

## Highline Public Schools | 2020.10.21.Board.Meeting

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You're good to go.

So welcome, everyone, at 6 o'clock to our regularly scheduled Highline School Board meeting. And at this time, I'm going to ask people to stand so we can say the Pledge of Allegiance. Ready? Begin. 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. So thank you again, and so Kyle, please do roll call, please.

Director Van?

Here.

Director Dorsey?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez?

Here. And with us is our superintendent, Dr. Susan Enfield. And with this, I'm going to ask-- make a call for any changes or additions to the agenda.

I have none.

Seen and hearing none, we'll move to our scheduled communication. And we have none this evening, and that moves us to our superintendent's update.

So I just have a very-- well, I actually have a very brief update. But first, I do have one proclamation. It is school bus safety week, and so I'd like to read this proclamation celebrating our outstanding transportation team.

Whereas each school day in Highline Public Schools, more than 90 school buses provide more than

13,000 student trips with transportation between home and school, safely traveling more than 6,500 miles, and whereas school bus drivers must complete initial and ongoing annual training and provide the highest standard of care for the students they transport, and whereas the school bus inspection program ensures the safety of school buses and exemplifies outstanding interagency cooperation between our school district and the Commercial Vehicle division of the Washington State Patrol, and whereas school bus driver instructors, shop personnel, supervisors, and support staff perform vital functions in assuring the safe operation of the student transportation system, and whereas ensuring motorists adhere to the rules of the road around school buses during the loading and unloading of students is critical to maintaining safe conditions, now therefore I, Susan Enfield, Superintendent of Highline Public Schools, do hereby proclaim October 21 through 25, 2020, as school bus safety week in Highline. And I urge citizens to join me in this special observance.

And I do just feel compelled to really publicly acknowledge our transportation team and our bus drivers. I think as you all know, we are not transporting students right now, but they are stepping up in marvelous ways, helping put together curriculum kits, delivering meals to 70-- seven zero-- locations across the district, which is allowing them to interact with our students, providing our students and families not just with a meal, but with a smile.

And I think right now, the power of human connection is so, so important. And I just want our bus drivers and everyone on our transportation team under the leadership of Devon Denney to know how grateful that we are for you. We know these are challenging times, and we value you more than ever. So if you see one of our bus drivers, give them a wave. Tell them thank you, because they most definitely deserve it.

And my only other item tonight to be honest is just to take a moment of gratitude for everyone in our Highline community. First of all, for our families who have been incredibly gracious and understanding with our decision to remain in distance learning, even though it is a hardship for many of them for their children not to be in school. They understand the safety reasons, why we made the decision.

And I'm in constant communication with my superintendent colleagues around the country, and they are not all being afforded the same grace that the Highline community and our families is giving me. And I just need to publicly say how much I appreciate that. This is not the decision any of us wanted, but we do believe it is the right decision to keep our community safe.

And I also want to express my gratitude to everyone on our Highline School's team, from our teachers

and principals and paraeducators who are each day making sure that our students remain connected to their learning and to their school community, to our social workers and counselors who are making sure that not just our students, but their families have what they need during these challenging times, to everybody at central office who is continuing to show up and step up to make sure that our staff, our students, and families have the resources, the supports that they need during this time.

And also to our custodial staff and our maintenance staff who are making sure that our buildings are ready for when we do welcome our students back to school. And finally, to my cabinet, to my team, to Catherine and Holly and Suzanne and Mark and Scott and Steve and Kate, who's not here. And Linda, our extended cabinet member who's not here, but I think I got everybody else. We really do have an incredibly mission-driven leadership team here in Highline.

And Kisa. Hi, Kisa. Oh my goodness. There you are. I knew I was missing a square. Sorry, love. This is what happens when you work with no net and no notes. I apologize.

But our cabinet is really tremendous, and they do a wonderful job quietly of giving a tremendous amount of themselves to make sure that our district keeps moving forward. And they have to do it while putting up with me. And so I just wanted to publicly acknowledge them. They don't get a lot of thanks during this time, but they really are doing heroic work, and it's really an honor for me to work alongside them.

