

## Highline Public Schools | 2020.11.18.Board.Meeting

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You are good to go.

So welcome, everyone, again to our regularly scheduled Zoom board meeting. And with that, we're going to move in to a Pledge of Allegiance, so please stand. [INAUDIBLE] for the flag. 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.

Thank you, everyone. Kyle, could you do roll call, please?

Director Van?

Here.

Director Dorsey?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez?

Here. Thanks to everyone again. So with this, we're going to ask for any changes or additions to our agenda.

No.

Seeing or hearing none, we move on to scheduled communications. We have none. Sorry. We have no scheduled communications today, so we'll move on to our superintendent's updates. So Susan?

Yes. Good evening, everybody. Good to see all of you. I will-- we have two presentations tonight, one on leadership intervention and change, and we have some special guests with us. And I will turn it to Scott for that. And then bright spots on distance learning. And Deborah Rumbaugh will lead us

through that.

Before I do so, I do have Sandy Hunt's comments on behalf of HEA, so I'm going to read those. And the board also received these in written format as well.

Dear school board directors and Dr. Enfield, in the midst of the uncertainty and the losses we are facing, let us pause to celebrate American Education Week and today recognize National Education-- Educators-- Education Support Professionals Day. Every year for over 30 years, the nation has celebrated our ESP's dedication and commitment to our students, families, and staff. This year, we want to recognize that many are going above and beyond.

During this pandemic, ESPs have been at the forefront of meeting essential needs by packing and distributing meals to our families, working side by side with students in classrooms, sanitizing our buildings, maintaining proper ventilation systems, providing translation services in addition to supporting our students through remote teaching and materials distribution. Whether our schools are meeting virtually or in hybrid, ESPs are helping to ensure are students are safe, healthy, and learning.

I would also like to encourage everyone to recognize Friday as National Substitute Educator Day. This day serves as an important reminder to prepare for, welcome, and support substitute educators in our buildings.

These professional educators provide a critical link in the education of public schoolchildren by serving as a bridge to provide continued quality education, both in the short-term and long-term absence of regular classroom educators. In recognizing Substitute Educator Day, I ask us to work together to find ways to meet the professional needs of our substitute educators by providing the paid professional training and development many of them are seeking.

Finally, let us use this occasion to express our appreciation for the amazing work our educators are engaged in to meet the diverse needs of our students. Let us continue to actively work together to find new ways of relieving the unsustainable workload our educators are facing. Best wishes for a safe November. Sandy Hunt, President, HEA.

I want to echo Sandy's appreciation for our ESPs and for our substitute teachers. We so appreciate you. And echo Sandy's overall appreciation for how everyone in our system is going above and beyond.

As we prepare for the Thanksgiving holiday next week and some very well-deserved time off for everybody, our staff, our students, and our families alike, I just want to thank everybody in Highline

for all you've been doing to make distance learning work. It is not easy, but together we're getting through it. And I think it's incredibly appropriate that we'll be able to hear some of the success stories that are coming out of that.

And I want to be clear, we're not trying to paint an unrealistically rosy picture here. There are challenges to be sure. But I know-- I see it firsthand-- everybody is giving it their all and doing the very best we can. And that's all we can do right now, is our best.

And as I've said to folks, grace and forgiveness, persistence not perfection. Those are our themes right now. So I wish everyone in Highline schools and our community a safe, a healthy, a happy holiday next week. And I'm just grateful to live here and be with you during this time. So with that, I will turn it over to Scott for the LINC presentation, and then we will go to Deborah.

All right. Thank you very much, Superintendent Enfield and school board. It's my pleasure tonight to introduce a team from what is now called LINC, which stands for, as Susan has said, Leadership, Intervention, and Change. Originally, this group in 2011 was called the South Suburban King County Coordinated Council on Gang activity. And it was-- the acronym was so long, you could never remember even how to spell it.

I remember sitting down with Chief Justice Bobbe Bridge, Retired Chief Justice Bobbe Bridge, and Anika Stevie when they were wanting to put this steering committee together to get a gang council body working in South King County, as activity was rising in this area and the dynamics of gang recruitment had changed from-- historically, it had been around the fences around schools is where current gang members would go to recruit kids from schools.

And with the changing in the world's electronic and social media environment, that recruiting can actually happen right inside the home of the students now, without the parents even knowing. So as a changing environment, it was time to look at not just reducing the number of arrests that were happening, but actually to be in the intervention process that gets in before the recruitment happens and helps kids to make better choices and have better outcomes.

So tonight, we've got looks like four people here from the committee, steering committee. We've got three from the steering committee, and then Lisa. Lisa Foote is one of our social workers there in the district and leads our multidisciplinary intervention team for part of the district.

We were going to have also Rosie Allen-Garibaldi here, but she had a previous commitment. She works-- she is also a social worker out of New Start and does the same thing on that portion of the

district. Both amazing, fantastic people that do stuff every day that makes me proud to be part of Highline.

So then on the steering committee, we have three people here tonight that are going to do a short presentation and just give you an idea of where the committee's at right now, along with the work we're trying to do. So we have police chief co-chairs of the steering committee, Police Chief Ted Poe. And I see him. There he is, waving his hand.

And Aaron Fox. I know I saw him and-- there, I see him in the corner on my screen, anyway. He is the-- I've got to get his title right-- Director of Young Adult Services, I believe it is, for YMCA. So those are the two co-chairs.

And then also, William Hairston. I know I saw his picture here. And he is from CCYJ. He's the Associate Director of Programs there. And the CCYJ is the-- I guess parent body over LINC. They're the ones that handle the budget and the finance and help us collect, fundraise, and manage the process. So Ted and Aaron, I guess I'm going to turn it to you two for right now.

Thank you very much for the introduction, Scott. It is our pleasure to be here tonight and introduce you a little bit to the LINC program and what it is that we do with the comprehensive gang model.

And we start out with this idea that young people stub their toe every now and then, and we have an obligation as a community to try to help nurse them back onto a good path. And fundamentally, that's what this program is designed to do, is when we have kids that have found the wrong path is try to disrupt that path and get them back on a healthy path that gets them back to being productive members of our community. I am going to make an effort to share my screen here, because why wouldn't I do PowerPoint?

[LAUGHTER]

All right. Death by PowerPoint. My wife's a schoolteacher. She says that you guys love death by PowerPoint in the education world. And she's the greatest thing in the world. So I'm going to share it with you.

First thing I want to talk a little bit about is-- if I can get this in the Slide mode-- nobody said I was good at PowerPoint. First thing I want to talk about a little bit in this idea of comprehensive gang model is truly this idea that it takes an entire community to come together and work together and break down our silos when we're dealing with youth. It really focuses on the most important thing,

which is at the center of this circle. It is the youth that we're dealing with, and not each one of our individual systems.

