

Highline Public Schools | 2020.12.02.Board.Meeting

You're good to go.

So welcome, everyone, to our regularly scheduled Zoom board meeting tonight. And at this time, I'd ask for everyone to stand for the Pledge of Allegiance, please. 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, everyone. And with that, I'm going to ask Kyle for roll call, please.

Dr. Van.

Here.

Dr. Dorothy.

Here.

Dr. Garcia.

Here.

Dr. Bradford.

Here.

Dr. Alvarez.

Here.

And with us is our Superintendent, Dr. Susan Enfield and her cabinet as well. And with that, we're going to-- tonight is our night that we do new board officer elections. So at this time I'm going to move that we are now accepting nominations for Board President.

I would like to nominate you, Angelica Alvarez to remain as Board Chair.

Do we need a second, Kyle?

Yes.

I second.

And at this time, I'm asking are there any other nominations for Board President?

Hearing no more nominations, I declare the nominations for President closed. So at this time do we-- since there is no other, and things have been second, Kyle, at this time so, I just state who's been nominated and proceed? Or do we have to vote on that?

We take a roll call vote.

OK, so--

Angelica, real quick. Just before--

Yes.

We go that route, would you be willing to take on that role? To sustain it, keep it?

Yes, I'd be honored again to do it one more year. And I thank you guys for the trust that you've been as far as nominating and still trusting in my leadership. So I appreciate that. So at this time, then, Kyle, we will do roll call

Director Dorothy?

Yay.

Director Bradford?

Yay.

Director Van?

Yay.

Director Garcia?

Yay.

Director Alvarez?

Yay.

This motion passes five to none.

So at this time, myself, Angelica Alvarez, has been elected as Board President. So at this time, we'll continue with the meeting. But I am now accepting nominations for Vice President.

I'd like to nominate Director Jo Van.

So are there any other nominations?

You need a second first.

Sorry about that. So a second for Jo Van's nomination as Vice President.

I second.

So Director Bradford seconds that. So at this time, now I am accepting any other nominations for Vice President. Seeing and hearing none, no more nominations, I declare the nominations for Vice President closed. And so I will ask the same. Mr Van, are you accepting the nomination as Vice President?

You betcha.

[LAUGHS]

Excited, thank you.

So the name of Jo Van has been nominated as Vice President. So now, Kyle, could you please take role.

Director Dorothy?

Yay.

Director Bradford?

Yay.

Director Garcia?

Yay.

Director Alvarez?

Yay.

Director Van.

Yay.

This motion passes five to none.

So congratulations, Director Van, as our newly elected Board Vice President. And with that we now select the different board members to serve on various committees. Last year, I was serving on the WIAA. I started making connections with the WIAA, and, I think, with all this COVID, I've just kind of been going through the motions. So if anybody else would like to take the WIAA, if not, I will continue to work on that. So anybody else interested in that?

Angelica?

Yes.

I just have food for thought.

OK.

I know these committees we typically will pick one person. But I also feel as though sometimes if we had co-people, it might be easier too for-- I know with Aaron can probably relate to this that the-- and others, that the Highline Forum is a committee we serve on. But that's a big chunk of time as Scott Logan knows to have those two hours out of a typical workday.

But and same with legislative this year. Aaron and I kind of teamed up on that a little bit. So I would just like to propose that we maybe identify co-chairs where it's applicable just so we can-- it doesn't become a big job for any one person. That we can kind of share the load a little bit.

Director Dorsey, I love that idea. So I am game, I am willing to stick with WIAA, and if anybody else wants to join me then we both could do it together.

I would be interested in partnering with you on that, President Alvarez.

Thank you. So Joe and myself will be on the WIAA Committee. So the Highline School's Foundation, I believe Director Van, you were doing that last year. So is anybody else interested as well to-- Joe, do you want to continue to stay on that committee?

Yes, I would love to stay on that committee. And I think the idea of a co-chair, just having somebody

else being partners with that, would be beneficial for all of our committees.

Thank you. So anybody else interested? Director Bradford, Director Garcia, or Director Dorsey to join Director Van on the Highline Schools Foundation?

I'd be willing to co-chair, if you will, for that with Joe. Unless Fa'izah Aaron, you'd like to do it? I've served that role before so.

So it looks like it's a go. So Director Van and Director Dorsey will be on the Highline Schools Foundation.

So the Highline Forum, I know that Director Garcia and Director Dorsey were doing that this past year. Is anybody else interested in joining one of them, or are they interested in staying on there?

No, I think I would enjoy staying on it. And it was Director Bradford and I last year that co-did it.

Sorry about that. So Aaron, thank you Director Garcia, for the willingness to stay. Director Bradford, are you willing to stay on, or would you like to try out another committee? Or you can do various.

I'm sure I'd be willing to stay.

OK. So then it's Director Garcia and Director Bradford on the Highline Forum. And now we have two left. We have the CFAC Oversight Committee. And Director Garcia, were you on that last year as well?

Um hmm.

And who else? Were you on there by yourself, or I don't remember.

I think I was on there by myself. I'll be honest, I want to commit to the legislative one too. We haven't gotten there yet. But I would prefer not to sign up for CFAC again that way I can balance my load a little bit easier.

Sounds like a plan. So anybody else would step up to join the CFEC Oversight Committee?

President Alvarez, I would throw my hat in there. I was part of the Oversight Committee the year prior. So I would love to get back into that.

Anybody else interested in joining him? If not, I'd love to join you on that Director Van.

Cool. You know Scott's going to be there with candy and everything. So that's how he gets in there.

You should have said that from the beginning. Then I'm in.

You should have led with that. Then I might have [INAUDIBLE].

Wait a minute, now everybody wants to join.

[LAUGHTER]

If that was the case, I'll start bringing candy next time for the rest of the committees. So thank you. So Director Van and myself will be on the CFEC Oversight Committee. And then the last one we have is the legislative. And Director Garcia has already volunteered to be on that. Anybody else willing to join Director Garcia on that?

I'd like to unless somebody else who would like to. I mean I really appreciate that Aaron kind of got recruited. Well, you didn't really recruit, he kind of got volunteered for that. And I'd appreciate the ability to work together on that going forward. But, again, I'm certainly-- if somebody else has a burning desire, I'm happy to step out of the way.

