

Highline Public Schools | 2020.10.07.Board.Meeting

You're good to go, Anjelica.

Thank you, everyone, and welcome again to our regularly scheduled virtual board meeting. And with that, I'd like to ask everyone to stand for the Pledge of Allegiance please. Ready, go. 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. You may be seated. And with that, I'm going to ask Kyle for roll call police.

Director Van.

Here.

Director Dorsey. Here.

Director Garcia.

Here.

Director Bradford.

Here.

Director Alvarez.

Here. And with us is our superintendent Dr. Enfield, as well, and cabinet. And with that, I'll pass it over to our superintendent for recognitions.

Good evening, everybody. We have a number of-- we have, it looks like, four proclamations this evening, and then we have the great pleasure of hearing from our staff at Chinook and honoring our first student superstar of the school year. So proclamation number one is for disability history month.

Whereas the Washington State legislature has designated October as disability history month. And whereas people with disabilities in our district, state, nation, and the world have made significant contributions to our society. And whereas recognizing disability history will increase respect and promote acceptance and inclusion of people with disabilities. And whereas recognizing disability history will inspire students with disabilities to feel a greater sense of pride, reduce harassment and bullying, and help keep students with disabilities in school.

And whereas studying disability history in the context of the larger civil rights movement will provide important civic learning. And whereas Highline public schools reaffirms that learning about disability history and people with disabilities is an essential part of a complete and basic education for all students. Now, therefore, I, Susan Enfield, superintendent of Highline Public schools, do hereby proclaim October as disability history month in Highline. And I call upon all Highline citizens to celebrate and promote quality educational programs that include instruction awareness, and understanding of disability history, and people with disabilities.

Proclamation number two is family involvement in education month. Whereas parents and family members are their child's first and most influential teacher. And whereas family involvement in a child's learning is critical to success in school and life. And whereas the role of families in supporting the success of Highline students from preschool through college cannot be overstated. And whereas family engagement in a child's schooling is a legitimate element of the education system.

And whereas when schools, parents, and communities work together as partners, our children benefit. And whereas Highline's educational leaders and staff are developing programs and resources to support stronger partnerships between families, schools, and communities. And whereas the vision of Highline public schools is to graduate all students prepared for the future they choose.

Now, therefore, I, Susan Enfield, superintendent of Highline public schools, do hereby proclaim October 2020 as family involvement in education month in Highline, and I urge all citizens to join me in this observance. And I just want to say that we had our first FAC meeting of the year last night, our Family Action Committee, meeting and it was fabulous. We have amazing, amazing partners in our Highline families, and I'm grateful for all that they do. It's a joy to work with them.

Our third proclamation is bullying prevention month. Whereas bullying, intimidation, and harassment in schools are persistent detractors to a healthy educational environment for schoolchildren to learn constructively. And whereas bullying consists of a variety of actions and behaviors intentionally designed to infringe upon the harmed parties' physical and mental well-being, targeting characteristics of the harassed party, whether real or imaginary. And whereas the actions have deleterious effects on the well-being of students to a point where they lose the desire to engage in and connect with their school, classes, classmates, and adults.

And whereas bullying continues in schools and with those students connected to school in the Highline public schools. And whereas the face of bullying has changed to include cyber bullying,

where the act of such bullying, intimidation, and harassment has changed to be conducted over such media, including but not limited to the internet, chat rooms, electronic mail, blogs, social networking sites, cellular phone calls and transmissions, and more. And whereas it is recognized that the acts of bullying, intimidation, and harassment can result in damage of property, physical harm, mental distress, and the death of a child. Now, therefore, I, Susan Enfield, superintendent of Highline public schools, do hereby proclaim October 2020 as bullying prevention month in Highline, and I urge all citizens to join me in this observance.

And finally, October is national principals' month, so we are celebrating our Highline principals. Whereas principals and assistant principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with young people, our most valuable resource. And whereas principals set the academic tone for their schools and work collaboratively with teachers and teacher leaders to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives.

And whereas the vision, dedication, and determination of a principal provides the mobilizing force behind any school improvement effort. And whereas the celebration of national principals month honors elementary, middle, and high school principals and recognizes the importance of school leadership, ensuring that every child has access to a high quality education. Now therefore, I, Susan Enfield, superintendent of Highline public schools, do hereby proclaim October as national principals month in Highline. And I call upon all Highline citizens to honor and recognize the contribution of school principals and assistant principals to the success of students in Highline. A huge thank you to all of our Highline principals and assistant principals for the work they do.

And with that, I will introduce principal Karen Jones from Chinook.

All right. Well, thank you, and good evening, President Alvarez and members of the board and superintendent Enfield. So I haven't done this virtually, so I need to get a little help. But Kyle, is it at this time I'm sharing my screen, correct?

Correct.

And is that working?

Yep, you're good to go.

OK, thank you. So as I started, I do want to just repeat, good evening, President Alvarez, members of the board, and Superintendent Enfield. My name is Karen Jones, and I am so grateful and so proud to serve as principal at Chinook Middle School. I am really excited to share a little bit about Chinook Middle School this year-- who we are, how we are doing, and where we are going. But I want to start with our promise that every student in Highline public schools is known by name, strength, and need, and graduates prepared for the future they choose.

So let's talk a little bit about our students. I always think it's great to just close your eyes, and imagine, and bring yourself back to being a middle schooler. And as you do that, I'm always curious. Did you smile? Did you cringe just a little? Did you blink back a few tears?

I know all of those emotions are emotions I have as I think about middle school, and I do want to say that it brought me right back to Sylvester Middle School, 1970s. I am a proud graduate of the Highline public school system, and graduated from Highline High School. So go Pirates.

But mostly I'm proud because I'm able to be back in our Highline community and part of the work that we're doing in service of our families and students. And I am incredibly proud to be at Chinook. And when I think about our middle schoolers, I really think right away about these amazing young people who are 11, 12, 13, and 14 years old, and they really come to us incredibly ready for demanding, exciting learning. They are asking us to engage them, to push their critical thinking, and they are really building their voice in middle school.

These are students who want to talk about relevant topics, and we are ensuring that we are doing that. We want to talk about race, and equity, and social justice. They also want to still be a little kid, and they like to play. They like to hang out with their friends, and they like to joke around, and they still like stickers on their paper sometimes.

So we at Chinook know this about our students. And I just also want you to know that we're recognizing right now in this challenging times of organizing through remote learning, we just want to celebrate that our middle schoolers are coming to school. We were projected to have 718 students enrolled, and we have 715. We were able to really invest time getting to know them at the beginning of the year, and I think that that has had a dramatic impact on engagement, personal relationships, and just attendance. Our attendance is up in the 90th percentile, so we're excited that our school year started that way.

I think I owe it to our staff. Our staff's pretty amazing. If I use words like teamwork, passion,

commitment, collegial support, and dedication, that's Chinook Middle School staff. They are also extremely skilled and innovative, and they share their ideas with each other daily. And I'm learning from them all the time. I'm really proud of this team, and I wouldn't want to work with any other group of people, especially in such a challenging year as 2020.