We talk a lot about this program. We have a lot of bureaucracy and systems and things like law enforcement in education, and also a lot of community-based programs. And what this program really does is puts us all at a table together and says, OK. How do we take these system-based youth and get them back in touch with the community organizations that are doing the good work?

And in this case, we partner with YWCA and the Alive & Free program to do the outreach work in the community and to do a lot of work with the youth. So this is the basic model for the comprehensive gang model is all of these entities working together, sitting around a table, and saying, OK. This youth has all of these things that we need to do to help them walk down a better path. And Aaron, you take the slide on steering community?

Absolutely. So the steering committee is comprised of many different entities from school districts to grassroots community organizations, criminal justice such as the prosecutor of juvenile probation. Local government leaders, several council members from different cities throughout King County. Faith-based community, business community, substance abuse and mental health, and law enforcement. So we have a collective of folks of about-- I believe it's almost 30 folks that meet monthly and support the work that we do and have influence on the different areas and ways that we can approach a community.

The steering committee does serve all of King County. So Seattle all the way down to Auburn, Pacific, even the Enumclaw area, different things like that. But most of the reality is the majority of the folks that we serve are either in the South King County area, primarily in Highline School districts, Federal Way, Auburns, Kent, Wintons, and then the city of Seattle. So it really is a holistic effort to combat youth that are group and gang-involved.

The Y Social Impacts and the YMCA of Greater Seattle with the Social Impact Center is who I work for. We are the community service provider that is at the table that is contracted through CCYJ to be able to provide outreach services to the young people that are referred through various different needs.

The steering committee is-- like I said, meets monthly. We meet for a couple of hours each day. And Chief Poe and I recently became the co-chairs this year with natural progression of others serving for a year or two and passing it on to us.

So as you can see through the slide right here, many different aspects of many different types of

people that are involved in this. And we'll talk a little bit more about how that steering committee supports the other work on a couple other slides.

So one thing we want to acknowledge, in a lot of my work, we work a lot with the behavioral health community and our homeless community. And we put this idea of harm reduction and making forth progress, recognizing often that we aren't going to change the whole world in a day. But rather, we need to make steps in the right direction.

And this is just a client example of a young person. And we look at-- they come in reading at a ninth grade level-- or, I'm sorry-- at a fourth grade level, and we get them up to reading at a ninth grade level. We get them enrolled in a GED program.

Employment services. They have a job at McDonald's. They've decreased their use of marijuana, decreased their affiliation with gang-related youth, doing community service. It's really about-- each one of those is a step in the right direction, even if we aren't all the way to the finish line. This person still has some gang ties. But they're moving towards a less gang-involved environment. And we set a series of achievable goals to help youth get onto that better path.

So part of the program isn't the instant flip the switch and everything goes away. But rather, we help you work through by really the leadership and mentorship of the outreach and the YMCA staff.

So here's a little bit of information that we have on our numbers for this year. Total youth served this year, about 135. The numbers are down this year. COVID, as everyone knows, has impacted a lot of things.

Our outreach team. We have a team of outreach workers that work throughout the community, and they have obligations to have a certain amount of contacts each year. Or each week, I should say. And so the numbers are down right now due to that.

Our agency, the YMCA of Greater Seattle, we've had to put some certain things in place about meeting in public and doing some different things like that. We are considered essential workers, but we also want to keep our staff safe.

So the prior fiscal year, we had admitted 75 young people. And so far, we've had completions of the program. 24 people completed the program. Active clients right now are 118. And an average client's stay is 368 days.

And talking about what Chief was saying in the former slide is that our outreach workers are really

about doing behavior change, and that's why some of the things take so long. When you think about-- even people who were paid professionals and we have to build trust and we have to build camaraderie, and we have to really show people that we are there to serve them, and that takes time.

And so that is one of the things that when you think about the amount of time that it takes to serve a young person, and that's one of the reasons when you think about COVID, why it's down, the numbers are down is because it's just so hard to, in this time right now, to have those engagements. But on a non-COVID situation, we would have, depending on what level of that, people would be engaging up to five times per week.

And that was with a variety of people that we'd be serving from a wraparound type of approach. So for those of you that are familiar with wraparound, we really do try to meet the needs holistically and involve everybody that's in the young person's lives, including their family, friends, their service providers, probation, and whatnot to meet the overall outcome.

This is just looking at our cumulative contacts, but I think it also shows the flexibility of our staff. You'll notice that as we built up our face-to-face contacts, and then COVID comes into play, and we switched a lot to email and text contact. But still making as many face-to-face contacts as we possibly can.

So we really [INAUDIBLE] balance that, still having a lot of outreach in person when it's safe and appropriate to do so, but not letting the lack of ability to have a face-to-face contact completely eliminate a contact. A text to tell somebody you're thinking about him, you're here for him, what can I do for you is a powerful thing, particularly if it's delivered at the right time and by somebody that you trust.

So outcomes. So a few outcomes for this year. We had 20-- so far, we've had 28 youth that were placed in jobs. 20 of them were connected or enrolled in school. 15 clients were connected or completed mental health services. Three clients, two of whom were pregnant, were connected to medical care. 15 connected to housing. Three clients and their families were assisted with obtaining housing at the location. And three LINC clients graduated from high school in 2020.

These are all-- we're proud of all these numbers. Definitely a little bit lower than what we would liked to have seen in a non-COVID year. But this is an example of some of those things-- the things that we like to do with every participant that we serve.

And one way that we do that is by utilizing youth voice and choice. We really want to hear what the young people want to do with their lives, and then we help coach them to be able to meet those needs.

But at the same time, when we hear-- we challenge them on different things and expect them to adhere to some of the things that were put in place for them. Some people have stipulations that are put on them by probation or whatnot, and so we help them to adhere to those different things. If they have court, we support them with that.

But to really get people to buy into behavior change and really look at their own situation to get out of that. And a big piece of that is connecting with the families to make sure that the families are supported on what they need as well.

And it really does take a community. I before we go to the last slide, which is just questions, our director, Billy Harrison, is on the line. Billy, did you have anything you wanted to add before we moved on?

Yeah, sure. I'm more like the lackey for the steering committee, even though my title says Director. You guys can hear me. Yeah. Definitely, one of the things I'd like to just kind of reemphasize. As we talk about, this is a group and gang violence reduction model.

So when we look at our young people and we talk about the behavior change and how we have that six-month window there, we're not working with kind of the kid that maybe is skipping class a couple times a day or maybe the kid that got caught with a joint or something like that. These are group and/or gang-involved or under recruitment young people that Aaron mentioned earlier that are on probation, that have committed crimes, that are carrying a weapon and doing things like that and engaging in dangerous and self-destructive behaviors that meet our criteria.