Director Bradford, were you interested in that?

My desire was not burning.

[LAUGHTER]

[INAUDIBLE]

All right, I just wanted to make sure.

Quote of the meeting. Thank you, Director Bradford.

Thank you. With that then that means Director Dorsey and Director Garcia will be-- with their burning desire to be on the Legislative Committee will be staying on. So with that, that concludes all our various committees that are formed.

Anything else, Kyle, for the good of the order?

Just that was it. And you are on to 1.5.

All right, so thank you. So at this time, we're back to our meeting. And we're calling for any changes or additions to our agenda for this evening?

No.

So hearing no changes, we now move on to our school presentation. And I'll hand it over to our Superintendent.

Thank you, newly re-elected President Alvarez. Congratulations.

Thank you.

Alex Haas is here with some of our amazing McMicken Height Staff. Alex, I wonder if maybe we want to out of respect for Max and his family maybe reverse the order in which we do things. And maybe we leave, if you're OK with if, you have another plan, I'm fine, but perhaps we could lead with that. And then go into your school presentation out of respect for them and their time.

Let me go ahead-- can I, I'll just adjust my slide deck, and then I'll share my screen really quickly.

Is that OK with you? I'm sorry to throw you a curve ball.

No, it's--

But since he's here, and it looks like his mom maybe is here with him as well?

Yes.

I just I think we want them to be able to go and make-- it's his mom. Maybe we want to let them go and have dinner and enjoy their evening, so.

OK, let me-- absolutely.

This is leadership on the fly, people. Thank you, Alex, for just adjusting.

For the flexibility and on the go. Didn't hesitate.

So I would like to introduce our student superstar, Max Guzman Zavaletta, his amazing mom, Tonya, and his amazing teacher, Ms. Utesh.

And so I'm going to let Ms. Utesh go ahead and share his wonderful qualities that really contributed to our decision to highlight him as our McMicken Superstar.

Hi, there. I've had the pleasure of teaching Max, not only in first grade last year but in second grade this year. Max is such a hardworking student. He is very passionate about all things that are learning.

He routinely tells me about how he wants to be an inventor and a scientist and a business owner. He has told me about experiments that he's been leading at home. And he has worked so hard over the past year and a half to improve his reading, writing, and math skills.

Max and I have worked one on one. He's also been working with our wonderful reading coach, Sharron Charisma. And he helps others in the class to remember that maybe things might be hard for some, but that we always respect the time that others need to focus on getting their work done correctly. So Max, it is a super great honor to present you with the Student Superstar. And way to go, buddy. I am so super proud of you.

Could we go back? Alex, could you put the slide down so that I see Max again?

Absolutely.

You're so good. So Principal Haas, would you like to say anything about Max as well before I tell him a little bit more about this honor?

Yes, I just want to echo everything that Ms. Utesh said. And it has been my pleasure to see Max blossom. He really is a true example of an empowered learner which is one of our most important goals here at McMicken. He is owning his own learning journey. He is articulate and thoughtful and reflective and just a wonderful delight to have as a McMicken Cougar. And I just wanted to just also highlight Tonya because she's an amazing mom. And she is an amazing member of our McMicken family community.

She is Vice President of our PTO. And she jumped in, and she is such an amazing leader for us as well and for other families here. And her commitment to Max and his success. And her advocacy is just a role model for us all. So I really wanted to highlight Tonya as well because they're a matched pair and just an amazing part of our community.

Thank you, Principal Haas. And thank you, Ms. Utesh for this. So Max, do you know how many-- so we have 17,500 students in Highline. And do you know how many got this award this month?

Just you. You are our Highline Student Superstar for the month of December. And we are so proud of you. And you're getting this award because you work so hard, and because you're a role model for your other students and for us as adults in how hard you work. And clearly from that smile, you have a positive attitude as well. And clearly, you have an amazing mom who supports you in being successful. And so congratulations, Max and Tonya. And do either of you want to say anything?

Do you want to say something?

What?

Anything.

I think this is the first time Max has ever wanted to say something.

[LAUGHTER]

I was going to say the same. [INAUDIBLE] Well?

I'm speechless.

[LAUGHS]

He's speechless.

He's speechless. Well, Max, I'm sorry that we can't be in person to give you your award. But we have a framed certificate that we're going to send you so that you can remember this moment. But just know how incredibly proud we are of you.

Yay, Max.

Thank you. Thank you, very much. He didn't know. It was a huge surprise. I'm very thankful. Thank you for this. And to all the McMicken staff, you are such great teachers. And I think more than teachers, you are Max's friends. Because he really loves each of you teachers and the people around him. He's just like-- oh, mom. Today we needed to go to school to pick up his chart, his grades and stuff. And he made a book for Ms. Alcanterra the librarian.

And he's thinking about everyone there in the school. So he's really-- he didn't know. I love that he's speechless for the first time.

[LAUGHS]

Well, Tonya, thank you for being such a wonderful partner with us and supporting Max in his learning journey. We are grateful for you and the amazing mother that you are. And Max, we are so, so proud of you. So we will mail you your framed certificate so that you can put that up somewhere in your house and be reminded of this. And we're going to give you one more big round of applause, and then you two can go and enjoy your evening, or you can stay for the meeting. But you can go enjoy

your evening.

[CLAPPING]

But here's to Max.

OK.

Yeah, Max.

I'm wondering if any of the other directors have any comments they'd like to say? Any of the other directors?

I'd just like to thank you, Max, for being such a thoughtful McMicken Cougar. And if I could start every one of my days with the picture of you and your mother right now that would make my life really happy. So thank you. Yeah.

Yeah.

I also want to say congratulations, go Cougs. And to Max and thank you to Tonya and to also Ms. Utesh. Thank you so much.

So I also want to say thank you, muchas gracias, Senora Tonya.

[SPEAKING SPANISH]

And thanks to all the staff at McMicken because if their students have role models like you all, I'm sure makes it easier for him as well. So thank you to you all. Muchas gracias. Thank you to Tonya and Max for being here this evening. Congratulations.