We got together-- I was there seven years ago and we created a vision, all of our staff, and our students, and community members, and it reads like this. Chinook students leave middle school with an awareness of themselves and the essential skills and knowledge necessary for success in high school. They are community-minded citizens who are excited about their future and confident about their options for college and career, and they are empowered to access opportunities and overcome those they may be denied.

And what I really want you to know is that this is seven years old, and we are right where we need to be to prepare to write our vision mission 2.0 as it relates to the historical time period that we're in right now. And we're getting ready to do that. So I'm excited about that work ahead.

I also want you to take a look at our students through the eyes of some data. We are growing really strong readers and writers, and we were unable to finish the smarter balance assessment at the end of 2019-20 so I don't have that data for you. But I do have other growth assessment data that really showed that trajectory of growth was meeting another five or higher point gain. I would say that we felt confident that 60% of our students would have demonstrated those skill sets. So we're proud of that. So truly proud of it.

We also, when we look at math, this is not something that-- this is just an area of growth. That's what I want to say. And also 2018, 2019, we were watching growth significant. So we don't have that data to share with you, but I have some other data points that will show what that [INAUDIBLE].

One of the things that I do know is that we are really working on the culture of math in our school. We have students that come to us often and say, I'm not good at math, or I can't do math. And one of our commitments is to create a math culture where everyone is strong as mathematicians.

So what I did was I added this. It was an email sent at the beginning of the year as teachers were getting to know students, and one of our seventh grade history teachers wrote this to their math department. And they said, I can't tell you how excited I am to hear so many kids telling me that their favorite subject in school is math. Way to go math department in changing the culture of how students feel about math. This is truly remarkable. And it's just another indication of the way our staff interacts and the way we are celebrating and really pushing for a math achievement culture in our

building.

When I talked about looking at it from another lens, growth is one way of thinking about what our students are doing, and we pay attention to this. We use the i-Ready assessment three times during the year, and what you're looking at right now is the dots represent Highline schools. Our is labeled. We were at a high growth rate in reading and writing, and then when you look at math, this is what I wanted to highlight and shout out.

When we look at our comparison to other schools, our growth was quite tremendous. So that's where some of the data was telling us that we were going to come out closer to the 40th, 50th percentile if we had an opportunity to have our students show that on the end of the year assessment. One of the things we're incredibly proud of is the culture in our building. And I talk about a culture of achievement, and a culture of respect, and a culture of identity and diversity.

One of the ways we can look at that is through attendance data. Over the past three years, our kids show up every day. So 95% attendance on average is always our mark, and we hit that so often. And we're really proud of it. I think they are coming to school because they feel a sense of belonging. And another way of looking at a culture of a school is what behavior data shows.

So our kids are in their classrooms. They're learning. They're engaged. They are interacting in positive ways with each other. We have drastically reduced the numbers of exclusions from our classrooms over the last five, six, seven years. And that is seen and felt by many, and it shows up right here in the student perception data.

Kids tell us, I feel safe when I'm at school. I trust my teachers. My culture and ethnicity are respected at this school. The adults in my school show respect for me at 91% of the voices of our students saying that. Our staff say it, too.

So when you look at the climate survey for 2019-2020, the blue and green represents agree and strongly agree, and that was the shout out from our staff. They feel that sense of safety of our students, they feel it in the respect that is colleague to colleague, student to teacher, teacher to student, and it just is always just such a great feeling right when you walk in the building.

But I don't think I need to tell you any more about that. What I'd like to do is introduce my team-- members of our team, and they want to talk about the strategies that we have used to create that culture of achievement. So they're going to share some of those big ideas with you, and then they want to also talk about this year's annual action plan and the strategies we are working on that are

aligned to Highline Schools strategic plan.

So I'm going to introduce Chris Jones, Lisa Panore, Jennifer King, and Jomales Rosario. And we're going to start with Chris Jones, and I will move the slides along. But each of you please just tell me if you're ready for the next slide.

Excuse me. My name's Chris Jones, and I've been teaching at Chinook Middle School for five years. I absolutely love teaching at this school. I spent the first four years teaching history. I've been teaching-- excuse me, three years teaching history. I've been teaching music for-- this is my second year.

So we seek to know our students. And as a music teacher, my job is to find the right instrument for my kids. And finding an instrument for the kids is like an athlete finding the right pair of shoes. So to me, that's at the heart of knowing our kids by name, strength, and need.

So as the slide says, we know our students well as learners and as individuals. Students are known by name, strength, and need, and we use this information to differentiate instruction for each student's success. Their growth and achievement is further supported by our house model and strong advisory program.

Should I move on? Thank you, Chris.

Good evening, everyone. My name's Lisa Panore, and I'm the DO coordinator and ELL newcomer teacher at Chinook. And I've been at Chinook for six years. I love teaching at Chinook because I grew up in South Seattle in the South Seattle community, and I just feel that we are in this together. Like Karen was saying, that we have come a long way with our behavior, with creating a culture of inclusivity and high expectations, and I think that I have grown with that, as well.

Also, teaching to a vulnerable group of students for some time, I know the struggles and the obstacles that our students face. And when former students come back and they say, Ms. Panore, I'm not going to let you down, and have the confidence to say, I can do this, I feel that every teacher and staff member has contributed to their growth and success. And so one of our core beliefs is having high expectations and urgency.

And we believe that all students can achieve at high levels, can engage in positive learning behaviors at all times. We clearly communicate a warm demander stance. I care for you, and therefore, expect the very best from you.

Good evening, school board members and directors. My name's Jennifer King, and I'm an 8th grade

math teacher at Chinook. I, like Karen, am a graduate of Highline public schools, and I have taught in our district for 12 years. And so far I've spent my entire career at Chinook, and this is mostly because of the sense of community that exists here.

We have an incredibly rich and diverse group of students as well as a passionate and dedicated staff that I have the privilege of continuing to learn from and grow with daily. And this is really shown in another of our core values, which is excellent instruction in that we expect our students to think critically. And we design engaging learning experiences that guarantees students use their minds well. Our classrooms are characterized by students actively engaging in authentic content, and teachers effectively facilitating and responding to student learning.

Hi, everyone. I'm Jomales Rosario, and I am only in my second year in the district and at Chinook. One of the things that really stood out to me was what this slide is about-- when I came to Chinook, a tone of decency and trust. And I wanted to share a quick anecdote that always stays with me, and I think that shows the impact, the result of creating this environment of decency and trust.

Of course, I was standing outside of my room during the transition, and there was one student who I didn't know. And the student had on a hoodie, so I was just quickly trying to get the student's attention to connect and ask the student to take their hoodie off because that's part of-- their hood off-- because that's part of the expectation. And I was having trouble, and I was almost trying to call for the student.

And another student, an 8th grader who I don't even know, I've never even met, called that student's name like halfway across the hall and asked him for me-- he already knew what I was going to ask the student to do-- asked him for me to please take his hood off. And I was like, wow, thank you. In addition to that, the interactions I had in the hallway where students who I had never met knew me by name, and then I got a chance to connect with them.

And of course, in the classroom, building strong relationships through this tone of decency and trust. So we do strive to have this culture where we prioritize fairness, kindness, generosity, where we see strength in our diversity, and where we create a sense of belonging and safety where no matter what's going on, no matter what the interaction is, we are prioritizing our students' sense of belonging, and their safety. And it's part of what makes us a stronger community and definitely part of what makes, I think, that data shown earlier, that behavior data, go down. And show that students are able to engage and build relationships not only with adults, but also with each other. Thank you.