And then finally, my evaluation's over, so there's nothing in this for me. I want to thank our board also for your ongoing support in this work. We couldn't do this without you and your steadfast commitment to partnering and serving this community, and to supporting us in having to make the hard decisions that we have to make during these really challenging times. We are really, really grateful for you. So I just wanted to take a moment to extend my gratitude to this community that I love dearly and feel very grateful to be a part of right now. And that ends my report for the evening.

Thank you, Superintendent Enfield. And with that, that moves us-- and, well, we can talk about during our directors reports-- that moves us to school board reports. And any legislative reports?

I don't have anything. Aaron may have something. I did want to remind everybody of the WASDA virtual conference coming up. I think it's on November 18. So if you plan on virtually attending that, I'm sure we'll let Kyle know. Yeah. He's the guy in your upper left-hand corner.

Just a quick aside. I mentioned to somebody that Zoom reminded me of *Hollywood Squares*. And apparently, they were of a previous generation that had never seen *Hollywood Squares*. So she

looked at me like, what in the heck are you talking about? Anyway. And so beyond that, I don't know. Aaron, you may have something on legislatives.

Not anything off top. I'm excited to start helping get the word out to our local electants and letting them know what our priorities are for 2020, 2021. A quick update, if that's OK.

Just want to give a shout-out to Director Van for getting us connected with the-- what program was it again? The STEM program where we got to help out at White Center Heights. Both Angelica and I got to spend some time Monday with some young people designing some really, really cool engineering activities. And it was just fun, so I really appreciated that. And shout-out to-- is it Council Member Hill from SeaTac? Who connected us with that.

And just a quick check-in. Personally, I am exhausted. Like, I I'm so tired. And there was a part of me today that was like, you know what? This is a light agenda. I might not even show up today. I was really not feeling it. Right? Because I just-- I was like, [SIGH] I was out of it.

And I reflected on how important and valuable this is an opportunity, and I want to cherish every moment of this opportunity. And just because I'm not feeling 100% right now, I didn't want to miss it, right? Like, there might be other reasons to miss it.

But really wanting to be intentional about self-care-- I know I bring this up often, and that's something that I'm trying to do-- signed up for a gym membership because I know that we're going into fall and we've just got to-- I've got to keep moving, and I know I'm doing less of that right now. So just wanted to share that out with everyone, because I think it's important to demonstrate and show what I'm doing, not just talking about it. So thank you all.

Thank you, Director Garcia. Director Bradford, do you have any updates? Reports?

Oh, yes. Good evening. Maybe we can incorporate a movement break in our meetings, huh?

[LAUGHTER]

For Aaron and others. I just wanted to certainly remind the board of the capacity building opportunity that I sent out to further build our capacity around our anti-racist work and leadership, our anti-racist governance.

The dates may or may not work for folks. I know it's a two-day workshop. It's actually about a day and a half. And so may or may not work. But if there's anyone that knows that they do plan to attend, I'd

like to know that, because I'd like to be able to go together to the virtual space [LAUGHS] and learn together, and then gather and bring back.

Whether or not we take advantage of this opportunity-- which again, I was really excited to see this opportunity come along, because I think that for many, including ourselves, we've made a statement towards our continuance and becoming an anti-racist institution. And a lot of times now, we're still talking about the strategies and the hows. And so this does look like an opportunity with some of the breakout sessions, including anti-racist governance, some allocations around funding, and community engagement towards significant and sustainable change, and then walking away with some tools and potential work plans or action plans.

And so again, if anyone is thinking that they are able to attend, I know that we have spoken and got word back from Kate and Kyle. And if this isn't it, I know that we still have work to do around norming and calibrating around even what we have determined as a potential tool to help us to filter our decision making through.

And so I just think that we would probably need to identify space. And maybe it's within these meetings. I'm not certain how that will work. But identify some space so that we can learn and calibrate around our existing tool. And again, I think it's going to be absolutely important for us to continue in this vein. Intentionally, right?