So we're essentially dealing with kind of the toughest kids that would be in the district or that were in the district and now are disengaged, and have been since dropped because of the absentee rule or something like that. So we're really working with and looking to work with and engage with the highest risk youth to really mentor and support them and build wraparound services for them that aren't in the building necessarily, but are via community, and put them in positions that they can thrive in and support and make good choices.

And I think I saw Lisa online as well. Lisa, did you want to add anything from the MDIT perspective?

Sure. I think from my perspective, the main thing I want to highlight is really the value of our



outreach team. They are so invaluable, and it's important to have more representation that reflects our student demographic. And they also have the shared lived experiences.

And I would say just-- yeah. And they've helped so much with connecting with youth and really are the most valuable part of that model. I mean, I know it's the community and there's many systems involved. But without the outreach workers, it's just-- I just really wanted to highlight their work that they do. And so thank you.

Yeah Lisa, I really appreciate that. And to give a little bit more perspective on our outreach workers, we really do strive to hire people that have lived experience that have been involved in group and gangs. I think the majority of our team have felonies on their records. They've all done different things with their lives and really got to a place to where they really want to have a community impact.

And I agree with Lisa that the outreach workers are the ones that really drive the young people towards behavior change. And a lot of it is because they experienced that themselves as a young person or even as a little bit older adult. And it really leads to these good outcomes, because people that they're serving, they see the authenticity of them, they see where they come from, and they can speak to them in the same language that they speak to get them to understand that the behavior change is in their best interest.

I would also say that a lot of credit goes to the young people, because the young people that we work with, the majority of the young people that we work with, they really do want to do something different with their lives. They just don't exactly know how to do it all the time or they don't have the support system to be able to get there. So the young people deserve a lot of credit too, because even though they're in bad situations and maybe making bad choices, many of them really don't want to be-- want to do that, and they buy into what we're doing with them.

Can I just follow up on that briefly? I'd just like to just kind of echo Lisa's explanation with the street outreach. And just like Aaron is talking about, the comprehensive gang model, this is a model.

This is a data-driven model and a process, and it's very much based around community with the outreach workers helping the young people to navigate those steps and navigate those systems that we are connected with so that they can make those good choices and understand. Because like Aaron said, the young people want to make changes, but may not know what to do or who to call or where to go. And outreach plays a pivotal role in connecting them to those services with the people that we have at the table and those other supports with the wraparound services.

So maybe I could, to wrap this up, share-- if ever you had an opportunity to witness or participate in one of the MDIT meetings, Highline School District, the most common thing you hear is know every student by name, strength, and need. This is a group of people who puts that saying on steroids.

They can tell you, what time is the best time of day to connect with them, whether they had a meal or not that day. Do they have a place to sleep tomorrow? Do they have a dollar in their pocket to get a lunch? These people know these kids inside and out, a lot of times better than their own parents do. It's an amazing experience to sit through and witness one of these meetings and watch these people's commitment to our kids. So from me to all of you, thank you.

I'd like to send out a shout-out to Scott Logan as well. Scott's been one of the people on the steering committee for a long time. He's the reason that we're here today, and he really is a very thoughtful partner to be a part of this. And I couldn't be more happier than to have Scott be an advocate for his team. So shout-out to you, Scott. And you really have a gem in Scott and somebody who really gets it, and I appreciate you a lot, man. I appreciate you.

Thanks, Aaron.

Thank you guys for having us.

Thank you. Do any of the board members have questions before we say good night to our guests and let them go and have their evening?

Hey, directors. Do you guys have any comments or any questions?

Looks like Bernie does.

Yeah. Yeah, I've got a couple questions and then a couple comments. But you know, first of all, that wraparound model I think is so important. And you know, I know the numbers are disappointing for you. At least that's kind of what I'm hearing.

But frankly, I could not be more encouraged. I think when you put those numbers against the cost of a path that they're heading down that you're not intervening in, I think that that's one of the best values we'll ever get, in the quality of a human's life, if nothing else. And you know, for too long, we put a number on that, and we just can't do it anymore.

So I really want to thank you all for that work, and I echo your appreciation for Scott. We are all very appreciative of Scott's involvement and your effort and others. And so I just really want to thank you.

It's very encouraging to me to see a timely intervention with a group of folks that, frankly-- that deserve it, so thank you.

Thank you, Director Dorsey. Director Bradford?

Yeah-- are you able to hear me?

Yes.

OK, thank you. My internet is slow. Anyway, I just wanted to share the sentiment. So thanks. I think it's-- hearing this presentation and knowing the work that you all are doing and the intentional outcome and the intentionality around who is doing that outcome is just really encouraging.

I think oftentimes, young people are defined by their poor-- a poor choice or even their perception of limited options. And I think this just continues to drive home just not giving up on any young person. And so-- and just helping us to continue to see their own resilience, the hope and the full potential that is in each of them. And so I just wanted to say thank you to the team as well.

Thank you, Director Bradford. Any other directors? Director Van or Director Garcia?

Yeah. I was wondering-- and this might actually be a question for Dr. Enfield. But is there a connection with the BAM program that we have? Is there a partnership there?

And also, another question. If possible-- it's not really urgent, but could you provide maybe demographic information for the participants over time? So who has been in the program? It'd be nice if we could see what type of Highline students. So that was kind of disaggregated. Just so that we can see, who is this supporting? I'd appreciate that.

Yeah. I don't know, Director Garcia, whether or not any of our BAM students might be involved in this or not. But we can certainly look. Kisa?

Yeah. The BAM program is typically geared towards students who don't have that level of need. There might possibly be a connection between students with this and CHOOSE 180. But Lisa actually might know as well. Lisa Foote might know where some of those connections lie, but not so much with BAM.

I would say that's something that would come up at the table when we're discussing a young person in terms of who we may connect them in school. And BAM right now I think is only in Highline High School. In Evergreen High School. Is that correct? No.

Tyee.

Tyee. Tyee and Highline.

Chinook and Sylvester. For now. For now.

Yeah. So I was at Mount Rainier for most of the year, so I'm just learning the Highline community. But that is definitely something that comes up at our meetings of, who is in the buildings that we think could make a good connection with our students? So I imagine-- and definitely CHOOSE 180 have worked with our students, and I wouldn't be surprised if BAM counselors have as well.

Yeah. Because that's one of the differences. Like, a CHOOSE 180 compared to us. Although CHOOSE 180's a great organization, they're serving a slightly different clientele with slightly different needs. They do a lot of diversion work, different things like that. There is that need in the community, but compared to this particular program, we are serving those who are a little bit more involved in the group and gang-involved activities.