So under the area of school culture, we have two clear goals. We are doing this by, number one, building and implementing a strong advisory program that promotes weekly two way communication with families. Number two, we're committed to study racial equity and understanding how to build an anti-racist school culture. Our equity committee has designed time for all staff to study racial equity and build anti-racist practices in our classrooms and throughout our school building. We invest time to create open space for students to talk about race, identity, and relevant topics that are meaningful to our middle school students.

In the area of growth and mastery, we are also working on two important goals. The first one being that all students will be independent learners who take initiative and interest in their learning and support each other's success and achievement. The second goal is that all students will demonstrate growth towards proficiency, meeting or exceeding grade level standards.

And in order to achieve this first goal, we're really trying to embrace the power of feedback, reflection, goal setting, and a focus on a growth mindset. Portfolios are being utilized in all classrooms as a strategy to organize assessments and learning. Students are able to see their growth over the course of each unit and throughout the year. Portfolios are interactive. So individuals can reflect, and also they provide opportunities for peer to peer feedback, teacher feedback, and they promote independence and ownership for learning.

The second goal, we, especially in the math department and then moving into other departments, have been studying and implementing complex instruction, or CI. CI promotes a growth mindset, group work and roles, and students utilizing their strengths while building on and learning from the strengths of their peers.

This instructional model specifically recognizes the impact of status in a classroom, and our staff has been studying how status can elevate or crush voices and ideas within a class. We've been examining the status of our students, whether it's high or low, whether it's related to social status, or academic status, or other types of status, and then working to balance out the status issues within our classes. This helps us raise confidence of students as well as the positive learning experiences that they have that they might not arrive in middle school with.

Another goal we know that Highline is focused on is digital and media literacy, and these goals are that students share competence to successfully use a wide variety of digital tools to support their learning and growth. And the second goal goes along with the previous slide we just said, that they're

promoting being independent learners, and they're taking initiative and interest. And a lot of the digital and media literacy ties into initiative and interest.

And this goal is clearly now as important as ever, and I can confidently say, though, that this is not a new goal for Chinook. Because for the last seven years, Chinook has been fortunate to be one to one, meaning that all students have had access to technology through individual Chromebooks. We built partnerships with Boeing, Alaska Airlines, and our Highline Schools Foundation to make this possible.

We understand the importance of access to STEM related careers, especially in the greater Seattle area. And so we've taken to designing instruction and learning opportunities for our students that promote the 21st century skills of curiosity, communication, collaboration, and critical thinking. Our librarian, Kim Mestre, has also leveraged partnerships and grants to design a state of the art and technology rich maker space. We've built an award-winning and ever-growing Science Olympiad team, and personally, I have had the privilege of serving as the advisor of our tech bridge girls group where girls learn about and are immersed in a variety of STEM experiences, including engineering challenges, role model visits, and field trips to STEM industries.

So in the area of bilingual and biliterate, we are working on two goals. One, that all students value and understand their own process of language learning and support each other in growing towards bilingualism. The second goal is to increase ELL students' academic English language through speaking, listening, and peer interaction.

So many of our students already arrive at Chinook bilingual, and many are developing proficiency in more than two languages. We know that developing language must be intentional, so we invest time to our whole staff to learn about the different language proficiencies about studying language acquisition skills and knowledge and to show that language learning is an asset. We added dual language to our school last year so that it's within our whole school by the end of next year. And we're also building our world language program and increasing access to building their biliterate and bilingual skills, which is aligned to our strategic plan.

We also understand that middle school is a bridge that transitions students from elementary to high school, and we want students in middle school to move to exploration of many different content areas with six or more teachers across the day. And we want that transition to go smoothly. Sports, and clubs, and a rich after school activity life also defines the change from elementary to middle school.

Building student ownership for learning and increased independence is important to this transition,

as well. Students can easily feel loss, as they move through the hallways of a secondary campus and transition six or more times throughout the day. This makes personalization critical for our students, and advisory is a part of creating that personalization.

We prioritize and dedicate time for students to feel connected, to build organizational skills with timelines and due dates. They also have the chance to explore their interests in careers. We bring in speakers. We dedicate time to career exploration. We offer field trips to explore those careers firsthand. We are deliberate in our design to support students with skills and strategies that promote independence and empowerment as they prepare to transition to high school at the end of 8th grade.

All right, at this time, thank you to my fabulous Chinook team. And at this time, Jennifer King is going to introduce our star student.

So yeah, I have the distinct honor of introducing our student speaker to you this evening. She and I have only known each other for six weeks or so, but I've already discovered that she is a tenacious, passionate, empathetic, and goal-oriented young woman with an incredibly bright future. She's also running to be our AFC president this year, and I am so glad she's my advisee this year. Please welcome Beyonce Terones Perez.

I might be having camera issues, but I think I'm going to have to do it without the camera. Other than that, good evening, school board meeting. So school board meeting members and Dr. Enfield, my name is Beyonce Terones. I am a fellow student representing this amazing community we all are a part of in Chinook.

I'm starting your afternoon by letting you all know that I admire working and volunteering in any way to help others. I enjoy spending time with my families and with my friends. One of my many hobbies I have to do is baking. I am a proud Hispanic with a big family of culture and positive spirits that makes my family stand out.

For us, it means a lot to always become prepared with manners, and a positive spirit, and a positive attitude, and also just to be supportive and continue to do anything in our power to help others be positive, too. In the future, I would like to be a children's pediatrician because I enjoy helping younger kids ever since I was little. I participated in a program that was dedicated to help children during their recesses.

What I mainly like about Chinook is the students who make it very united. Also just events such as the dances, community work, school gatherings, sports, games, and the given opportunities such as for assignments I had the chance to reassess. Also, we have great support after school and with intelligent students who you could ask help for.

Chinook is important to me in many ways. This school brings lots of changes into my lifestyle. Before I used to take school personally, and I couldn't understand the way I learned. Now that I've entered Chinook, I started to find other teachers and students who work the same way as me, and they understood me lots.

I got teachers to help me adjust to their learning, and that became a big change in my life. For example, school has always been my biggest priority, and I also started to open up more to teachers and peers about it. Well, just as teachers and staff, when I barely started school in Chinook, I got very lost. I couldn't come to the first few days where you got to know the school.

I had my advisor and the other advisors guide me and explain the school. It helped me a lot, and ever since then I've always would want to do that for others, which has given me great benefits from attending this school. I was allowed to go to Rainier Prep multiple times, and I ignored it. You all might be wondering why I decided to I take that opportunity and take it to waste.

It was because I took a lot of time, and decided, and looked at their system. The elected students having a word into changing that. I also started to get other opinions that attend that school that kids are currently doing non-school related things on school property without a teacher's consent.

Not only do other middle schools have great ways to help their students, but deep down, truly Chinook, by far, has the most adjustable and accurate ways for any student at any stage of learning. What makes this school so special is the materials, the teachers, and staff who make everything possible, but also just our building that has been doing the same for years.