Muchas gracias.

Gracias. [SPEAKING SPANISH]

Bye, Max. Congratulations. Felicidades.

Felicidades. Muchas felicidades.

[SPEAKING SPANISH]

And with that, I think we hand it over again to our Principal Haas.

You're on mute.

Unmute myself. OK, let me grab my Powerpoint.

I think was it Ms. Robertson who said that she saw a T-shirt that said, you're on mute. We're at that point. So pardon the rapid fire reversal. So I wanted to start the presentation with just, again, a greeting to President Alvarez and members of the board and Superintendent Enfield. We're very excited to have this opportunity to be able to present this evening.

I wanted to, of course, highlight the anchor for our work which is the Highline Promise, knowing every student by name, strength, need, and prepared for the future that they choose. That's a huge motivation for everything we do at McMicken. We have a beautifully diverse community as you can see.

We have a wonderful staff, also increasingly diverse. We have some unique qualities to our staff, which is they're highly collaborative, and I'm sure all principals say this, but they are highly collaborative, extremely dedicated, and a source of pride is the fact that we have had a high retention rate of our amazing staff. And then we have the unique honor of having five new additions to the McMicken community. We had five babies on staff last year.

Most of whom we are now seeing in staff meetings over Zoom which is a true, true joy. Our mission is really, if you want to just sum it up briefly, is to dream it, believe it, achieve it, and exceed it. And that is something you'll hear throughout our halls, throughout our assemblies. One of the students who came to pick up instructional materials just impromptu recited it from the backseat of his car today. So it is really woven into everything that we do.

Our vision is really built on a collaborative dedication to an inclusive community. In our vision and in our cell vision, the most important thing is that our students, families, and staff are empowered, they're valued, and seen for the assets that they bring to our amazing community. You can see that our reading data, our English language arts data has shown a lot of growth over the years. And moving into some of the comparison data, you can see that we actually are outperforming the Highline average and are approaching state averages in that content area.

Math has a similar trajectory, a little bit more lift, but also when you look at our comparison data, you can see that we are outperforming district averages and in line with state averages on most grade levels in math. We always have room to grow. And you can see from our science data that we are also in line with district averages. But that is an area of growth for us to embark on.

This is IREADY data. And what's nice about this data is it's very granular and really emphasizes growth. And so McMicken is in a high growth quadrant for reading. And we know that growth leads to proficiency. So we like to be in that high growth area, of course. In math, you see a similar pattern trending towards that high growth area. Attendance is very important, as you all know. It's a huge priority for us and has been for many years. And we are usually very proud of our attendance rates. We always want to improve them, but they are usually in the upper echelons of district attendance data.

I'm going to let Ms. Robertson explain the discipline data.

Hello. Here is our behavior data. You can see since the 2017, '18 school year that we have decreased significantly our office discipline referrals and classroom exclusions. This is due to our strong cell structures and more importantly, our tier 3 behavior supports.

Our inclusive vision is operationalized in these four big buckets, visible learning, social emotional learning, race and identity instruction, and collective efficacy. All of these pieces work together to empower students and families. I like to call it our secret sauce. We do what works. We focus on what works. Collective efficacy has the highest effect size according to Hattie's expansive research and a significant capacity to accelerate student learning.

It embodies the belief that together we are stronger. And that in partnership, we can have a true impact on student learning. Strong collaboration includes PLC's, teaching teams, and our partnerships with families. Equity has been a priority. But we'll be including more race and identity instruction this year for both adults and students. We implement what works and have a belief in shared excellence.

School culture, we have a strong focus on cell for both students and adults. Over the years, we've put many intentional structures and routines in place to support cell and increase apps toolkit in supporting behavior needs. We believe in key tenants such as foundational respect for all students and a requirement that all disciplinary discussions include a teaching component, whether it's calming down strategies or reviewing the ruler anchor such as the mood mirror or metamoment.

We also have a really strong cell team that has led us through systematic implementation of PBIS, ruler, and responsive classrooms morning meeting. All staff are trained on cell structures and strategies including our class identified staff who support students during small group instruction and unstructured times like recess and in the cafeteria. Through our work on impactful committees, all

staff have a voice and the opportunity to be teacher leaders in our building.

We prioritize time to promote adult cell through structures like Wellness Wednesday and Friday cell Hangouts during school closure last spring. We also value and understand the importance of student voice. So we run a student council program that operates cell support for the school and students by students.

We would like to just share a little some points of pride. We are having an impact on student learning. And I just would love to celebrate this with you because it has been a huge result of our team's tremendous dedication. We have been formally identified as a cohort one inclusive education demonstration site by OSPI and UW Haring Center. We've also been identified by the Gates Foundation and the Center on Educational Effectiveness as a Beat the Odds School for Black and African-American students in the area of mathematics.

And this was an honor given to 34 out of over 2,000 elementary schools. We were recognized recently by the state board of education for students who qualify for free and reduced lunch in the area of growth. And we are the proud participant in Somali Parent Education Board cohorts 1, 2, and 3. And then we've also been implementing the Academic Parent Teacher Team and Family Cohort model since 2015 and '16. And this is propelling us to have more of a authentic partnership with our families and community.

Our digital and media literacy journey began with blended learning where we integrated technology into the classroom through a station rotation model. We have since shifted to a personalized learning and visible learning focus. Our staff and students have greatly benefited from the years of this work, especially in our current distance learning climate. Visible Learning is grounded in John Hattie's research and our goal is to create assessment capable learners. That means that they are in charge of their own learning journey. They know where they're going, how they're going to get there, and where they need to go next.

Personalized and visible learning encourages us to leverage technology as a tool for penalization, access, and inclusion for all students. Most recently, we have turned to the digital citizenship curriculum, Common Sense Media, to ensure that our students are making smart and safe decisions online. This is a collaborative effort between the classroom teacher, our school counselor, and our teacher librarian. Last spring, we even hosted a parent information night to equip our families with the resources that they need, especially during these times, to keep their students safe online. And we plan to continue this work with our families in the near future.