Got you. Thank you. And I just wanted to also echo the gratitude for the whole LINC crew for coming out tonight. So thank you. And I like calling Scott a gem. You guys are 100% right. I love that title, so I'm going to go with that for a little bit longer. But you guys are right. Scott is awesome. He's amazing. And I appreciate the work he's doing into this.

Thank you.

Thank you.

And also, as far as the data's concerned, if you want to send me an email, I can

INAUDIBLE for a number of students that we

[INAUDIBLE] Highline, even just living in your guy's service area, and kind of what those demographics look like as well. And also, we're always welcome for referrals. So any kind of principal meeting or anything like that where we could get in front of people and talk about the program to where we can get more referrals, we'd love to help out as much as [INAUDIBLE].

Thank you, William. Any other-- Director Van? Anything?

No, just to [INAUDIBLE] the thank you. I'll probably have some follow-up questions once the slides get emailed. And I'll send you guys some follow-up emails after that. Thank you.

So thank you all. Thank you, Chief Poe and William and Lisa and Aaron. Thank you so much for coming to our board meeting tonight. And again, just like everybody else echoed the gratitude and just the partnership. And thank you, Kisa, as well for being involved in all of this. And Scott the gem as known now, thank you as well. Thank you for everything you guys are doing for our community and our students. It's going to go far. Thank you.

So we are grateful. I just want to say it's really heartening to see how far this work has come. I was involved years ago, back when sort of this was really getting up and running, and am just really grateful that it's continued and only gotten stronger over the years. Our kids deserve it, and it's going to take all of us together to make it happen.

So thank you. We wish you a wonderful holiday and a nice evening. You're welcome to stay for the rest of the meeting if you'd like, but you are also welcome to go and enjoy your evening with your family. Thank you so much, everybody.

Thank you, everyone.

[INAUDIBLE]

And now I will turn it over to Deborah Rumbaugh, who is going to share some bright spots in distance learning.

Thank you. So members of the board, Superintendent Enfield, we are pleased to be here this evening to share some bright spots with you of distance learning, things that we have collected across the district.

And as you know, we always anchor our work and our vision with schools around our promise. And we hope that you will see reflected in the presentation today that promise of knowing every student by name, strength, and need. And we have a couple of videos where you're going to hear some student voice that we think really reflect that.

So we have this divided up by ILED, and then Jennifer Reinig is going to help us with a couple of slides as well. So we're just going to advance through. You're going to see some names of schools. And ILEDs are going to share a little bit from each slide. So we're going to move to Gregory Heights, which is Laurie. So Laurie, let me know when you'd like me to play the video.

Great. Thanks, Deborah. And so good evening, Superintendent Enfield and directors of the board. So happy to share a smattering of really positive highlights that we've been noticing across the fall. And

the first one here that we see is we have an opportunity to hear the thinking that's going behind the scenes of a second grader trying to figure out a math problem involving buying erasers.

And the reason this is such a highlight is not only because the child's thinking and voice is completely adorable, but also it gives us a snapshot to think here from how teachers are using Seesaw, our platform in elementary, to really understand the thinking behind not just the answers that come in and on assignment, but rather really how to analyze the thinking and the understanding of their students so that then when they go to their PLCs, they have this evidence that they're talking about at their grade level team. So let's just listen to this second grader for a second. Deborah?

[AUDIO PLAYBACK]

- So those six erasers, and that is an even number. The equations could be 3 plus 3 or 5 plus 1. So how I know is you count. You have to divide-- divide it.

[END PLAYBACK]

So that child is actually talking to themselves through the problem, and Seesaw has a mechanism to capture that thinking that teachers can then use to better understand how their child-- how the child is thinking through their math problem.

Another highlight from Gregory Heights Elementary is just the one-to-one connections. Gregory has been one of our schools that has invested greatly in both social emotional learning, as well as a co-teaching model. So they were really poised to think creatively about how we can share the ownership of the wellness of all of our students. And so it's not just the classroom teacher who has the most direct connections and influence on a child's life, but rather the whole entire school staff, including the front office staff, the custodial staff all have been partnered up and paired with students that they can check in with on a regular basis.

The second highlight, school highlight that I'd like to share is from Valley View Early Learning. And they have had a multi-year partnership with the RAVE Foundation, and last spring were awarded a mini pitch that was going to be installed. And there were some delays and there were some worries that they might not be able to pull it off.

But in fact, the RAVE Foundation came out with the Sounders and kicked off the new mini pitch as well as the new curriculum they'll be using called First Kicks Physical Literacy Program. And they were able to host this on a webinar, an all-school webinar. So it really came across as an assembly, because

they couldn't have kids on the field playing with it and trying it on. But they did their very best to make sure that they could make the connections that would be meaningful to kids, three and four-year-olds and their families.

And the third example this evening is from Hazel Valley. Hazel Valley has done a really innovative way-- approach to think about, how can they bring school into the homes of their students? And so each classroom and each staff member has created a virtual school-like space.

And so they've designed it in the way as if you were walking through the front doors of Hazel Valley, and the first place you might go is the front office. And in that front office, you might go see Ms. Jeannot And so there in Ms. Jeannot office is all these different hyperlinks that families and kids can check in on as far as resources, activities, current events. If we were walking through a classroom, we would have virtual links that were connected to the units of study, different texts, different materials that kids could access through YouTube.

So as much as [INAUDIBLE] we're trying to mimic the classroom experience in the virtual sense and have unlimited access for kids and families. And I think Pete is going to talk to us a little bit about Parkside now.

Yep. Thanks, Laurie. Good evening. The next few slides tell a story of personalized learning, community building, and creative ways that students are demonstrating and communicating their work and their progress toward standards.

So here at Parkside, we have students creatively using a camera to show their work on a music machine assignment. Go ahead, Deborah. And here at Hilltop, you see students personalizing their mood meter, which is creating classroom community, social emotional learning. So they're personalizing their mood meter digitally with bitmojis, all kinds of fun.

At Bow Lake, we had a very brave committee putting on a school-wide recognition assembly over Zoom with everybody. So overcoming the challenges of distance learning continue to build community, recognize students for their strengths.

And last at North Hill, we have another music example where students are bringing themselves and their family and parts of their identity into the curriculum in creative ways to show their learning. I think it's Jennifer.

Right. So building on that one, a perhaps unforeseen opportunity in distance learning is the ability for families to really engage in instruction. And you can see here just one quote from a grandparent in

the district, naming the appreciation that she is feeling for the team supporting her grandchild. So not an opportunity that all of our families have been able to access at our traditional school setup. Our distance learning does make this more available for more of our families. And they're definitely appreciating the hard work of our teachers.

Thanks, Jennifer. So I've got Cedarhurst. And Cedarhurst is doing some powerful work to make sure that they maintain a high level of attendance and accounting attendance as engagement. And one way that students are showing that they are engaged is they are meeting the goals on their i-Ready usage and tests and practice.