One last thing I would like to share with you all today is one of my favorite experiences with my teachers. My favorite teacher last year was Mr. Matthews, and he taught history. At first, history wasn't something I was good at, so I hated it so much growing up. But when I entered the class, history was different.

Mr Matthews always provided understandable work for us, and he even made it fun. He had such a great humor, and I got along with him so much because of similar experiences we both had in our childhood. I wish to everyone whenever they had the chance would take a great look at Chinook and

realize how much happy and proud students that Chinook created. And just to be aware that every student is grateful and honored to be a part of Chinook during their middle school years. Thank you.

So could I just say, Karen, that I'm so sad that we couldn't be in person to give our student superstar her certificate in person, but we are so proud of you and we will be mailing you your certificate for being our student superstar of the month-- our first one for the 2021 school year. And we're incredibly proud of you for being a role model for not just your fellow classmates, but for all of us as adults. And I want to thank the staff at Chinook for all the work you do for our students to be successful, and confident, and so future-focused like this. Thank you. Thank you Principal Jones, and I will let you wrap up and then turn it to the board for questions.

I don't think I need to wrap it up. I think that as you saw, Beyonce represents our students so well. Thank you Beyonce, and then I'm just so grateful again to work with an amazing staff. So if there are questions, we are happy to answer any of your questions that you might have.

Fellow board directors, you guys have any comments or questions for the Chinook team, or even for superstar Beyonce?

Can I go?

Go ahead.

Awesome. First off, Beyonce, Karen, Jomales, Jennifer, Lisa, Chris, and the entire staff, thank you for this amazing start of the school year. Thanks for sacrificing an evening to spend time with us. It's really, really appreciated.

I guess two things. First I would want to ask a question around. Just because this year is so funky, what are some intentional efforts around health care that you're trying to fill in your community this year with staff and students? And I just also wanted to just shout out or appreciate the shift in the culture of math.

That has been an area where I have had a lot of anxiety, and I've had to work through as a student, as an adult. And it really does start with that culture. So I just wanted to give you a shout out for that. I really appreciate it.

Thank you. I will invite any of our staff members to answer this, but self care has been incredibly important. And one of the things that we are really doing intentionally is looking at what do we really

need to be focusing on and doing, and what do we not need to be doing? Because it's easy to layer in many meetings and many other things that you have to just ask yourself, is this critical and important right now? Because our time on screen and our time with our colleagues planning and learning many new things has set a steep learning curve.

So we're working really intentionally to just get rid of all the other demands and focus on what's most important, which is our students and our engagement with our community. So if anyone-- I don't know if that answers your question, or if somebody else wants to add in.

That was great, thank you.

I'd like to thank you for that question. I think it's such an important question. I think we don't get asked enough, and isn't prioritized enough.

And I do want to add that we got copies of the distance learning playbook, and the very first module, if you've read it, is about self care. And so I spent some time with our chapter, made a plan. And actually in our house team, I asked if we could do a work session together where we can be a little more social and not be so isolated while we work. And people were excited about that. So I'm taking little steps here and there to try to find balance. It has been a struggle, but it does also help that our Wednesday time is being opened up more for planning and less with those meetings, as Karen said.

Thank you.

Anyone else?

I do, President Alvarez. Hi, Karen, how are you doing?

Good.

Good. You know, I'm a proud parent of a Chinook student this year. I just wanted to thank you and your team for a great start off to the year communication wise to the families. It was great to get Lesley and myself involved with the teachers and the advisors. So thank you to you and your team for doing a great job.

Thank you. Anyone else, any other directors who'd like to make a comment or--

Yes, I will. Good evening, Karen, and happy principals' appreciation month. We certainly do appreciate you, and certainly appreciate your tenure. And just all of the expertise that you bring to that role and leadership. And just getting into your staff, and also congratulations to Beyonce. It's wonderful to

have Beyonce in our community as the leader that she is already.

I had just a couple of-- coming off of today, I spent some time with Dr. Ghody Muhammed, who wrote the book *Cultivating Genius, an Equity Framework for Culturally and Historically Responsive Literacy*. And what I appreciated in your presentation that what Dr. Muhammed outlines as learning pursuits or standard, I heard a lot of that in you all's presentation. And the five that she names were cultivating identity, cultivating skills, cultivating intellectualism, cultivating criticality, and then the last, which I really appreciate in her framework, is the pursuit of joy. And so that's certainly something that I hear within your presentation.

I appreciate you just sharing it as it is. Looks like there's really great gains in the reading and writing, and that trajectory is strong. Like Director Garcia said, the culture of math, I think that's so important. And a lot of times that's the things that we can't measure. So that anecdote that Josie shared, that's not always going to show up in the assessments. And so I appreciate you all working towards that, because I think that that has helped us with the framework in getting to where we need to get to.

Couple of questions that I do have are as I looked at the climate data, I'm oftentimes looking at the inverse of data. And so I am wondering, because the data is really-- the agrees are really high, right? But I do think about those folks that end up in that 9% to 23% that either don't agree or strongly disagree, and just wondering if we have an opportunity to really individualize that data in order to differentiate or individualize supports to those students and our staff that are not experiencing the school as strongly as they probably would like to.

That's one of my thoughts, or concerns, or questions. I didn't necessarily hear-- I heard in one of the staff's presentations the term vulnerable students, but I didn't hear how that was being defined. Who are those students that are vulnerable, and what makes them vulnerable? And so I am curious about that statement.

And one of the things that, as I thought back to my 11, 12, 13, and 14-year-old self and my image. And wondering if there is a way to really ask the students about-- what I'm getting at is the hoodie being taken off. And understanding that we sometimes have policies and practices that are culturally insensitive, or just really go against that developmental stage where folks are at.

And so I just remember a time when I didn't always look as great as I do now, thank you. [LAUGHTER] And to not be invited to have a conversation, perhaps, about my hoodie may have just not going to be a great place for me. That's just something that I'm thinking about. Again, if there's teasing out questions there, it's really around how are we defining what's making our students vulnerable. I didn't

hear really a definition around that. And then also how are we able to look at that inverse climate data to determine what supports differentiation can be provided so that folks are experiencing school.

Thank you so much.

Yeah, I can talk about the vulnerable one, because that was my small presentation. So I'm a newcomer ELL teacher, and when I was talking about my experience with this vulnerable group of people, I was referring to my newcomer ELLs. So I was thinking about those students who maybe have just came into the country, they haven't been here for more than a year, and they feel vulnerable. So whether it be their self-esteem, their academic achievement, their ability to express themselves, all of that is what I was thinking about when I was thinking, why do I like teaching at Chinook?

So it was more anecdotal. It wasn't necessarily an analytical, a declarative sentence. It was just kind of when I'm thinking about why I love Chinook is that culture that we can go from someone who is vulnerable because they are new to the country to someone that I can do this. I have the skills to go into high school, and learn, and be successful, and do what I want to do. And so that was just kind of, I guess, the description that I was using.

Thank you, Lisa. I really appreciate what Lisa's saying, and it is a joy to be in her classroom so often. Because I quite often see that confidence that grows so quick for her students. So absolutely.