Our teaching corps have a strong foundation in ELL and GLAD strategies and the use of discourse to maximize both language growth and to build student voice. We cultivate an additive perspective of culture and identity through work with our families and our family advisory councils to celebrate multicultural education through monthly heritage studies that incorporate both student voice and family input. Even though we are not a dual language school, we try to promote heritage language and bilingual enrichment programming as much as possible.

Some of our principal books of the month also include biliteracy by focusing on different languages that are spoken within our diverse community.

See, there I go, I need that T-shirt, you're on mute. Each year we have a week dedicated to college and career readiness. Through Discover You Week, staff and students are encouraged to have discussions on what they want to be when they grow up, what the road looks like from the classroom to career, and what goes into giving back to the community. In order to assure a comforting and successful transition to middle school, Chinook and McMicken partner for a visit to McMicken in which counselors and the principal of Chinook come so our fifth graders can learn about what to expect in middle school. They can ask questions and sign up for their elective classes. Counselors at McMicken and Chinook also meet to discuss a smooth transition of support for students receiving tier 2 and 3 supports.

Each year, prior to the Smarter Balance assessment, admin visit each classroom sharing current data on the link between future jobs, income, and education, helping students make the connection between their current academic achievement and their future.

Relationships are foundational to McMicken success, staff to staff, teacher to student, student to student, and partnering with families in a true, authentic manner. We have an amazing team that believes in unlocking every student's potential and who works tirelessly together to meet our bold goals.

Thank you.

Sorry, I was on mute. Thank you, so much, Ms. Campy, Ms. Robertson, Ms. Utesh, Ms. Haas for being here and for sharing the journey that is McMicken. I know that the board members likely have many questions and comments. Before I turn it over to you, I just want to also say that the McMicken staff really is a model for all of us, not just school staff but district teams on how a team of adults can come together meaningfully partner with families keeping student at the center of everything that they do.

It's inspiring to me. I learn from them quite a bit. They humble me. So I just want to thank you for all the hard work that you have put in and continue to put in. I also do just have to say that I was with the McMicken staff earlier today as we awarded a Ducky to parent educator Susan Santini who got much love from her colleagues. And so I just want to thank you all for the work that you do. And with that, President Alvarez, I'll turn it over to you for board comments.

Thank you. So board directors, does anybody have any questions for Principal Haas or comments? I'll start with Director Van.

Thank you so much. You know what? Max's mom, Tonya, said it right off the bat. You know McMicken staff, you guys are more than just teachers, you guys are friends. I started my journey 13 years ago with my kids all going to McMicken. And they had Dr. Grubb as their principal. And just various-- and you know what? Most of the staff are still there, and I consider you guys friends and colleagues. So thank you for all that you guys do for our students and our community.

One of the questions I have in regards to your digital and media literacy, I was able to partake in a meeting at the beginning of the year where you guys were talking about your AVL partnerships and things like that. Can you share a little bit more about what you guys have done being able to be doing that for the last three years or so?

Kim, do you want to take that?

Sure. Yeah, happy to. I think it started with we were living in this land of blended learning and personalized learning, and how do we make technology really a tool for inclusion and success and access for our students? Rather than just a babysitting structure or something where students are just working on it. And then we found our way to the visible learning structure.

I think it began with going to a conference up in Vancouver, Canada. We heard that John Hattie was speaking up there to his annual conference. And a few of us educators went up there and kind of heard what he had to say. We were a bit lost in all of the lingo and the jargon. But we knew we needed more. And so we kind of continued from there. We did some book studies on the Assessment Capable Visible Learner and multiple other text. And it's just kind of snowballed from there. And every year we prioritize sending, at least, I don't know how many? 5 to 10 educators, to the Annual Visible Learning Conference. And every year trying to loop in more staff to that work. And we've just been on a path ever since then. And it really started with a focus on teacher clarity and a focus on learning intentions and success criteria. But now has evolved into empowering our students to be in

charge of their learning journey.

And so that's kind of the path that it's taken. I don't know if, Alex, if you want to speak to any more of that. But yeah, we definitely drank the John Hattie kool-aid. That's for sure.

[LAUGHS]

Yeah, I think Kim explained the journey beautifully. And I think that the idea is, of course, leading into what we know the research shows us, what is effective. But it is also so gratifying as educators to just see students so enlisted in having that ownership over their growth. And when you have a kindergarten student who takes their writing up to a rubric that's on the wall and kind of matches their writing to the writing on the wall and looks really clearly at what their next steps are, and they know exactly how to get there, that's true democracy in data. And it's just really empowering for our students. I know I've been using that word a lot this evening. But it's really exciting.

Thank you, very much. And keep on inviting me to those meetings and stuff. I love it. So thank you, that's all I have.

Thank you, Director Van. Director Bradford, any comments, questions?

Yes, thank you. Certainly I want to say that, Alex, having observed you directly as a steward over McMicken Heights and the students and the staff and the families, it's really encouraging and inspiring to hear that, again, the mom would speak about the family that is. And so I've always appreciated your real eagle eye focus to ensure that the skills and the mindset and the wills are aligned to the work that you all endeavor to do. And so I just wanted to say thank you for that.

The question that I have is I was a bit intrigued about the student council. And so I just wanted to know if you'd just share briefly what that looks like, maybe some examples of what the work is that they're doing. Yeah, that really intrigues me.

Kim, I hate to do this. But Kim really is the leader of student council both when she was in the classroom and now as an RELL facilitator. But it did start on our cell team. We were looking for a way to provide students more voice. And it was one of those things where it was like, we need to do it, and every year, it was like, OK, we're going to get it going. We're going to get it going. We're going to get it going like year after year after year. And then one year, Kim was just like, we're doing it. So I'm going to turn over to Kim to talk a little bit more about student council.

Yeah, I think we were behind. I think our students were eager for it to happen before we were ready.

But we are ready, and we're going. So yeah, I think that the basic structure is that in around election time, October, November, we have our own McMicken election every year in November. And we typically do it on voting day as well. So students get the experience of having their voice heard on the days that their family members are possibly as well which is kind of a fun way to bring in some democracy to the classroom.