And so the administrative team has delivered over 200 yard signs as students are meeting their i-Ready goals. That could be time on task. It could be growth in competencies. Lots of different ways students can show growth towards their goals. And this has been a huge community excitement over at Cedarhurst, seeing the signs in people's yards. Huge motivation.

And my last chair is from White Center Heights. And while all of our schools have done some level of materials distribution, one thing that was special and unique about White Center Heights is the way that they pooled together resources from both Arts Corps and from Disney Production to make sure that they were also giving out art resources to kids and families to really maintain their priority around the arts.

All right. And we certainly don't want you to think all the bright spots are living in elementary, so let's talk about a couple of secondary examples. First one here is Cascade. And what you're seeing on this screen is highlighting teachers being able to be consistent and use tools like Desmos to continue the work in our dual language program. And what you're looking at here is a Vietnamese vocabulary activity that is interactive. They're not bouncing balls, but they're fuchsia squares. Those move as kids interface with the teacher and the electronic tool in Vietnamese language arts at Cascade.

Next example is really a teacher, Rose Johnson at Tyee High School, talking about the fact that she is really able to connect with the principals around universal design for learning, and how helpful they have been to ensure that she's focusing on essential standards this year, knowing that we have an obligation and an opportunity to ensure that kids are accelerating their learning in a distance format. So she has really appreciated how teaching and learning has supported Tyee in learning how to do that.

And then also at Tyee, I wanted to just highlight some of the work that are being done in our



secondary electives at home. So what you see in the first image there towards the left of the screen is a materials packet. So we have a materials pickup at the beginning of each quarter, and sort of a drive-through as you can imagine. And we have folks that-- students and families that pick up supplies and instructions, and then they're building at home. And so you can see the example of that there. All right. I think you're up, Ben.

Yeah, thank you. And that is a success story in this one. Here you have teacher Sarah Rupert from Pacific. And what she is doing here is just sharing really a Pear Deck. And if you're not familiar with Pear Deck, it's really a way to support students in the way that they engage, share ideas, and discuss and learn from each other in the class. And in Ms. Rupert's share here, she also talks about how this has helped her and her colleagues gather formative assessments of their students.

And the other one we also wanted to share was we have a lot of choices for our students. And here at the Puget Sound Skills Center, this is our animation instructor, Ed Etherington, working with a student drawing iRenderings on their drawing pad. And the student is doing this in class and using the Zoom screen share feature. The students in this class are currently being provided with digital drawing pads, the laptops with Adobe Illustrator. And really, all this work is really done from home and they're using this on how to digitize their work, which is currently an industry standard.

And to continue on and to celebrate some of the commitments that adults in our system have been realizing, despite the demands and the many hours of hard work happening in our classrooms and in our principals' offices, folks are really prioritizing professional learning. So we have actually seen an increase in attendance, both in internal, Highline district in particular, and regional professional learning.

Probably in some way contributed to the ease of access. We don't have the constraints of managing numbers because of physical space capacities. Traffic is a little bit less of a barrier. And so really just sharing appreciation for all of the adults in the system doing the hard work. Also prioritizing their own learning on behalf of our students.

Our final clip here is in admiration and appreciation for the integral role that our families contribute to success and distance learning. So this is pre-K from Hilltop. Go ahead, Deborah.

And you may want to turn your sound up. This student has a soft voice.

[AUDIO PLAYBACK]

- [SPEAKING SPANISH]

[END PLAYBACK]

So you see, there are teachers, students, families, technology all working together [INAUDIBLE].  
Deborah?

Thank you. And I hope that through the course of the videos and the descriptions and the images that you saw, you really could see in action our four foundational principles. Equity, instruction, relationships, and support that we were more than happy to share with you that came directly from our schools. So we want to open it up to you for any questions or comments that you might have, and we'd be happy to answer those.

Hello, directors. Do you guys have any comments or questions?

Just gratitude again for-- this is one of the most heartwarming experiences I've had on the board. And in a time when we need a lot of heartwarming, this is greatly appreciated. So thank you. It was awesome. Almost brought me to tears a couple times.

Thank you, Director Garcia. Anyone else? Any other directors? Director Van? Director Dorsey?  
Director Bradford?

I would just echo Aaron on that, because I mean, I love even the title of the presentation, The Bright Spots in Distance Learning. And not being immersed within the educational system on a daily basis, I mean, obviously we're engaged emotionally and intellectually. But you know, out in the big world beyond K to 12, I think there's this perception that kids are just kind of wasting away doing distance learning.

And I mean, I just made a few notes there of things that I think when we emerge from all of this that we'll really find that some of the things that you showed us tonight will continue to have value, even when we're all able to return to the classroom. And I mean, I'm just so impressed with the creativity and innovation that's going on here to reach those kids and families. So this is a great night. Huh Aaron, Jeez. OK. We need to stop right there. Thanks, Susan.

[LAUGHTER]

Thank you. Dr. Bradford or Director Van? OK. Got you. Got you, Director Bradford. So Director Van?  
No. Again, I just want to share my gratitude as well. This is a bright spot. And I agree with comments

being said is that we are learning so much from this. So when we someday get back to get into the classroom, we will continue with some of these strategies as well. So thank you to all.

Welcome.

Nice job. Nice job, team. Thank you. Thank you, all of you, for putting that together and for sharing it. So bright spots indeed. And that is the end of my superintendent's report.

Thank you, Superintendent Enfield. And with that, we have a legislative report. So Director Garcia, Director Dorsey, anything to report on?

I don't have anything. Aaron?

If it's all right, I might just dive into my director report, because they kind of overlap with some ideas.

Sounds good.

All right. So first, I want to start off with just a bland acknowledgment, we are on the Coast Salish land of people who are here, will continue to be here. And it's a commitment that I want to make sure I honor in this role that I have.

Before I get into some of the legislative stuff, I wanted to just give a quick community partner update. Para Los Ninos is hosting their annual fundraiser this Friday. So strong partners with us. They do a lot of work. And the keynote speaker is going to be Judge Veronica Galvan. And she was the judge that swore Fa'izah and I in. So just wanted to give that shout-out.

On the legislative front, I wanted to pitch an idea with the team to see if folks would be interested in-- I'm going to call it the shotgun approach. So if Susan, if someone from your team can actually draft an email of our legislative agenda, and then we could just shoot it out to the local electeds and ask for a 15, 30-minute check-in if folks are interested. I don't mind taking point on trying to organize some of that if folks would want to do that.

Holly, has that-- have we sent it out already to our local electeds, or just Olympia?

I think just Olympia. It's on the agenda to get it out to folks. But if Aaron wants to take that on, happy to see that happen.

