partnering with the CDA around this issue. But Mark, how many hot spots have you gotten and how many are coming?

Excuse me. I received 600 on Monday and Tuesday. The Sim cards arrive tomorrow afternoon. We'll get them lit up. Our primary focus is to hit the McKinney-Ventos and then 12th grade, and then do multi-student families next, and then we'll fill in the gaps with whoever needs after that.

Thank you. That's good to hear. Have we partnered with our cities to see what opportunities we can share some of this responsibility with? I don't want to make that it's a school district, but our cities, we have Federal Way, for instance, that has internet access for their entire city. So it's just an opportunity to work with them.

I have a city manager's meeting coming up and I can certainly bring that up.

Thank you.

Mm-hm.

Thank you, Jeff, for that. So with that we conclude our school director reports. Barry, do you have a legislative report?

I don't.

OK. Thank you. With that, I'll ask for approval for a consent agenda. So I'll ask that all in favor say aye. All in favor?

Can we have a motion?

I want to make a person that we consent agenda.

So now, all in favor.

Aye.

Any opposed?

So then the consent agenda has been approved. So now we have introduction and action items. Let me catch up with my agenda here. So Pearl, just this introduction-- on both we do intro and action?

Correct. So you're going to read the motion, and ask for any questions, and then do the same for the next one.

OK. Thank you. So at this time the motion to approve resolution 02-20 reduced educational programs. So with the

approval of this motion, it would authorize the superintendent to implement reduced educational programs for staff for the '20-21 school year. So any questions or discussion?

This is just an annual resolution, correct, that we just go over?

It authorizes me, Joe, that should we be in a position where we have to do a reduction in force that we can do that. Steve, do you want to just give a brief update on where you think we are with that at this point?

I appreciate the opportunity to do so and thank you. Joe, it is the standard reduction in force resolution that we put forward every year. You may have noticed in the board action report, in addition to citing the normal reconciliation that we do with our projections to what we actually will need in the coming school year, I cite the fiscal uncertainty associated with COVID-19.. So that's the primary difference.

And really right now, there is just so much uncertainty. It's changing on us weekly and even daily. But right now, this is an interesting number. There's a mathematical possibility that we'll just need 17 more teachers next year. I think that again that's a mathematical low. In normal times we usually hire between 100 and 150 teachers.

So the Rift resolution is the policy piece that we need from the board that allows me and my staff to do the infinitely complex jigsaw puzzle that is the reconciliation of retirements, resignations, against display staff to meet program needs. And when the board approves this, then my staff goes together, it goes at it to make those adjustments. And we will be trying to get all that done by the next board meeting on May 6th. Any reductions to non-supervisory certificated staff, teachers, needs to be done by May 15th. To meet that deadline we have to hit the May 6th board meeting.

Thank you. Any other questions or discussion?

Well, just one more quick. How is our recruitment going on with all of this? The mathematical number is 17, but--

I know. We got started early. We had a very successful career fair February 1st. And we have been actively recruiting and contracting with teachers who have special education endorsements and also endorsements in desired world language and dual language certification. We have a virtual career fair tomorrow and Friday. And we are optimistic that we could hire up to about 12 teachers in those high need, hard to fill areas.

The green team is out there working hard, going strong. And we are just adapting to virtual reality.

And Steve, Sarah Baker just included in the chat comments-- very successful virtual fair today as well. So the work is happening.

Yeah. They put out Sarah and her team, they are on this. They've been doing a great job.

Thank you, everyone. Any other discussion? With that I move that the school board approve resolution 02-20, authorizing the superintendent to direct action to implement the reduced educational program for certificated staff for the school year '20-21 and notify certificated non-supervisory staff adversely affected by the reduction prior to May 15th 2020.

Second.

So roll call?

Director Dorothy?

Yea.

Director Bradford?

Aye.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez.

Yea.

This motion passes five to none.

Thank you. With that I'll move on to motion to approve new policy 24-18, waiver of high school graduation credits. With the approval of this motion it would create a new policy, 24-18 waiver of high school graduation credits. Is there any questions or discussion?

I just, I have to have a question. Holly, does this require a new policy? Or is it just, can we just amend our existing policy to allow for this year, or?

Per state law it does require an actual policy--

OK.

--to do these waivers. And I want to just stress, this particular waiver is only for elective credits. But yes, it does require a policy.

OK. Thank you.

Mm-hm.

Any other questions or discussion?

Thanks for clarifying that it is for electives credits.

Yeah.

With no other questions or comments-- so with that I move that the Highland school board approve new policy 24-18, waiver of high school graduation credits. I need a second.

I'll second.

Roll call, please.

Director Bradford?

Yea.

Director Garcia?

Yea.

Director Vann?

Yes. Great.

Director Dorothy?

Yea. Director Alvarez?

Yea.

This motion passes five to none.

Thank you. There was a question in the comments field in their chat. Did you guys see that, about unscheduled communications?

Yeah. We don't have a method for that.

Not at this time, correct. So since we don't have any other items to add to the consent agenda for next time, I ask at this time that will make a motion-- someone make a motion to adjourn. Anybody? You guys want--

I'll make a motion to adjourn.

I'll second.

All in favor?

Together.

Aye.

Aye.

Aye!

So we have been adjourned. Thank you everybody for giving up some of your beautiful evening tonight. And we will see you next time. I don't even know when our next board meeting--

May 6th.

May 6th.

May 6th.

May 6th is the next meeting.

Thanks everybody. Take care. Stay safe!