And so I myself last night-- you know, we don't have to look too far to our neighbors to see that the community is becoming impatient and somewhat intolerant of systems. And so just want to make certain that we're doing what we can and what we need to. And so again, if anyone is interested in the capacity building workshop that is being offered, it's November 18 and the 19th, and we just need to get word over to Kyle.

Yep. And we do have budget. So Kate confirmed that we have ample budget to support all of you attending, should you like to. And I am eager for however many of you can attend to come back and share with us what you learned. So please do let Kyle know and he can take care of registering you. Thank you.

Thank you. I'm done, Director-- or President Alvarez.

Thank you, Director Bradford. Director Van?

Good evening, everybody. Just a couple things here. Director Garcia, just want to congratulate you on being recognized last weekend from the Southwest Youth and Family Services. Great job.

And the other thing is if you guys haven't heard, Anne Baunach is stepping down as our executive director for our foundation, just if you guys get a moment to send her some love for all that she's done and her family that has supported our children and our community. So those are my updates. Thank you.

Sorry, can I just-- I forwarded you all an electronic card where you can-- they're collecting messages. So you can just type in a message to her. They can't do any in-person celebration for her, but I made sure that cabinet and the board got that.

Thank you. Director Dorsey?

Yes, thanks. So I also want to congratulate Aaron. And Fa'izah, I want to thank you for the info on that training. I think it's unfortunate that-- if I'm not mistaken, I believe that those workshops are the same-- I think they're the same days as the--

Yes, they are.

--WASDA, which is unfortunate, because I don't know that I will be able to attend the WASDA one, but I definitely would be interested in carving out some time away from the Monday through Friday job to get to the one that you submitted. So I'm going to take a much closer look at the calendar for that, because I think they're both worthy ventures, but I think for sake of the moment, so to speak, that personally, I would prioritize the anti-racist workshops over the WASDA.

At this point, as much as I would love to attend the pre-conference session around the equity capacity, Angelica, I'm really anxious to get feedback on that. I'm not able to attend that session that you're collaborating in, but I'm sure it'll be wonderful. And frankly, I'm quite proud that you'll be representing-- I hope you'll be representing-- I'm sure you will be representing Highline in addition to your full-time job at that session.

So beyond that, I really don't have any updates other than I too want to express gratitude. I think the work that Gavin and our superintendent are doing, especially if you spend an inordinate amount of time, an unhealthy amount of time looking at headlines around the COVID fatigue and education and the one step forward, one step back decision making that a lot of our local districts are making, I feel good about that we're providing as much stability as we possibly can in this day and age.

And I also want to thank Aaron again for-- I think it's so important to be candid about where we're at individually. And I was in a meeting earlier today, and I was reminded that it's important to realize

that despite what I think and what my wife says, it's not all about me, and that it's really important to remind myself, especially on those days where I'm struggling with the energy that I need to do what we all need to do. So yeah, and that's it for my report. Thanks.

Thank you, Director Dorsey. And thank you for mentioning about the WASDA. So WASDA unfortunately is happening at the same time-- the other event that Director Bradford has brought up, because I was very interested in attending with you so we could-- because I love to attend things together, because then we can just have a conversation about what you heard, what I heard, so we can really put our heads together.

So yes. On Wednesday, November 18 from 12:30 to 5:00, I've been asked by WASDA to facilitate the Leading with Equity pre-conference. So from 12:30 to 5:00, I'll be facilitating alongside with Mary Fertakis. And then we're going to be doing a road to racial equity policy development, and we'll be doing a workshop for about an hour on that. So I will definitely share the PowerPoint that is being done around all of this.

And the cool thing is they're going to have a panel of board directors of color. They're going to have one from-- Director Phillips from Federal Way, Director Mayberry from Kennewick, Director Beard from Tumwater, and Director Holland from Orting. So they're going to be having a panel, so I'm excited about that. And then they're going to have a putting equity into action opportunity towards the end and some planning time.