Awesome. And what I was thinking of doing is I'll just do a Google Sheet. Because I know all of you have good connections with your local regional elected. So if you wanted to sign up for a time to just

check in with that, I can try to do some of the logistics behind that. I know it's a logistics nightmare with only two of us being able to meet at the same time and their schedules are also super busy. But I think that face time can be really valuable, and we can start doing something new with the legislative priorities.

[INAUDIBLE]

I'm sorry. I don't-- what's the ask? That we would take the legislative priorities and share them with our other elected officials? I just want to make certain I'm clear on the ask.

Yep. Share it with local electeds. It could just be the email, but also invite them to do a check-in, a quick check-in. Like, 15, 30 minutes, just so that we can build those relationships.

Oh, OK.

I'd support that idea, Aaron, if you're willing to kind of, say, work out the nightmare of logistics. Maybe we could just do-- even if it was like a 15, 20-minute Zoom call or something.

Yeah.

That wouldn't be a big commitment.

I was definitely thinking Zoom. [LAUGHS]

Yeah.

Yeah. Thank you, Aaron. I appreciate you taking that on. And like Bernie said, the logistics piece of it. So I'm game. Once you set it up, we can sign up. We'll share it Google-wise. That way it's live, and we all can add to it as we go forward.

Awesome. Also, today was the Highline forum meeting. I'll share the minutes once they get shared out there, but a couple of highlights. It was very focused on transportation needs. And the city of Burien was the host city for today's meeting. So city of Burien, they gave us some love with the development that they're doing with Highline High School. So that was really nice of them.

But they also mentioned some major housing development that's coming online. So just something of interest that they're growing in our region. Sound Transit did an update, and I wanted to highlight that the Federal Way link is anticipating to open in 2024, so that could have a transportation kind of impact on us.

WASDA gave an update around the Puget Sound Gateway Program. And just one of the things that they mentioned was a noise mitigation program. So I know that we often get a lot of complaints around noise mitigation, so I wanted to highlight that. Our partner, Highline College, is also doing free COVID testing, so any chance we can get the word out about that.

And Scott also helped clean up an announcement that I gave, but we're fortunate to have the Seattle Visiting Nurse Association doing free flu vaccines. And they're doing it at Midway and Beverly Park. I believe it's Beverly Park this Saturday. So, so important that we help get the flu vaccine out there in our community, so I just wanted to amplify that announcement.

And King County, I was at a King County meeting earlier today as well. A lot of the stuff that we all know about the governor's announcement this week. But I just wanted to highlight that they are actually trying to amplify the Affordable Care Act that it's in open enrollment right now, and they're trying to enroll 65,000 new people in King County. So if there's any way we can help get that word out there in our networks, I just wanted to share that too. So that's it. Sorry for the big report, but I wanted to just make sure we were sharing some of this knowledge.

Aaron, do you have any flyers on the vaccines and stuff or any of that so I can continue-- or if you share it social media, I can forward it.

For sure. I will try to track all of this down in a big email and just share it with you all.

We can get that to you.

[INAUDIBLE]

Yeah, we have the flyer, so we can get it to you.

OK. That way, we can just circulate it in my social media and friends. Thank you.

Thank you.

Other director reports. Director Bradford, do you want to go next?

I don't have anything to report. Thank you.

Thank you, Director Bradford. Director Van?

Good evening, everybody. You know, one of the challenges during virtual learning and all of this fun stuff is getting our kids out to do-- to exercise. A couple of my kids play soccer. My daughter plays--

you know, she does theater.

I would like to pose a challenge out there. The Highline Council PTSA has this jump rope challenge going on. I would challenge that we all pick up some jump ropes and jump rope and support them in their challenge. Just getting out there 10, 15 minutes. Do some exercise. Get the body flowing.

I've got to make sure that my youngest gets up every morning. And he actually has to walk down the street and back before school starts so it gets his mind flowing. So I would love to challenge you guys to some jump roping to support the Highline Council PTSA.

The other thing is I just want to wish everybody a happy and healthy Thanksgiving next week. Hopefully, everybody has some downtime to recuperate and recharge before we get into December. You know, be fun. So that's it for me.

Thank you, Director Van. Director Dorsey?

I just had one real quick question as a follow-up to the bright spots. Is that-- could you share that PowerPoint with us? I looked in the Friday packet. I didn't see it. I mean, obviously without the animations and videos and stuff. But still, I'll just play it every morning before my day so it'll just start me off on the right foot. [LAUGHS] But no, if you would, that would be great. I would appreciate it.

And Aaron, thank you for the idea on reaching out to the legislators. I think that would be great to contact our state reps. And just a little brief thing. I know we used to do that a long time ago and it just-- a lot of it was we would go down as a group.

Remember that, Angelica? We'd go down as a group for a day. And so I do think it's a good way to just stay connected to them. I think that's about it for me. I just also want to wish everybody a happy Thanksgiving. And yeah, I'm good. So thank you.

Thank you, Director Dorsey. And for me, I just, again, gratitude to you all for all the hard work and for keeping us going. And also wishing you a happy Thanksgiving and staying safe, you and your family. So again, very appreciative of all the work that you guys do and for being here tonight as well. And with that, anything else, Superintendent Enfield, that you have? No? So with that, we move to approval of our consent agenda. So I'll ask for a motion to approve our consent agenda.

I move we approve our consent agenda.

I need a second.

I'll second.

So Bernie has moved and Joe has second. So all in favor, say aye.

Aye.

Aye.

Aye. Any opposed? So with that, our consent agenda has been approved. So we'll move to our action items. So we have Action Item 7.1. Motion to approve new policy 3227, school-based threat assessment. So any questions or comments on that.

I just have a quick-- just a comment more than anything, I guess. You know, I've looked at this as it has worked its way through our agenda. And I just have to say-- and I'm not sure that it's even possible-- but I'm just wondering if there's a word that we could use besides threat. I understand the context of it and all of that stuff, and it is appropriate, obviously.

But it also-- in looking at it and kind of the use of it, it just-- I don't know. It just seems to stigmatize something. You know, it's a threat assessment. It turns out to be nothing, then-- I don't know. I just-- I don't know if we could do a concern assessment or maybe something a little more-- a little softer.

Yeah, Bernie, I hear you. Unfortunately, it's not a Highline term. It's a term that's used more broadly in the region, the state elsewhere. And so we really can't change it because there are specific-- I mean, it's referring to something very specific. And Kisa, do you want to say something?

Yeah. I mean, I think-- yeah. You said it. It's really referring to an actual threat. And one of the things to note that's important to distinguish-- and you see a little bit of this language in the policy itself, but we'll also really drive the point home in our trainings is there's a difference between sort of a reactionary threat where things got escalated and a kid might say, I'm going to get you all, or I'm going to-- versus an actual targeted threat where someone's been planning and plotting and I'm going to-- you know, it's kind of like Columbine-style. That's where it came from.