And then in speaking to your question regarding looking at that 20%, 10% of students that really we need to pay attention to why they might not identify as feeling safe or respected, we do have layers of support that are very intentional at our school. And we work very hard to make sure that if students are expressing not being safe or feeling like they don't belong in school, there is a lot of wrap-around. And again, it's very intentional. So through first point of contact and advisory relationships, every student is known by name, strength, and need. And so when students express to their advisor or their advisors see concern, we layer in, you know, just think through that we're layering in and getting to know that student even better.

Our house teams operate as those aunts and uncles. If the advisor's the parent-like figure, the house team is the aunts and uncles that wrap around and meet weekly. And they talk about how are we serving the students in our house, and are they getting all their needs met?

Lots of parent contact happens, as well, to know the families as well as we possibly can. Though middle school is challenging. Not every middle school student comes to us and says, I love school.

So we really work on building increased relationship, and I say we have more wins than losses at all. Our kids are telling us often, and I would say the team of teachers that are here would say that we've really grown that. It wasn't as strong as when I first arrived seven years ago. It is much, much stronger right now. If that helps answer your question.

Yes, thank you. Again, thank you all.

Thank you. Anyone else?

Just real quick, I just want to kind of highlight the attendance piece. I'm always focusing on those attendance numbers, because I think there's a lot of story behind just the numbers. And I've heard every member of your team, Karen, talk about belonging and a sense of place. And so I don't think you achieve that level of attendance without providing that environment.

So I just really want to commend all of you on that. I think that's-- like you say, middle school's tough. So that sense of belonging, I think, will serve those students well, and I appreciate all the work you're doing towards that.

And with that, I also just want to say thank you. I had the privilege and pleasure to, when we could be in person, visit Chinook at times and had lunch with a couple of students some while back. And just the amount of sense of belonging, I think, just the environment that is created in that school is just amazing. From students handing out flowers on Valentine's Day to everyone they walk in to so many different programs there that really create that sense of belonging.

So I'm thankful to each and every one of you from Chinook for all the hard work that you guys do and continue to do, and even through these times. So I'm just grateful for you all, and a pleasure, Karen, to always visit your school and see the amazing work that's happening. So thank you for the invites.

Anjelica, I believe Aron had another question for Beyonce, our student superstar.

Yes, Beyonce, challenge my choice, but I wanted to ask you, if we gave you a magic wand right now and we could do anything to improve learning, what would you have us do at the school board?

Well, based off the question you guys gave me, if you guys could change or improve anything, I would probably say we all really feel united in just the confidence that we get from our teachers. Because yes, some students might lack in math or lack in a subject, and they might feel not much confidence, but we do have a lot of teachers that encourage a lot of us to do our work.

So I would say maybe just support for the ones that specifically need it, and to give other options for the ones like I mentioned, for the ones that learn in a different way. We can always help them out for what they need and in any way.

Awesome, thank you. I'm going to ask one more follow-up, too. What is one thing that you really appreciate that's been a little bit different for these last couple months about learning something that you appreciate from a teacher, or staff member, or just an experience that you want to share with us?

Something that I appreciate from right now for these past couple months is that all of the teachers, all of the advisors, they're doing their best to find what we need. And I appreciate a lot that I have the chance to check in with my advisor, check in with my teachers, and let them know how I am, how the work is. And I appreciate the fact that we have that support during this pandemic, because a lot of us are struggling during this time. And learning for me is something that I enjoy. And it's not the best way to learn through Zoom, but we can always make it work.

That's awesome. Thank you so much again. You are a rock star, so I appreciate your time.

So Beyonce, muchos gracias, thank you, thank you so much. Like everyone has said, you're amazing. Continue, you're going to be a role model. Many are going to follow your steps. Just to see your positive outlook and everything, it just goes to not just reflect the teachers that you have around you, but just your own self. So keep it up. You're amazing. And does that conclude our presentation with Chinook?

I believe it does. Thank you to you, Karen, and to Beyonce, our student superstar, and to all the staff who was here tonight. We really appreciate you sharing the work that's happening there, and thank you for the work you're doing now. And ask that you stay safe, strong, and healthy. Thank you for being here.

Thank you everyone, and we won't be so offended if you guys enjoy the rest of your evening. You guys don't have to stay on camera, so I appreciate you guys taking time from your evening today to be here with us. So thank you.

So Susan, before we move on, I actually forgot to ask for changes or additions to the agenda. So I'd like to ask that now before we move on to your presentation, to your comments or updates. So for my fellow board directors, are there any changes or additions to tonight's agenda?

Nope.

With seeing none, then we move on to our superintendent's update.

Yes, thank you. Because we have no scheduled communication tonight, I will share a brief update on where we are right now with respect to distance learning. First, I want to acknowledge that our staff, our students, our families, are figuring distance learning out. It is not easy. It is inspiring to see how hard people are working, and we're doing it. Some days better than others, but we're doing it.

I know that there is lots of many, many questions swirling around when we might be able to bring students back in some kind of a hybrid, and we'll be putting some messaging out at the end of this week to update the community on where we are. But I will just share this sort of high level assessment of where we are to signal to folks where we may be in the coming weeks.

We know that we desperately want our students and our staff back in schools, and we also know that we can only do that when we feel that we can make it as safe as possible to do so. We are tracking the infection rates in not just the county, but more importantly, in our district. And talking with public health, I was on a call with regional superintendents and the directors for public health for King County and Pierce County today.

The numbers are ticking up, which is not great. We also know that the numbers are higher in south King County than they are in other parts of King County. So I share that because, again, you may be hearing about other districts in King County returning. Their numbers may be different than ours, and that's an important thing to remember.

I also want to be clear that right now, public health and OSPI are only recommending that districts consider bringing back very small groups of students with special needs and potentially students in elementary grades, not at middle and high. There is no plan right now for middle and high school students to return in a hybrid anytime soon.

Now, that could change, but right now that is not a discussion. So we are focusing our energies on how we can meet the needs of our most profoundly impacted students with special needs in very small groups, and what an elementary hybrid may look like. But right now, we cannot predict when a return for elementary may be.

I do want to address that we are looking at, as I said, bringing back very small groups of our students with special needs. And I understand there are questions about that, and that it doesn't seem to jive with this notion that we can't all be back in person. The reality of our reality right now is that there

just are contradictions to what we are doing. We can't have students in school, but we can provide child care. We can't open schools, but we can expand dining and restaurants.

There are tremendous inconsistencies in our world right now. But what we know from OSPI, from others, and from other districts that are doing this is that we do have students whose needs are truly not being met, and we are working to do that. And so I just want to address that.

We will continue to update the board, update staff, students, families, but we cannot give any timeline or dates right now. Not yet. Hopefully soon. Because we just don't know-- we cannot predict what the virus will do. And so I just share that in the spirit of being very upfront and honest in the fact that there is just a lot that we don't know, and that is very much out of our control.

And we're doing our best to be as thoughtful, and responsive, and responsible as we can as we make decisions moving forward. I do want to just say, though, on a positive note, the classrooms that I have visited via Zoom over the past couple of weeks have been quite remarkable. I had the joy of reading to a kindergarten class, I was able to introduce one of our ILC classes at Mount Rainier to my cat, and also promised them a field trip to my office to meet my ducks when we're back in person. So something to look forward to.