But so they vote for their student council members. Students can apply to be a candidate. They fill out an application. And from there we review and narrow it down so that it's not every student. And then just narrow it down through teacher recommendations and through their application they fill out. And then from there, we have a large pool of students that are our candidates. And from there they get to make a statement of why students should vote for them. The entire student body, kindergarten through fifth graders, then get to vote on the third through fifth grade candidates they want to be on student council.

So once we have our student council voted in and elected then they run the ship. They do it all. And we start off the year by determining who is going to be kind of our fearless leader of student council, our President, our Vice President, and Secretary, and they truly run the meeting. Especially by March, April, I mean myself and our school counselor just sit there and do nothing pretty much which is great.

And then through there they get to determine what are there two, they pick two large goals that they want to tackle. And then, of course, there's the small accomplishments as well along the way. So they typically pick two needs that they see from the school, things that they think need improving. So last year they started an anti-bullying movement. And the idea was-- or maybe that was two years ago, I'm losing track of time. But they did an anti-bullying movement where they spoke at an assembly and were able to lead our PBIS stations and teach about how to be respectful on the playground and spoke to their classmates and students, whole student body about it.

And then last year, they also did a clean pause campaign. They noticed that our school had a lot of garbage around and on the playground. And they wanted to make sure that we were keeping our school a clean place. So they came up with a whole campaign on how to clean up our school and get everybody involved. And then COVID hit. But that's OK. We did it. We made it happen for a couple weeks. And then it paused.

This year we are starting as well. We had our first meeting a couple weeks ago. We had one today as well. But some of the other things they do, they plan spirit weeks, they help us with our assemblies,

they do our morning announcements for us, and just really show themselves as leaders at the school. And this year, it's going to be even better, the things they're coming up with are pretty impressive. So it's going to be a good year. Sorry, that was kind of long. But it's a beast of a thing, and it's fun. Our kids love it.

Thank you.

I believe this year, also, they're lobbying for some more like tutoring programs, homework help. So they're really looking at an advocacy lens right now even in these pandemic times which is pretty impressive.

They brought up quite a few things that we were like, yeah, we should probably have that going in place. Thanks, guys. Thanks for that. So keeps us humble as well for sure.

Thank you. Anything else Director Bradford?

No. That was very interesting to me as well. So thank you for bringing that up.

Director Dorsey, anything to add?

No. It's hard not to just have a smile painted on my face throughout the last since we started this conversation from Max on. So I will make one comment though. That I am always profoundly affected when I see collective energy. And one of the things that I really sense from beginning with your presentation, Principal Haas, all the way through right up to just hearing about the student council is a collective energy. And whether it's talking about the growth and mastery slide, you probably didn't recognize, but your whole voice kind of elevated. And it was interesting to me because despite the fact we can't physically be together, there's still a lot to learn just from these Zoom meetings and that kind of thing.

So I just want to thank you and all of your staff for that focus on what's in the best interest of Max and his family and all the families that attend your school. So thank you for that.

Thank you, Director Dorsey. Director Garcia, anything to add?

Yeah. A comment and a question. Comment, I was on the McMicken website earlier today, and I got a chance to see the weekly newsletter. And I just wanted to acknowledge the thread of how the collaboration element of the newsletter and the focus was really connected with the presentation today. So you see that link. So I really appreciated that. And I also really appreciated seeing that it

was also in Spanish. So I just wanted to recognize that and thank you guys for today and all the hard work.

A question I have been asking a lot of different schools during these presentations, and anybody can field it, what are areas around self care that you've been able to share with your staff and make sure that people are staying healthy during this kind of wild time that we're living in?

I'm going to throw that to you, Ms. Robertson.

OK, adult self care. Well, it is something that we prioritize pre-COVID we had Wellness Wednesdays about three or four times a year. Last school year, our staff were very collaborative. Like you said, we have high energy. And we just created a space for staff to just come hang out. And there was no agenda. Like I'm not going to joke, one time we talked about string cheese for 15 minutes. Do you bite it, or do you peel it? And so self care really is just it's about finding time to still build community. And then within those structures, making sure that we're sharing different ideas to really promote self care.

Alex sends out a weekly newsletter to staff. And there's a cell corner where I just put little tidbits. I mean little things like, sign off for the day. Take a break. We also have a staff hub, a Google site staff hub, where we actually have a list of different self care choices that maybe they could choose from that other people suggested.

That's awesome. Yeah, I saw that as well. So thank you for sharing.

So who won? Peeling the cheese or biting into it? So what was that outcome?

I can't remember actually. But literally, you guys, we ended up doing a poll. It was just crazy. Desperate times. So I'm curious do you peel, or do you bite?

It was half and half, wasn't it? I think we were split on it.

It was pretty split. Yeah, it was very polarizing. Still a point of contention.

[LAUGHTER]

Well, I just want to say and reiterate what everybody has said, thank you so much. I'm so also excited about I know Kisa had mentioned that you guys are been a leader in family engagement strategies in our district, so congratulations on that as well. And thank you so much again. I think like Max and his mom, Tonya, said, you know you guys are friends. And I think it really shows amongst each other. And

I think for your families to say that that it's amazing. So thank you, again, for all your hard work, and continue the hard work. So proud of you guys.

Thank you.

Thank you.

Yes, thank you for your hard work, for being with us tonight and sharing so much of what you rightfully are proud of. And we will tell you-- and Katie, thank you especially for nominating Max. I think that made-- I don't think there was a dry eye on the screen when he was finding out that he got that. And I have it on a good reliable source that he is actually going to have his certificate hand delivered to him by our Board Vice President, Joe Van, who I think is going to make a delivery of that for him.

So thank you, Joe, for doing that. And just thank you all for really inspiring all of us and being role models to us all. So thank you. Please stay safe and healthy. And with that, we release you to your evening so that you can engage in some self care and some time for yourselves. Thank you so much, all of you.

Good night, everyone. Thank you.

Not everyone. Everyone else has to stay.

Sorry.

Only McMicken gets to leave.

McMicken staff, sorry. Sorry. Let me make that clear. Yeah, Joe, I saw you trying to sign off.

Sign off early.