And also, I'm thankful to be able to do that. And yes, I will be representing, Bernie. The other thing. A thank you to Director Garcia. It's been fun. He was leading this first one, so we were about these young kids who were supposed to build an engineer. So these engineers draw a package of A.

And they were dropping-- they saw a video of what it was to drop, and so they tried different materials as they dropped. And what broke? And then they had to think about what they needed to do. And it's incredible to see that their minds-- at first, you know, they're kind of shy. And then later-- and it was already time to go. We're going to continue this for six weeks. Every Monday, we're going to be meeting and working with these future engineers. So it was exciting to do that.

So those are all the updates that I have as well. And again, thank you to our superintendent also for all that she's doing. I know that it is a difficult time for all our staff, but listening, like you said, to other superintendents, I'm just grateful to be in this district where we can be-- we don't have to be perfect and there's no such thing as that, but we can cut each other some grace.

And during this hard time, continue to develop relationships with our community to be able to sustain all this hard work that you guys all have been doing. So with that, we're going to move into our consent agenda, so I'll ask a motion to approve our consent agenda for tonight.

I move we approve our consent agenda.

I'll second.

So all in favor, say aye.

Aye.

Aye. Any opposed? With none being opposed, our consent agenda has been approved for tonight. So now we get into our action items. So there's a motion to approve resolution number 10-20, authorization for sale of the Maywood site. So approval of this motion would authorize the sale of the Maywood site. Any questions?

I had a couple of just clarifying questions. Regarding the contingency time frame, Scott-- and I apologize. I should have emailed these to you earlier, but I'm sure you've memorized the whole purchase and sale agreement. But it looked to me as though the potential buyer could ultimately end up tying up the property, so to speak, for 90 days, and then potentially three additional 45-day time frames. Is that-- am I reading that correct?

Yes, you're reading that correct. This is a unique approach to a purchase and sale agreement in that we're working cooperatively with the purchaser and the city that the property lies within, the city of SeaTac. And we are allowing SEPA to occur prior to closing.

So their project, the proposed project for the property, they're going through the SEPA process with the city of SeaTac to assure the proposed business and the model that'll be on that property supports the long term goals of SeaTac. We did have people from SeaTac on our interview committee when we were hiring our broker, and that's actually listed in that purchase and sale agreement as well.

There's another advantage to the-- there's also significant earnest money dollars that are connected to this. So if they end up tying it up and not purchasing, there's a windfall for the district, and then we would put it back up again on the market.

But the other advantage to the district in having this extended purchase timeline is we have a lot of stuff going on at Maywood with all of the education support programs that operate out of Maywood



along with the records, the long-term records that have been stored there. And it allows us time to efficiently and effectively digitize the paper records that are in that building so we can finally get rid of all of that stuff we're not required to keep paper copies of. And it allows us the opportunity to prepare a site for the science kits and all of the other work that happens on that site as well and get it moved without getting it-- without being in a big hurry.

So strongly supported by the city of SeaTac. Both the purchase process and the purchaser themselves have been warmly welcomed by the city of SeaTac, and they're working directly with council.

And the storage that we need to accommodate moving what's currently at the Maywood site, that will be to a facility that we already own or another-- one of our current facilities, I should say?

Yeah. The plan right now, yes, is to put that on the currently owned property.

OK. OK. That was all, the extent of my questions. Thank you very much, Scott.

Absolutely.

Any other questions or comments?

I was just curious if we know the-- for the potential buyer, do we know what they intend to do with the property?

So I don't have the defined business that's going to be there, but one of the desires by the city of SeaTac and why this purchaser looks appealing is it's a high-employee ratio that will be working at the site. This property is uniquely situated to support the city of SeaTac with the access to the 509 extension that is currently-- the funding has been approved for on one side, and then 200th on the other. Two major arterials to that property make that extremely attractive for the city to develop a solid tax base.

Any other questions or comments?

Budget question. Let's say everything closes. Everything goes as planned. Does this fund go back to the general fund? Or where does it go back into our budget?

This is required to go into non-bond capital. So it will support maintenance across the district or property purchases, that type of thing.