So it really is, truly is when someone has made a threat of that nature to determine really, can they carry out that threat? And what supports in place-- what supports may need to be put in place?

OK. That's-- yeah, that's fine. I just-- I figured we had explored alternatives, but I just wanted to make sure that we-- just because everybody else does something doesn't mean that we have to, but I get it in this case. So thank you.

Thank you, Director Dorsey. Any other comments or questions? Go ahead, Director Van.

Kisa, a quick question in regards to the threat assessment teams. Do we have a list of the key stakeholders and the SMEs from a district level or a building level?

We don't actually have specific teams carved out at this point. When we roll this policy out, we will be having schools create and develop their team. And so you can see in the policy who might be on that team.

An administrator is required to be on the team, but you might have your school psychologist, a counselor, a social worker, a couple of other people who might-- an IEP case manager might be in the team. And then there might be players who might come in for that specific threat assessment, someone who knows the student, for that particular incident.

Appreciate it. Thank you.

Any other questions or comments?

I was just-- I wanted to follow up and see kind of-- and it doesn't have to be anything comprehensive, but if the racial equity tool was reflected on when drafting this, and if there could have been some unintended consequences or just something bad that could come from it.

Yeah, it's a great question. And thank you for making the ask last week. When we originally worked on the policy and procedure, we definitely applied that lens and really examined some of the wording. But then we took it that extra step. We did an initial run-through. And then today, our team actually had a meeting today. And so we really actually did go through each question on the equity lens and apply the questions and answer the questions.

And really, I think the big point, Aaron, is it's going to be in the training. We will infuse that bias training when we roll this out, and you'll see some of the language peppered in the policy and procedure. But the training and the screening process are going to be where we can check for biases that might be in place.

So there will be a pre-screening and an initial screening process where we can really ask the question, was this an actual threat? Is this legitimate? Is this something that's unusual? Or is this age-appropriate behavior-- things we would expect to see? Was it reactionary versus targeted? So that will allow for that bias to come through. The bias-- excuse me-- the unintended consequences and that



sort of thing to come through. A couple of check-- double checkpoints there.

Thank you.

And this is Fa'izah. I'll just add, Kisa, thank you for the questions that you engaged with over email. But one of my concerns was really around the family and student involvement, especially when we get to the place of recommendations and interventions. And that was something that Kisa did share. That's going to be key in our messaging and our training in rolling this out. And so again, I just think it's really important that when possible, families and students do have a voice and recommendations and interventions.

Yes. And that is named in our process. And I appreciate your questions too, Director Bradford, because you know, initially when I received initial training, I too had shared some of the same concerns. But you know, there's a technical aspect to the process that really it's not one you necessarily would want a family to be a part of. It's not to say that you couldn't have a family be a part of that process. But often, it could turn into someone feeling defensive or-- you know, not my child.

And then the recommendation part, we will be very clear. That is the appropriate time to bring the parent and student in on determining, what's the next course of action? What supports the student may need. That sort of thing. And then also in the initial part as well, engaging the family, interviewing the family, interviewing the student.

Anything else, Director Bradford?

No.

So I just want to-- I thank you. And I love the fact that the families get interviewed when possible, that you guys make every reasonable attempt to connect with them. And also what I appreciated as well is that this information is kept and it's not used beyond any other purpose beyond this. So even if law enforcement is involved or anything is involved, it's not used-- it doesn't go anywhere else besides here. It's only used for that. And that-- I found that to be also a sense of relief for me.

So without any other comments or questions, I move that the Highline School Board approve policy 3227, the school board threat assessment. So I need a second.

I'll second.

So Kyle, could you please call roll call?

Director Bradford?

Yea.

Director Dorsey?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yeah.

This motion passes five to none.

Our next item is motion to approve Resolution 11-20 the levy certification. So this would approve Resolution 11-20 for levy certification. Any questions or comments? I'm hearing or seeing none. With that, I move then that the Highline School Board approve Resolution 11-20 for levy certification, and I need a second.

I second.

So roll call, Kyle, please.

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

And 8.1, this is an introduction action item. Motion to approve Highline High School avi--

It's a typo. I think it's supposed to say aviation.

OK. I was like, [INAUDIBLE]. Aviation easement. So approval of this motion would approve the aviation easement. Any questions or comments?

It actually is avigation easement.

Oh, thank you.

My bad. Not a typo.

Thank you. And pronounce that for me, again, Scott.

Avigation.

Avigation. Thank you. Any questions or comments?

[INAUDIBLE]

[LAUGHTER]

I'll just make a friendly amendment to update the language to Aviation High School so that it's official [INAUDIBLE] if that's OK with folks.

It's not for Aviation High School. It's avigation, so--

It means navigating via airplane. So it's navigation by airplane, so it's avigation.

Yeah.

I had to look it up.

Not for Aviation High School.

No.

Got it.

This is an easement for the new Highline High School construction that requires our sound and air quality mitigation that's supported with FAA and Port of Seattle dollars. We have to complete an easement before we're eligible for those funds, which are significant funds.

Wow.

OK. So any questions or comments?

Nope.

Now that we've clarified its avigation, we will move forward. So I move that the Highline School Board approve the Highline High School avigation easement, and I need a second.

I'll second that one.

[LAUGHS] So 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.

And our last intro action item, 8.2, motion to approve PAPER Education Inc. contract. The approval of this motion would approve \$253,036.50 contract with PAPER Ed Inc. Questions or comments, please.

I have a couple questions. Actually, three on this one.

Ben, go ahead.

OK. Ben, Deborah, So three quick questions on here. This is a great opportunity for us with virtual learning. This would be for grades six through 12, right? That would support this?

Yeah so it would be six through 12.

And what kind of learning opportunities do our kids get? Is it a one-on-one kind of tutoring, or is it a group set tutoring with this?

It would be one-on-one. The way it was presented to us is that a student might need a support. I'll just use math as an example. They would go ahead and be able to access PAPER. And the student would be connected to a tutor, would have an opportunity to choose from a language 24/7, and engage with the tutor. And just say, maybe I need support in quadratic formulas.

And the student with the tutor would go ahead online and engage in that kind of support. I also believe it can also be over the phone too. So it's not necessarily tied to the internet, but it would be one-on-one, to answer your question more directly.

That is fantastic. So how would we measure the success of this program? Are we the only ones that are piloting this program? Not so much piloting, but utilizing this program? So that's a two-part question there. Metrics and are we a Guinea pig?

That's a good question.

No, we're not a Guinea pig. It's a great question. They're a Canadian company. They do have work with schools here in the States. It's funny. I was actually speaking to one of the PAPER reps this afternoon. And one school that was coming up in our conversation is a school in LA, Paramount Unified. Highly diverse.