I saw Joe starting to go like this. And I'm like, wait, Joe. He was getting ready to go take a certificate now. So with that, that concludes our recognition, our school presentation. So with that, we move to scheduled communications. And for today, we have one. So I will be reading that one for today. And so here it is.

Dear School Board Members, I'm sending this email to you in order to bring your attention something that has been on my mind lately. I frequently hear on the news that some states or districts are going back to school, especially K through 2nd because the rate of transmission is so low in schools.

Although I'm sure this is how the local Department of Health calculates the risk, it really frustrates me. Students, for the most part, do not get sick with COVID. But I believe it is common knowledge that they are very likely to spread it to family members or adults working in our schools.

I have heard one report that found that children have even more virus in their noses than an adult who is actually showing symptoms and test positive for the virus. My concern is how the rate of transmission is calculated in a school. You have a school of 500, and several adults get sick and possibly one or two die or have lasting brain fog and can never work again, the percent of transmission will still be extremely low. It would be based on the total number of students and adults in the school. In a school, the rate of transmission should be calculated on the number of adults that work at the school and contract the virus.

To look at it in any other way, seems ridiculous and not sound mathematical thinking. It would be tragic to return to school prematurely and have adults that work at our schools and have done so much to make this virtual learning successful suffer the illness and possible permanent disability or even death. Why would we return now when a vaccine will be available in the not the not too distant future. Thank you, Patricia Nelson, pronouns she/her, second grade teacher C Hurst Elementary. This is our only public comment that we have.

And with that, we move on to our Superintendent's update.

Thank you, President Alvarez. First of all, I want to congratulate President Alvarez, Vice President, Van on your new roles. Looking forward to continuing to work with you. And Kyle will schedule monthly meetings for us so that we can be in communication in the weeks and months ahead. But congratulations.

I also want to note that today is National Special Education Day, commemorating the anniversary of when special education law first was made in this country. And so I want to take a moment to publicly thank all of our special education staff, our teachers, our parent educators who go above and beyond, especially those who have been the trailblazers in our districts and are in our schools now, well, not right now but will be tomorrow morning and were today. Supporting very small groups of our students with special needs to return in person to the classroom.

Not only are they meeting the needs of these students, but they are also inspiring all of us to figure out how we continue to bring our students back safely. With that, I want to acknowledge the comments that President Alvarez made. We are consistently monitoring the infection rates in our community, the COVID activity rates. And right now we are continuing to plan actively for an

elementary return to in-person learning at the start of the second semester in February. We will have more information to share with the board after reaching out to families and working with principals and staff in the next couple of weeks at our next December board meeting.

So we'll be able to provide you with an update. I do want to be clear. We are planning for a February return to in-person learning for elementary. What that looks like exactly, we don't know. Because we need to understand the numbers. To be clear, however, the actual date of return will be driven by the COVID activity rates in our community. So while we are planning for February, and we will be ready, I cannot and will not responsibly, could not responsibly, give you a date, an exact date, for return. Because we are going to have to monitor what's happening in January.

So I just want to make that clear as well. But I want to thank our team especially Kisa and her team. And really Elaine Irons Hunt, our Director of Nursing Services, she stepped into a challenging role. But the phrase, other duties as assigned really takes on a whole new meaning for what Elaine has stepped up in her leadership to help us manage our way through this pandemic. So I want to publicly acknowledge and thank Elaine and everyone else for that.

I do also on the distance learning front, I shared with the Board, we do have the results of our distance learning survey. And we are going through those right now, reading the comments, and looking at what we're hearing. And there are many families who are very appreciative of the incredible work that our staff is doing right now. And there are deep concerns as well over the social emotional well-being, the mental health of our students not being in school. And we are taking that to heart and seeing what else we can do to provide supports to our students, our families, and our staff who are also struggling.

These are challenging times. We've been at this now far longer than any of us had anticipated when the pandemic first came almost a year ago now. And I just want to reiterate to every staff member in Highline, to our students, to our families, the need for putting health and family first and for reaching out for help when you need it. We are here as a system, but more importantly, as a community to get one another through this. And together we can get one another through this. But we need to take care of ourselves in order to do that.

So I just want the board and the community to know that as a leadership team, we are spending a significant amount of time having these conversations, listening to what our staff are telling us, and figuring out ways that we can provide additional support. But more than anything, I just want everyone in our community to do everything they can to stay safe and healthy for themselves and for

one another. And before I read Sandy's comments, I do want to share one bright spot, a bit of really proud news, which is that on Monday, we served our one millionth meal in Highline to students since March.

And that is remarkable. It's thanks to Lisa Johnson and our extraordinary Nutrition Services Team. But I also need to say it's thanks to so many people in our district who stepped up to volunteer to distribute those meals. You had everyone from cabinet members to business services staff to school staff volunteering to make sure that we were handing out those meals. And to our bus drivers and bus monitors who were making sure that our students are getting meals sent to them, delivered, this has truly been a team effort.

And I am so grateful and so proud. Our goal is that no child goes hungry in Highline. And thanks to the dedication of the staff and this team, we're working hard each day to make that happen. So thank you, everybody for your work with that. And with that, I will read HEA's President's Sandy Hunt's remarks, which she also sent to the Board via email.

Dear School Board Directors and Dr. Enfield, thank you for your service to our committee as you show up week in and week out to give your time to improve our student's educational experiences. Today, I'd like to share that HEA members are also offering their expertise in their role as labor partners through joint committee work with the district. These committees, established through the bargaining process, provide an important avenue together, input, solve problems, and address a wide range of educator and student needs. The names of those who have already stepped up for the school year are shared below, and she shares a chart at the end of that email message.

I believe today, you will hear specifically about the role of our Instructional Materials Committee and the language arts adoption work as well as the role teachers have taken in the adoption process. As HEA's President, I would like to formally express my appreciation to the adoption committees, members of the IMC, both HEA members, Celeste, Chelsea, Christina, and Jessica, as well as the administrators on the IMC. It is clear that numerous educators, administrators, community members, and students have dedicated countless hours to developing recommendations for the School Board.