Thanks.

Any other questions or comments? With seeing none or hearing none, I move that the Highline School Board approve resolution number 10-20, authorization for sale of what Maywood site.

I'll second.

So roll call, Kyle, please.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you, Kyle. The next motion is for the board to accept Title III and State Transitional Bilingual Program, STBP funds. The approval of this motion would accept a 2021 Title III and State Transitional Bilingual Program grant funds. Any questions or comments?

Nope.

So the only questions I had, I actually had an opportunity to discuss them with Kristen. And I just-- so my questions were answered, so thank you for that very much. Thank you for taking the time. So without hearing any questions or comments and seeing none, I move that the Highline School Board approve acceptance of 2021 Title III and State Transitional Bilingual Program grant funds. I need a second.

I'll second.

Kyle, roll call, please.

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

This motion passes from five to nine.

Thank you, everyone. And with that, we're going to move into introduction and action items. The first one is a motion to approve agreement between Whitewater Aquatics Management and Highline Public schools. The approval of this motion would approve the agreement between Whitewater Aquatics Management and Highline School district number 401 regarding the operation of the Evergreen Pool. Any questions or comments?

I do have a question. Scott, this is for a 15-year. In the past, it's only been for three years, right? Three-year increments. And this is for a 15-year relationship. How have they been working with us in the past? I know we have a 90-day out clause if something were to happen, but I want to make sure that our relationship with Whitewater has been good.

Yeah. So thanks for the question, and that's not a simple one to answer. Overall, they've been great to work with. We have had not necessarily agreed throughout history on some of their ideas, but we've been able to work together to come to a resolution that supported both them and us. So in the end, we've ended up having a good relationship. It just hasn't always been smooth as water. Little pun

there.

But we do have language included. I know this is a long-- this is a very extended agreement. This gives eligibility for the company to apply for some really significant grants to support upgrades to that site. So it's the right thing to do. And we do have language in there, as you mentioned, that gives us termination authority if things went south.

Thank you.

Any other questions or comments?

Yeah, two questions. I know that we're still kind of in the pre-development design phase of-- feature of Evergreen. But is there going to be any impact or are that architects really working around that to make sure that it doesn't impact the pool?

Right. And great question. And the current design-- and we are, I believe, at 50% design on that project. The pool stays right where it's at, and it actually complements the new campus really well.

Awesome. And I guess a follow-up I had is around-- it's almost like a property management question, but an asset management-related question. What is the long-term feasibility of this building?

Because after a while, it seems like we're going to have to make a difficult choice around, do we really want to keep this asset? Or do-- you know, even though they're asking for the grant, we're still the owners of it.

So I know I love it. I love the pool. I'm always going to be a fan of having one over there. But I also just want to start thinking long term. What is the feasibility of this asset that we have?

And that-- again, that's another great question. And that-- it's an old structure, a lot of old equipment in there, and that's one of the reasons they would like to be in a position to apply for some significant grants to do some upgrades.

That being said, that's not going to make it any younger. It'll just add good pieces to the old structure. There is easily 20 years of life or more available right now in that building, and we will at some point have a decision to make. We're working together with the pool committee. And I apologize. I can't remember the name of the committee that's working the White Center area, the swimming pool committee. Some options to apply for grants, maybe do an aquatic center that's similar to a YMCA structure sometime in the future, creating a community pool agreement that supports that kind of investment.

That would be awesome.

It would be. It would be great.

Cool. Thank you.

Any other questions or comments? Seeing none and hearing none, I move that the Highline School Board approve agreement between Whitewater Aquatics Management and the Highline School Board-- the Highline School District number 401 regarding the operation of the Evergreen Pool. I need a second.

I second.

Roll call, Kyle, please.

Director Van?

Yea.

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Our next motion is to approve the Des Moines Elementary School lot line adjustment, native growth protection easement, and right of way dedication. Approval of this motion would approve the Des Moines School lot line adjustment, native growth protection easement, and right of way dedication. Any questions or comments?