And I will be visiting Ms. Shi's class this Friday, which I'm very much looking forward to. So we're still trying to connect and stay connected with what's happening with our students and teachers, but all of this to say I know these are challenging times. They don't seem to be becoming any less challenging, but I am grateful, I am proud for the work that is happening in our community.

And again, I will just say to everyone, health and family first. And continue to stay safe, strong, and healthy as we move forward and meet the challenges that present themselves. And it seems that we have fresh challenges on a regular basis these days. So thank you to everyone for the work that you are doing.

I will conclude with Sandy Hunt, our HEA president's letter to the board, and I will read that now. Dear board directors and Dr. Enfield, thank you for your continued dedication to our students and staff members. We hope you will consider the letters that will be coming in from our dedicated educators at schools where enrollment is behind projections. Today is a challenging day as half a dozen teachers learned that they will be displaced from their positions to move to new middle schools in the middle of this pandemic. While kindergarten could be one grade level where the displacement will be the easiest to implement, if a school is moving whole grade levels around, this will be extremely

difficult.

From the beginning of this process, HEA requested that all displacements at elementary be put on pause until we resume hybrid instruction. At that time, there will be a natural reshuffling of students to teachers based on who will stay in remote while others return in person. Supporting overloaded schools in the meantime could take place with a long term substitute who then would be available for teachers who apply for leave during hybrid instruction.

Teachers in the permanent substitute pool are already being paid, so the added cost comes from additional daily substitutes as need for actual substitute coverage. Those educators would be generating the least additional cost, and only on the days as needed. Please weigh the impact of shuffling students three times on the cost to learning and relationships for our most vulnerable students.

Please allow teachers to stay with the students who they have spent more than a month learning students by name, strength, and need. These relationships are irreplaceable during remote instruction. Please allow current teachers to stay with their students and support overloaded schools with teachers from the permanent substitute pool.

And as I shared with the board earlier, we know the impact under normal times that displacement has on schools, and we are looking at the impact of these displacements right now. But I need to be very, very clear. We do not know if or when an elementary hybrid can happen. And so waiting until we return in hybrid for elementary is not an option.

However, we will be looking at and I've asked Susanne Jerde, and Kate Davis, and Steve Grubb to meet with me on Friday to look at what some alternatives might be. I don't know what they are, but we will certainly explore every possibility. We are very mindful of the impact that any kind of upheaval or change has on people right now, and we are also in some very challenging budget times.

We are working very hard to prioritize the well-being and the employment of our staff while also maintaining our budget and preparing for what will likely be some significant budget shortfalls in the future. So just know that we understand the impact that these decisions have, and we will do our best moving forward to mitigate them as best we can and provide support in those instances where we cannot. And that concludes my comments this evening.

Thank you, Superintendent Enfield. Also, I just wanted to restate that I also did mention that even though Dr. Enfield did, there is no scheduled communications for today. And with that, we're going to

move on to our school board reports. Bernie and Aron, I'm not sure if both of you are doing the legislative reports these days.

Certainly I always appreciate Aron's input. The one thing that I would point out, and then any additional comments that he might have, is item 9.1 is our motion to approve the 2021 legislative agenda. So hopefully you've had a chance to maybe take a look at that, and if there's any input then we can discuss it now.

But I think it's been kind of wordsmithed. There's nothing surprising other than what we had set out earlier that we were just kind of wordsmithing. I do want to thank Kate and Holly for their work on that. I think it's a pretty solid agenda representing the situation we're in as far as especially the whole harmless pieces for our transportation and enrollment numbers. So that would be the one thing I would want to just bring your attention. And then anything Aron might need or want to add that I probably forgot.

Thank you, Bernie. I had a question about the legislative agenda. So are the agenda items, are they shared with the other districts around us? How did we determine these legislative agenda items?

Yeah, sure. At this juncture, we don't necessarily collaborate with other districts. We do try to keep in mind that a lot of what we are providing on our legislative agenda, and what we'll communicate to our legislators are similar or pretty close to what other districts are asking for also. I do know that WASDA has a Zoom call on the 13th, I think, at noon where they're going to be rolling out what they've determined to be their legislative agenda.

So I think there are similarities throughout, but we have not specifically communicated with other districts. At least, I haven't. Maybe Kate and Ollie.

Yeah, I would add that we have. So I'm in weekly meetings with superintendents from throughout King County and Pierce County. Additionally, Kate, and Holly, and I meet with a group of large districts from the state on an almost weekly basis. So we are constantly comparing what our pain points and priorities are, because we know there's strength in numbers. And it is great when we can have alignment across districts to take to the legislature so that they understand that this is a significant priority that needs to be addressed. And with that, I saw that Kate unmuted herself so I will let her add if she has anything to add.

I would just add that I'm also the legislative chair for WASBO, and a couple of these items are on the WASBO legislative agenda, as well.

And Kate, what is WASBO for people who think that means like a clown's name, but it is not.

Washington in School Business Officers Association.

Definitely not clowns.

We're a wild good time.

And please and also to add to that in the past, there's been a board director from Tukwila who always kind of reaches out and sends us. This year he didn't, but normally he would send out a list and would like us to-- and has asked other directors in the region, and then we sign on. But normally we put out our own, and sometimes we get to sign on to others. But not this year.

So with that, any other questions or comments for the legislator's reports? None? So any other school board reports? Director Garcia?

So while he kind of gets back on, I think it's-- oh, there you are.

Sorry. I did the mic thing again. You'd think I would know by now.

We all do it. [LAUGHTER]

Yeah, I've been forgetting to do this, but I wanted to start off by acknowledging the post-English people. Stewards of our land, they continue to live here and will continue to live here. And I think should intentionally remind ourselves that if we want to reach this goal of being an equitable institution, we have to reconcile the bad that we have done as a society to the people of this land.

So I wanted to do that. And by way of also bringing up that the Duwamish people longhouse is hosting a gala this Saturday from 5:00 to 7:00 PM, and they're going to have a native art auction. So I'm going to try to attend for a little bit, but the reason I can't attend the whole time, shameless plug, I will be at the Southwest Youth and Family Services gala where Dr. Enfield and I are both going to be keynote speaker. And I'm going to be recognized as the week recipient award for up and coming leaders, so I'm excited about that.

If you guys can come out support, I really appreciate it. There is a dubsea team that is fundraising. We're trying to reach a goal of \$500, so shameless plug.

I also just wanted to give a shout out to New Start High School. I just saw today that they have produced over 2,000 pounds of food for the White Center Food Bank from the shark garden. So that's

really exciting. I went to the WASDA fall regional meetings on Monday after our board retreat.

So first, thank you for everyone who made it to the board retreat. I'm excited about continuing those conversations and growing our work around that. But the fall retreat, one of the things that was really interesting, and I haven't had a chance to attend one of these, but a lot of board members and a lot of different staff that were there where highlighting decision fatigue was a theme that was kind of coming up. And how hard it is to make the call when we keep on having to make all these calls.

So it was just really exciting to be in that space with other people and talk about what we're going through as leaders across the region. So I would recommend it. I think there's another one coming up, and I'm planning to attend.

What else was I going to bring? I did want to acknowledge the concerns that we're having about the displacement issues that are going on right now. Haven't had time to fully develop a thought around it, but a couple of things that I wanted to share with folks. In anticipation to this being an issue, because it seems to be an issue every year, I have met with Kate and her team about this.