I strongly encourage all educators who teach language arts to take advantage of the upcoming staff sessions to review the work their colleagues and community have done. Thank you for moving forward on this process. Sincere wishes for a safe and healthy December, Sandy Hunt, President Highline Education Association. And I echo Sandy's sentiments and wish everyone a safe and healthy December. And that concludes my remarks, President Alvarez.

Thank you, Superintendent Enfield. And with that, we are going to move to our School Board reports, any legislative reports. And thank you, Aaron for sending, I know earlier you sent the legislative agenda items.

Yeah, I'll just if you get a chance, check out what I sent out. And if you're interested in signing up for a slot, I'll try to work on getting appointments out in the next month or two. And yeah, we're really trying to figure out how we can build on our strong relationships with the local state legislature and other electeds. But Bernie, do you have anything else?

I do not. No, thank you for sending that out. I'll take a look at that schedule and jump in there where I can. So thanks, for that.

Thank you, Director Garcia and Director Dorsey. Any director report, I'll start with Director Bradford. Nothing to share at this time?

No, thank you.

OK. Director Garcia?

Yeah. I want to start off like I always do just acknowledging the indigenous people of this land, the Coast Salish people, the land that we're on. And how can we continue to bring justice to that and the work that we're doing? I really appreciate, Dr. Enfield, when you shared the update with-- what's his name? Tyson, and being part of the hometown team with the Mariners. That was such a bright, bright spot. And I wanted to point out because of that I decided to rock one of my jerseys. I'm wearing Jackie Robinson's minor league jersey.

And the reason I'm wearing that is it's so, so awesome to see how Kyle Lewis, African-American minor- or I think he was the Rookie of the Year this year, can be a part of this. Right? It's taken a lot of time and work to get here. And this is his Canadian team. He had to play in Canada in the minor leagues before he could break the color barrier and become the leader that he was in baseball.

So I just I saw that kind of connection, that thread, and I wanted to share that. And I really appreciated this opportunity to highlight our students. Where was I going with this? The other thing is just I wanted to thank you all, my fellow board members. This is the one year of me being on the Board. There's no take-backsies. But, man, this is a crazy first year I think. But I really appreciate the mentorship that you've all provided.

And, yeah, just the open heart and the willingness to field questions. So thank you all for this great

learning opportunity. And what else? There was one more thing that I wrote down that I wanted to bring up. But I think that's it. It was just, it was really cool. Keep sending those highlights, Dr. Enfield. Those really, really makes my days.

Thank you, Director Garcia. Director Dorsey?

I don't really have anything. Although I do want to mention, Aaron, we've really enjoyed having you. And you know I talked earlier about McMicken staff and their collective energy, so I just want to thank you for contributing to ours. And you know we all need that. Right? And so I think it's a good thing to have an infusion of energy. And so I appreciate what you brought to the table. I look forward to our work in the future. And thanks so much for co-chairing the Legislative Committee with me. But that's it for me. Thank you.

Director Van?

Yeah, I just wanted to discuss a couple of things that are going on with the Highline Schools Foundation. You know Gold Star Awards are the slate is going to be opening up on December 9th. So if you want to recognize any outstanding teachers, staff, administrators, volunteers, and alumnus, just hop onto their website, and nominate away. In addition to that, their scholarships are getting ready to open up as well. I believe it will open up on December 15th.

So if there are seniors out there, apply for those scholarships. And see what happens. With regards to my directors' reports, I just really want to thank McMicken for that presentation. It really brought back a lot of emotions for me as a parent there, PTO, and watchdog dad, a lot of those teachers are still there. And I communicate with them quite often. So you know they are more than just teachers. They're your friends and family. So Pete, if you can send some extra love their way, that would be great.

So thank you, Director Van. And I just want to add it's for the last six weeks, Aaron, Director Garcia, and myself help some future engineers. We spend time with them every Monday. And Director Garcia got to facilitate the majority of the meetings. And we were just cheerleaders around them and helping them. He was our tech guy, he was our facilitator, he was it. So very appreciative of an opportunity to work with him outside the school with some engineers, future engineers. It was a blessing. So thank you again for that. And like everybody has said, you know, including Fa'izah and you who've come to the Board in the last-- or the newer ones, that you guys bring a lot. And that's what a good board, I think, consist of is everybody bringing their own selves to the work. And this is how the work gets done. So thank you to you all.

And with that, that concludes our School Board report. And we'll move to 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 second.

All in favor, say Aye. Aye.

Aye.

Aye.

Any opposed?

With none being opposed, our consent agenda is approved. And with that, we move on to action item 8.1. And this motion to approve or adopt the revised board policy 35 10, the Associated Student Body and Revised Policy 3520 , the student fees , fines and charges Any comments or questions?

Yeah. I guess I would really like to get a sense of what come budget time, this Spring, what is going to be the anticipated budget deficit that we are going to see next year? I know right now it's a wash anyway because of the situation that we're in with the COVID. But you know this is going to have-- it's one of those things that I'm sensing it's another one of those Washington State unfunded mandates. And I love, I love the spirit and the intention of this. Because there shouldn't be any barriers for our students to getting access to doing healthy activities. Like that just seems like a great baseline.

And, also, I want to make sure that how are we committing to making sure that the funds are still there come Spring? So that instead of our staff having to make cuts to programming, we can continue and grow our programming. So I just wanted to elevate that. And just an idea that this is like wearing my campaign hat from last summer, but an idea that has been floated around is doing a sports slash arts levy. I know that that takes a lot of work. So I'm not saying we should be doing that anytime soon.

But I think based off of the support that we got from the community, there could be a lot of support around some kind of cell emotional arts activities levy here in the community. So I just wanted to pitch those two ideas.

Thank you, Director Garcia. Kate, do you want to speak to the fiscal impact of this? And I couldn't agree with you more that the spirit of this is the right one. But the unintended consequences of good intentions is sort of the theme of our lives here in public education. Kate, can you speak a little bit to the budget implications on this?

So Kate, just texted me that her Zoom is not working. So I am ready and prepared to jump in on her behalf. But, yes, we are watching the ASB budgets closely. And Director Garcia is correct. Like this year is unique. There is not a lot happening in the ASB world. And so we don't anticipate a huge impact of the programs. But yeah, looking forward we are going to need to come up with solutions to address this new change in the law. There's words out there or rumors that maybe the legislature will change their mind. But we can't count on that. And how long that would take, who knows? So we've got to go forward with this new reality.