Seeing none, hearing none, I move-- just a second. I move that the Highline School Board approve the Des Moines School lot line adjustment, native growth, protection easement, and right of way dedication. 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 five to none.

Thank you. The next motion is to approve acceptance of the paraeducator certificate program reimbursement. The approval of this motion would accept the reimbursement grant from the Office of Superintendent Public Instruction for \$278,926. Any questions or comments on this?

I have a comment on this. So I just want to congratulate. I see that it's 544 paraeducators that passed it with a 94% to 96% of the identified staff. So great job. This is awesome. So thanks, Sarah, for making this work too.

So any other comments or questions?

Well done, Sarah.

I have to share that shout-out with Deena Russo. She's not on, but she did a lot of the heavy lifting on that, as did Monica Droppelman. So if you pop in, say congratulations to them.

Thanks, Monica and Deena

[LAUGHS]

Yes, thank you to them as well. With that, any more comments or questions? Seeing none, I move that the Highline School Board accept the reimbursement grant from the Office of Superintendent Public Instruction in the amount of \$278,926.

I'll second.

Roll call, Kyle, please.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Dorsey?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

This motion passes five to none. And their last motion, to approve Readiness to Learn partnerships. The approval of this motion would approve the Readiness to Learn partnerships with community and schools, CHOOSE 180, Engageable Designs, and LEGO Play-Wheel TEKnologies. Any comments or questions on this?

I have questions, and I apologize for not notifying anyone of my questions earlier. So I have three questions, and I think I'll just ask them and then let you all respond if you have answers to them. So I'm really glad to see CHOOSE 180 on here, as well as the others and the restorative practice. And so I was curious, knowing that CHOOSE 180 is not working with all of the schools, are there other structures-- because I think I saw that they're working with three of the high schools. So are there other structures in place that Evergreen and our ALEs around that restorative practice work?

A second question that I have related to this is seeing that communities and schools is going to be working and putting forth full-time staff in three of the schools. So I was just curious. What are integrated student supports? If there's just an example of what that looks like.

And will the communities and schools staff just be there for just this year, this coming year? Or is there an expectation that they would continue in that role? And then my last question around this is knowing that there is additional opportunity for partners to come forth as well, are there any partnerships lined up that would assist in the systems of it to really look at any systemic barriers to learning?

OK. Here we go. It's me. So to answer your first question, the CHOOSE 180 partnership, when we introduced that last year, the schools chose to opt in to that support. The schools that chose not to go with CHOOSE 180, the organization, had opted to go with other restorative justice or practices strategies.

So the ALE programs at the time were working with Point One North-- it's where I'm from out Buriem. I'm not sure if they've continued to work with them this year, but I know as part of their restorative justice strategies on the campus, they really were integrated and doing a lot of circles with both students and staff. So a lot of train the trainer and leadership. So not sure if they're continuing on with that this year, but it's pretty embedded on their campus.

And then Evergreen-- I'm going to be honest with you, because it was last year. I can't recall why they chose not to go with CHOOSE 180 this year, but I believe if I recall that they maybe had some of their own strategies internally going on. If I recall, but don't quote me on that, because I could be wrong.

Regarding communities and schools, the full-time staff are hired. So there's one on each campus. And the schools partner with CIS to hire the site coordinator. And that person is expected to continue on until they don't, like any other person who's employed.

So the one at Highline High School has been there for a year and a half. The one at Tyee has been



there for the last two years. She's starting her third year. And then the one at Madrone, I think she's about a year and a half as well.

To answer the third question, I'm going to maybe ask that you repeat it, because I want to make sure I answer it.

Yeah, yeah. No worries. So most of the strategies that I see in place are really-- or look like-- they seem to be student-facing, right? And so when we talk about that readiness to learn, I'm also thinking about, what are some systemic barriers to that readiness, that learning environment? Do we have partnerships that can help us to look at some type of systems audit, and I do think we have systems--

So the requirements of the funds with RTL, they have to go to direct student support. So that's the requirement of the funds from the state. So that's why you see a lot of those types of partnerships, particularly with the smaller allocations of \$10,000-- \$8,000 to \$10,000 allocations. It doesn't get you a lot, but it gets you a lot of those extended learning opportunities.