And in talking about the metrics, I think we have an opportunity to figure out what we would like to truly measure. And some things that came into my mind, Director Van, were things such as we'd want to know which schools are using it. I think we'd want to know which students are using PAPER. We want to know which students would be using it in a particular content. And then we can see based on probably who the students that have access, how they've improved in grades, how they've improved in other metrics.

And PAPER's more than willing to work with us, and I think it's a great way to kind of hone in to see what really is successful. How are kids engaging with this contract, this contract that we're partnering up with?

That is awesome. That's it for me.

I have a question as well. Dr. Diane, is this just in response to our remote learning context? Or is this something that we foresee continuing to utilize in future years?

I'm not-- so I don't [INAUDIBLE] in response because of our remote learning. Before we even decided to go into distance learning, we were doing work with our secondary schools in acceleration. And so this has been an ongoing conversation in terms of what we could do so students can continue to maintain and not fall back.

Along the way and in hearing what PAPER had to offer, it felt like-- now put context into it-- it felt like the right place for us to go ahead and pursue. I mean, these are real stories, Director Bradford, that we've got some of our students who are now breadwinners in the home. And they come in from a job, and maybe one way that they can access and get support might be something through PAPER. But I would say that the distance learning probably I think accelerated the need and showed the need in why we needed a supplemental support like PAPER.

Yeah. I would agree with Ben, and I would add that the distance learning does make this a very real need. You know, you can hear from students actually that many of them are asking for additional help. They just need that.

And in terms of, is it something that we would continue to use once we are physically back in school, I think back to Joe's question, that will be determined by how effective it is. I mean, if we see kids really using this and we see positive outcomes for kids, you bet we'll keep doing it. If it turns out that we're not seeing that, then no, we'll look at other alternatives. But yeah.

I also have an opportunity to support students with this through the summer, depending upon what our summer school programming looks like. And that's not something that we've ever been able to offer kids and families before was support during summer school. So that's a plus as well.

Any other questions?

I just had a real quick one. In regards to the different quote, the structure of the quotes, I noticed the one that's up for our approval is a nine-month. And is that just to coincide with a school year versus the 12-month, which was a little bit of a savings. I think it was a couple thousand dollars a month or a couple thousand in savings-- I think it was per month if we went for the 12-month contract.

Yeah, that's very astute. So the reason for the nine-month is the school year, and it's also the fiscal year in which we are having the expenditure. So to have a product that extends into the '21-'22 school year would need to be paid out of '21-'22 school year funds. So we have-- we're in conversations with PAPER about if we would choose to extend into the following school year, they would be willing to take a look at the contract price that we paid now and potentially make adjustments in the future for us.

Great. Thank you very much.

And sorry, I have one last question. So who will be responsible for measuring the effectiveness for this year? Where will that accountability lie?

So PAPER runs the analytics for us, and they require us to be really clear on what it is that we want to measure, because they have the ability to adjust our metrics based upon what our needs are. So we're working with school principals to identify specifically what they want to look at and track in addition to what PAPER typically does, which is disaggregated data. Which groups of students are using the tool? What time of day, and for what content area?

So the-- so then-- so at the end of June, the principals are going to be the ones that are going to report back out and determine the effectiveness? Or is that-- you all as the ILEDs?

Yeah, that's going to be the ILEDs with PAPER.

OK.

And if I could add too, Dr. Bradford, is that if we use it any way, shape, or form to support summer, we'd also want data to see how successful it was to support our students during that summer

intervention months.

Oh, that's right. Going through August. OK.

I just wanted to quickly add. Initial gut reaction when I saw this was the \$25.50 per student almost seems too good to be true, just because of kind of the service or support that it would take. But it's something new. It's something innovative. And I think based off of the times that we're in, it's definitely worth figuring out, how can we get the supports that we need to our students?

So I'm generally in support of this. I think in an ideal world, it would be nice if there was something more local, something like a partnership with a community college to do some kind of coaching or partnership locally to be able to help redirect our funds. But I get it. And it seems like a cool opportunity to be at the forefront of something new. And so just wanted to share my thoughts on that.

Thank you, Director Garcia. I just have a quick wondering as to, do we have something like this for elementary?

We do not.

No. And this company only-- they do middle and high. They don't have a service for elementary. I think it's a different-- we would need to really approach it differently. But we're certainly implementing different MTSS structures and support. It's just not a 24/7 approach, definitely.

I wouldn't be surprised, though, if paper might not be exploring venturing a model, doing a different version of their model that could serve elementary, given the need that's existing right now. And it's a question we can ask them too, whether this is something that they're considering.

Thank you. Just wondering. I appreciate that. If there isn't any other questions or comments, I move that the Highline School Board approve the contract of \$253,036.50 for PAPER Education. And I need a second.

I'll second that.

Kyle, could you do roll call, please?

Director Bradford?

Yea.

Director Van?



Yea, yea.

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

So we have two introduction items. We have one motion to approve revisions to policy 35-10, associated student body 35-20, student fees, fines, and charges. And the approval of this motion would approve the revisions of policy 35-10 and 35-20. So as you look into it, if you have any questions or comments on that.

And then we also have motion to approve non-matched endorsements and limited certifications for 2021. The approval of this motion would approve the non-match endorsements according to WAC 181-82-110 and the limited certifications according to WAC 181-79A-231 for 2020-2021 school year. Any questions or comments on that?

I was actually on the previous one. If Kate or Holly could send me the RCW stuff, I would just want to geek out on that one a little bit. But also, if there's a place where it has maybe non-RCW language around it to learn it in a not-so-legalese language, I'd appreciate that too.

So are you talking about the revision to policy 35-10 and the 35-20? OK.

OK. We continue those RCWs.

Thank you.

Yep.

Any other questions or comments on others? Do we have-- since I hear none, do we have any items to move to the consent agenda?

So hearing none--

I'm sorry, Angelica. What about 9.2? That one's pretty-- 9.2, the consent agenda for our next regularly scheduled meeting.

So Bernie's speaking of motion to move our 9.2 motion to approve non-match endorsements and limited certifications for 2021. Do I have a second?

I'll second that.

OK. So all in favor, say aye.

Aye.

Aye.

Aye.

Any opposed? None? So then we're going to move the-- so Kyle, move the 9.2 to our consent agenda for next time. And with that, just a reminder to please [INAUDIBLE] for us to sign. If we could do it tonight, please. He is asking, so thank you, Kyle, for that. And if nothing else, I'll ask for a motion to approve our-- to dismiss tonight.

I move we dismiss.

[LAUGHTER]

I feel like I'm in class. All in favor? Aye.

Aye.

We're dismissed from class, and we're out of here. Have an amazing night.

Happy Thanksgiving, everybody.