And in my learning, one of the things that I'm really trying to figure out what is the root problem, because I think the dynamic that gets set up is I know I've shared the Spiderman meme where we're pointing fingers at each other. And really at the root of this, and what I'm starting to understand, that a lot of this is just based off of how the state does funding. And it puts us in the situation where we have to point fingers at each other, and I want to acknowledge that.

I also want to acknowledge, we're getting better. This time around, it's a lot less displacement. We did a lot of things differently. We're trying to improve the system so that it doesn't impact our students.

And just because we're getting better doesn't mean that it's enough. So that's the challenge in front of us. How can we make sure that we do better by our students? And at the root of this, how do we use our equity tools to analyze the impact that it's having? Because I know that in district one, this is what I heard last year when I met with other principals. This was a recurring theme with principals, that this is like a disruptive force.

So we can't change because changing how the state does funding is going to be monumental. What is it that we can do to solve this issue in-house, and to get better? So I know we're doing the best we can, and I trust the people in this chat to do the best we can. And I also am going to continue to push so that this becomes less of a disruption and that it doesn't become a problem anymore.

Don't think that by me elevating this or bringing this up and advocating doesn't mean that I don't

believe in the work that you guys are doing. It is amazing resilience. Some of the best work. Fa'izah said this best on Monday. I am this district's biggest supporter and biggest criquer. You said it way better than I could, Fa'izah, but I really appreciate what you guys are doing.

And just to follow this up, a whole other topic. But same thing with I'm still hearing a lot of anecdotal confusion around internet access, and I know Mark is sleeping inside ERAC with a cot answering 20 billion phone calls. So not a critique on the work. I appreciate the work that you're doing. I know it's amazing.

And also I'm still hearing that from community that they're struggling to figure out how to get access to internet. And we all are. So I just wanted to elevate those two concerns. And that is it for my board of work.

Thank you, Director Garcia. Director Van, any report?

Nothing for me. Thank you.

Director Bradford, anything to report?

I just wanted to, again, I think Aron talked about it, as well, but just to lift it up. There is a community that is hurting, and we know that these things are inevitable like displacement. And so just really wanted to identify whatever ways that we can wrap around support around that White Center community. And again, I trust the team to do so and just to keep that at the forefront that some things are inevitable. Very difficult decisions have to be made that absolutely no one would be happy with. And then what's the support that we really can offer to that community?

Thank you, Director Bradford. Director Dorsey?

Nothing additional, thank you.

I just want to add and acknowledge that I see a lot of the comments and the emails that are coming through regarding the displacement and the hurt that we continue to do. I am looking forward when our superintendent and others meet to find out what options can be presented. So I'm looking forward to that.

So I also do want to acknowledge that it seems that these things like Director Bradford and Garcia mentioned, they're inevitable, but they are also opportunities for us to learn, Director Garcia mentioned. That it's better this time, not so many being displaced, but they're still being displaced.

And people hurting. So acknowledging that, as well.

Well, that concludes our school board reports. And with that, we make a motion to-- let's see-- so we've already approved-- to approve our consent agenda. Is that correct, Kyle? Now it's been--

Yeah. You're going to look for a motion to approve the consent agenda.

I'm going to ask for a motion to approve our consent agenda for tonight.

I make a motion to approve the consent agenda.

I'll second.

All in favor?

Aye.

Aye.

Any opposed?

With that, our consent agenda gets approved. With that, we move into our action items. So our first one, it's 8.1, motion to approve the highly capable student's program state formula grant application 2020-21. The approval of this motion would approve the highly capable state grant application and annual program plan for the year 2020 and '21 school year. Any questions or comments on that?

Oh, one question. I'm all good with the program. I was just curious if there was an analysis done on-- from my understanding was there's like a two phase approach when it comes to identifying, and notifying, and screening people. Is there an analysis done on who the intake is versus what the-- I'm not sure I'm phrasing question is, but is there an analysis of how that's working out?

If you're asking about the screening for students, and who is accepted, and who makes it in phase 1 and phase 2, absolutely, and we can get that data to you.

Thank you.

Are there any other questions or comments? Seeing none, I move that the Highline School Board approve the highly capable state grant application, an annual program plan for the 2020-2021 school year. I need a second.

Second.

Roll call please.

Director Dorsey.

Yea.

Director Bradford.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

So 8.2, motion to approve revisions to policy 3115. The approval of this policy would approve revisions to the policy 3115. Any comments or questions? Seeing none, I move that the Highline School Board adopt revised policy 3115. I need a second.

I'll second that.

Who was the second?

I'll use that.

Thank you.

Roll call please.

Director Garcia.

Yea.

Director Dorsey.

Yea.

Director Bradford. Director Bradford.

Yea, sorry.

Director Van.

Yea.

Director Alvarez.

Yea.

This motion passes 5 to none. 8.3, motion to approve safety and security upgrades change order number five. The approval of this motion would approve change order number five on purchase order P200331 to Long Building Technologies Inc in the total amount of \$596,543.22. Any questions or comments on this?

I do, President Alvarez. Scott, so this is for close to \$600,000, and an additional 70 doors. How did we miss those 70 doors in the initial appraisal or consultation with our teams?

All right, great question. And I'd start with this is the phase 2 portion of the locks project, which is our older buildings. Right now we're at 95% complete on the original project. We've worked with Mark's team, the technology team, and staff in those older buildings to look at the initial work that we had described or prescribed for the project, which was basically only exteriors on the older buildings.

There are some opportunities in campuses like Tye in particular, that's the biggest one, to do some internal enhancements to the locking systems that will promote the safe environment for students and staff. We've also looked at the work to make sure the work that we do do in this change order is transferable. These being older buildings, we don't want to spend a huge amount of money, and that was the reason we held back originally on equipment and products that two years from now when we demolish the building after an anticipated successful bond, we don't want to just throw those dollars away. So all of the work that we're doing is transferable into the next project, so it's not a short lifespan improvement.

I think that's all the notes I had on it. One other thing I would add, I guess, is the opportunity to do that

right now while we have the contractor on site improves the efficiency and saves significantly on coming back later and saying, well, we really want to add these things to these schools and creating a whole new project. We do recognize this was a large change order for this project, and we met with staff out in buildings and did not take all of the requests. There are things we said no to, so this originally had significantly more changes involved in it.

Thank you. Appreciate that.

Any other comments or questions? Seeing none, I move that the waterproof safety and security upgrades phase 2 change order number 5 on the purchase order P200331 to Long Building Technologies, Inc in the amount of 542,312.02 plus Washington State's sales tax of \$54,231.20 for a total of 596,543.22 I need a second.

I'll second.

Roll call, please.

Director Van.

Yea.

Director Garcia.

Yea.

Director Dorsey. Director Dorsey.

Sorry, the spacebar unmute isn't working. Yea.

Director Bradford.

Yea.

Director Alvarez. Yea.

This motion passes 5 to none.

Motion 8.4, motion to approve the CTE Perkins grant. Approval of this motion would approve the 2020-21 CTE Perkins grant. Any comments or questions? Seeing or hearing none, I move that the Highline School Board approve the 2020-2021 Perkins grant. I need a second.