OK. That makes sense. Thanks. Just lastly, so as CIS is working with personnel for integrated student supports, just give me an example.

Yes, yes, yes. Sorry, that was one-- I had it written down and I didn't look at it. OK. So integrated support. So I'll use Tyee as an example, just because she's been there for a while and so has established a strong rapport with the staff.

So she supports staff. They have what they call the closet where students can come and get resources and things that they need. Maybe they call it a pantry or a closet. She also has supported Tyee campus with family engagement, because that was what the school decided that they needed support with. And so that's the beauty of CIS, is that they often are supporting the school with what their goals and strategies are.

And so for instance, she helped organize their winter nights where right before winter break-- this was back when we were in person-- right before winter break, they had teachers come on site for students who were behind and student-- and far-- excuse me-- parents and students could come, talk to the teachers, identify the assignments they were behind on, and get some tasks to do over the break. So that was one of the things she helped organize.

And I have to say that all of the CIS staff really jumped in and helped transition with remote. So really helping find some of those basic resources, connecting to meals and the meal cars, and all that kind of stuff. So they've jumped right in and transitioned actually quite nicely. It was definitely a needed

support.

Thank you.

Any other questions? Comments? My question, Kisa, is what about the smaller alternative schools? What about their restorative justice practices? Are they partnering with others, or are they doing some other strategies?

The only other one that I know for sure who they've partnered with for years is Big Picture, and they've partnered with Northwest Restorative Justice. I can't-- I get the acronym wrong, but they've partnered with them for years. When we-- again, when we extended the opportunity, it was open for any school to join in it. We didn't just target the comprehensive schools.

And so Big Picture I know has been doing restorative justice work for years and years before it was a thing. And then the new star-- and I don't think aviation sought out that opportunity. And then choice didn't seek out the opportunity either.

OK. Just wondering. Any other questions or comments?

I was just going to mention, I know-- it's not work that I'm directly connected with, but the CDA is working with Evergreen to do some UIR, Undoing Institutional Racism training and some other anti-racism work. I think that's mostly staff-directed, but with the goal and vision of incorporating students and families as the ball gets rolling. But I don't want to speak too much to it, because I'm not directly involved in it. So I just want to mention that.

OK.

And I just wanted to add too, just because they're not seeking partnerships does not mean they're not doing restorative practices work. That's work that would be happening with our social emotional learning team. And so because I don't have a running list of that, it's not within my team. I just want to be clear that that doesn't mean that they're not doing it. It just means they're not accessing these funds to do that.

No worries. Thank you. So any other comments or questions? Seeing and hearing none-- oh, Fa'izah, Dr. Bradford? So I move that the Highline School Board approve the Readiness to Learn partnerships with community and schools, CHOOSE 180, Engageable Designs, and LEGO Play-Well Technologies. And I need a second.

I'll second.

Kyle, roll call, please.

Director Van?

Yea.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Dorsey?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you, everyone. And now we reached the point that we want to check to see. We don't have any items to add to the consent agenda at this time, because we've all taken care of tonight. Intro and action. This is how you get things done, right? So with that, I move that we-- I'll ask for a motion to adjourn for tonight.

I move that we--

Can I just do a good of the order real quick?

Yes, please.

I would just love for everybody just to get out there and vote. I know that your ballots have hit your mailbox, so get out there and vote.

Thank you, Director Van. Look it that. Look at that. Look at that. Thank you, Ms. Baker. Thank you, Vana, Vana Baker. Thank you, thank you.

[LAUGHTER]

Any other for the good of the order? OK. With that, I'll ask for a motion to-- for adjournment.

I move we adjourn.

Second.

Second.

And all in favor?

Aye.

Aye.

Any opposed that we adjourn?

[LAUGHS]

On it, everybody has agreed. Good night, everyone. Thank you.