I'll second.

Roll call, Kyle, please.

Director Bradford.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

Director Dorsey. Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

Motion 8.5, to approve open doors program with Southwest Youth and Family Services. The approval of this motion would approve the contract with Southwest Youth and Family Services open doors program. Any questions or comments on this?

I just have a real quick question. Sorry, Aron. And I know these next three items are all open doors programs contracts, and I also noticed in the contracts that there's an annual reporting requirement for October 1st. And so I'm just hoping that once those reports get here if maybe we could see a copy of those.

Absolutely. We meet with all of our contractors regularly, and they're all aware of those reports. And they do turn those in. We also have a report to the state we give as well to. We're in the middle of collecting that data right now.

Great. Thank you very much, Mike.

Thank you. Go ahead, Garcia.

Mine is more of just a comment, and it probably would've been more appropriate during my board report. But it's related to a lot of these open door contracts. Is there any way-- and I just want to talk about it now earlier in the year, but is there any way for us to support graduation efforts for these programs?

And the only reason I bring that up is I went to the graduation, and I was there, and it was just so much of a different experience for the students than what we are offering at our gens program. So I wanted to elevate that concern. Other than that, I fully support the rest of these motions.

Thank you, Director Garcia. No other comments or questions? Seeing none, I move that the Highline School Board approve the contract with Southwest Youth and Family Services, the open doors program. I need a second.

Second.

Roll call, please.

Director Garcia.

Yea.

Director Bradford.

Yea.

Director Dorsey.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

Thank you. With that, we move to motion 8.6, motion to approve open doors program with South Seattle College Career Link. The approval of this motion would approve the contract with South

Seattle College Career Link open doors program. Any comments or questions? Seeing none, I move that the Highline School Board approve the contract with South Seattle College Career Link open doors program. This action is routine, as the school board must approve all contracts over \$250,000. This item is necessary at this time. So I need a second.

I'll second.

Roll call please.

Director Van.

Yea.

Director Garcia.

Yea.

Director Bradford.

Yea.

Director Dorsey.

Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

So motion 8.7. This motion is to approve open doors programs with Graduation Alliance. The approval this motion would approve the contract with Graduation Alliance open doors program. Any comments or questions?

Nope.

Seeing none, I move that the Highline School Board approve the contract with Graduation Alliance open doors programs. I need a second.

Second.

Director Murphy.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

Director Bradford.

Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

So now we're moving into introduction and action items. The first motion is to approve our 2021 legislative agenda. The approval of this motion would approve Highline's 2020 legislative agenda. Any more comments or questions on this? I know we had a brief conversation on it. Seeing none, I move that the Highline School Board approve the Highline 2021 legislative agenda. I need a second.

I'll second.

Roll call please.

Who was-- was that Aron?

Yes.

[INTERPOSING VOICES]

Director Dorsey.

Yea.

Director Bradford.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

We have another intro action item. The motion to Glacier Middle School water district number 125 easement and bill of sale. The approval of this motion would approve the water district number 125 easement and bill of sale. Any questions or comments on this?

I do. On these next two motions, Scott, I mean, can we not just allow them have easement access? Do we have to sell the rights to it, as well?

Actually on both of the next two are taking the current what we have for an easement, easement's brand new at the Des Moines site, but at Glacier we had an easement in the wrong place. So it's a matter of vacating and putting the new one in, and part of it crosses property which we purchased. If you remember the old roadway right of way that came in from the east side of the campus that has been abandoned by the city of SeaTac.

And so it requires a purchase on both, the purchase and sale agreement, because of that roadway at Glacier and because it's a brand new site that didn't have water at the Des Moines. Hopefully that makes sense.

Yes, thank you.

Any other questions or comments? Hearing none and seeing none, I move that the Highline School Board approve the Glacier Middle School water district number 125 easement and bill of sale. Need a second.

Second.

Roll call, please.

Director Garcia.

Yea.

Director Dorsey.

Yea.

Director Bradford.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

Again, 9.3, this is very similar to the one we just read. And this is motion to Highline High School water district 49 easement and bill of sale. So the approval of this motion would approve the water district number 49 easement and bill of sale. Any questions or comments? Seeing and hearing none, I move that the Highline School Board approve the Highline High School water district number 49 easement and bill of sale. I need a second.

Second.

Director Van.

Yea.

Director Garcia.

Yea.

Director Dorsey. Yea.

Director Bradford. Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

So we have a couple of introduction items. First one is motion to approve resolution 1020, authorization for sale of Maywood site. I encourage you to, if you have any questions or comments, please reach out to make sure that you get a full understanding of any of your concerns. And then we have also 10.2, motion to approve open doors program with Highline College. And I guess I can just ask some questions. I can email or ask questions later. I have a question.

But 10.3 motion to approve PSSC Perkins grant, and then our last intro item is motion for the board to accept Title III and state transitional bilingual program STVP funds. So I don't know if you guys have any questions now or want to ask any questions later for clarification, or if we want to add any items to our consent agenda.

I would move that we move item 10.3-- excuse me, 10.2 and 10.3 to our consent agenda for our next regularly scheduled meeting.

I'll second that.

All in favor?

Well, it sounded like, Director Alvarez, that you had questions on 10.2.

Well--

Oh, I'm sorry.

No, I mean, I have questions on actually 10.4 and 10.1. But it just-- when I was talking about that, said, oh, I have a question, but it just came to me. But no, not question, just more clarification. But I can ask those.

Yeah. Which ones are we moving to the consent of the agenda, or are you saying all of them?

No, I just moved items-- my motion was for items 10.2 and 10.3 because I'll have some questions I think about 10.1 and 10.4 also in the future.

Same.

Just those two.

Yeah. So we need to-- do we want to restate the process, Kyle?

No, I have your motion, and Joe has seconded. So Anjelica can call for a vote.

So all in favor of moving 10.2 and 10.3 to our consent agenda for our next regularly scheduled meeting? We can say an aye.

Aye.

Any opposed? No. So it's been approved that 10.2, 10.3 will be moved to our consent agenda. Again, I was just thinking about if any concern or just clarifications, please reach out so you guys can get your questions answered before our next meeting.

With that, I also just want to remind you guys all, please submit your final reviews to me tonight if possible, if not early morning. We have a meeting tomorrow that. I want to make sure that everything is good to go for. So with that, I'm going to ask for a motion to adjourn.

Before making the motion, I just have a question or a request to get from the staff. Just a report out on the displacements from the different schools and to see where folks are going. And yeah, a report of-- and the rationale as well if we can get that.

Yes, Fa'izah, we can definitely do that. So I'm going to give you two answers. Number one, possibly in the Friday packet. But if we are meeting on Friday to review what's been done, it might be early next week ahead of next week's Friday packet. But we will get that to you as soon as possible.

OK, thank you.

And Steve is here and he heard that, so he knows we have to put that together.

OK. And if there is also plans for engagement with the school community, as well, I'd like to see that.

Absolutely.

Any others?

Nope.

All right. With that, then I'll ask for a motion to adjourn.

Move we adjourn.

I second.

All in favor?

Aye.

Any opposed?

No, OK, let's adjourn. Good night, everybody.