And so, yes, Director Garcia and the rest of the Board, we're looking at that closely. We have a committee that we're putting together. We're really adamant, and we want to have student and family presence as well as nutrition services, athletics, business services. Just so that we have an understanding of what's going to happen in the future and what the next steps are.

And I think I would add to that since Kate's locked in the Zoom dungeon, I think. This would be a great thing to talk about when you're having your meetings with other legislators, Director Garcia. This is a classic unfunded mandate. It is absolutely the right thing to do for students and families. And you know we couldn't argue against the legislation, but what we argued for two solid years was, this is great, and you need to backfill us. Because there's just a substantial amount of funding that goes into this.

And frankly, one of the answers that they gave was, well, kids will just fund raise more. Well, you know, OK, that's actually not doing anything but shifting the burden back onto our families.

Yep.

Because generally you fund raise near where you live. So you know we've got to get a fix for it. Andrew's right. We can't wait. We're not going to hold our breath on that. But being able to talk clearly, and we'll get you numbers once we have them. Being able to talk clearly with the delegation about the fiscal impact this is having on Highline, so it doesn't come back and rest on the kids would be really helpful.

Um hmm.

So yeah, I just generally wanted to say, I totally support this. But I know that that just makes-- it's like kicking the can down the road. We're going to have to make some tough decisions this Spring. And I wanted to acknowledge that on top of giving the support for this. And like when we start getting the angry emails and the letters about cutting this or that, like these are the moments that put us in that position to have to do that. So I wanted to bring that up or bubble it up.

Thank you, Director Garcia. Any other comments or questions? None. Seeing none, I move that the Highline School Board adopt revised policy 35 10, Associated Student Body and revised board policy 35 20, Student Fees, Fines, and Charges. I need a second.

I second.

Kyle, could you do roll call please?

Director Dorsey?

Yay.

Director Bradford?

Yay.

Director Van?

Yay.

Director Garcia?

Yay.

Director Alvarez.

Yay.

This motion passes five to none.

Our next motion is an introduction and action item. And the motion is to approve Highline High School Replacement Project, contractors Skanska USA Building Inc. Change order, CO number 26. Any questions, comments?

Seeing none, I move that the School Board approved Highline High School Replacement Project Change Order number 26, on purchase order PI80580 to Skanska USA Building Inc in the amount of \$368,231 plus Washington state sales tax. And I need a second.

I'll second.

Roll call please, Kyle.

Director Garcia?

Yay.

Director Dorothy?

Yay.

Director Bradford?

Yay.

Director Van?

Yay.

Director Alvarez.

Yay.

This motion passes five to none.

And so the next four items are introduction items. We have motion to approve revision to policy 22 55, Alternative Learning Experience Programs. The approval of that motion would revise policy 22 55. Any comments or questions at this time?

I have a question. In this it states that Big Picture will not be a part of the ALE, and it's moving to a choice school. What makes that determination?

So Big Picture was never-- it doesn't actually run like an ALE program. You guys know that the intensive work that the advisors and everybody at Big Picture does with their students. We were informed, however, by OSPI last year or two years ago, maybe, that they were going to fund them as though they were an ALE program because OSPI decided that the work that they did was

commensurate with an ALE and not with a traditional school. We disagreed with that for obvious reasons. But that decision stood with OSPI. So we put them on the list last year as an ALE school just so that we were all in alignment with what was being funded as an ALE was being labeled as an ALE.

OSPI did hear-- I'm sorry, the legislature heard our concerns about how they were labeling Big Picture and created a funding pilot that started this Fall allowing some of these schools that have the State Board of Education waiver, like Big Picture has, to be funded as a pilot as a traditional school, the way they were funded in prior years. So we just took them off the list this year, again, with the idea that what's on that list should be the schools that are funded as an ALE school. And since they're not anymore, they came off.

Fingers crossed, the pilot will-- it's a three year pilot. Fingers crossed it will become actual law. And we will not have to deal with jumping through this hoop in the future. But at least for the next couple of years, we are covered, and they're fully funded.

Thank you for that clarification.

Thank you. Director Bradford, did you have a question?

No. I didn't.

OK. If no other questions or comments, we'll move on to 10.2 motion to approve revision to policy 31 32, the Student Assignment and Transfer. Any questions or comments on that?

I do have one on this one. So when a student transfers out of our district, and they are not confirmed at another district, we take the hit as a drop out, correct? What is that percentage? So if we have like 100 students that transfer out, what does that percentage that we don't get confirmed back that they are part of another district?

You know, I don't know the answer to that. But we have the answer to that because I've seen it before. We can get that for you for the next meeting.

Thank you.

Any other questions or comments? Seeing none, we'll move to 10.3 motion to approve revision to policy 3205, The Sexual Harassment of Students Prohibited. Any questions or comments on that? I know there were some questions, and they have been answered offline. So I appreciate people doing their questions ahead of time. Seeing none, I'll move to motion to approve new policy-- or the

introduction to a motion to approve new policy 4218, The Language Access Plan. Any questions or comments on that?

I just wanted to ask, so about time that we make it a policy, and one and then the other is so do we contract out with other for languages that we don't have in-house. Do we have a list of contractors already who we connect with for interpretation or translation services?

Yes. We do. Thank you. I agree it has been a long time coming, so I'm really happy that it's coming before the Board. But yes, we contract with an OSPI, identified contractor for language services, and then we have some other contract agencies that we've had long term relationships with that we utilize for languages other than what we have in-house.

Thank you. Any other questions or comments?

Just a point of clarification, are we voting on that today?

No.

OK.

No, these are just introductions. Just if you have any further questions or comments, you can also ask. Now these are just all introductions today.

OK, thank you.

And so we're done with our intro items. And with that, we-- and the reason I ask for questions or comments because sometimes those get clarified. And then that way we can move things to the consent agenda for next time. So if there's things that you still have questions about, we don't move those on to the consent agenda until you get clarified things make sure that you understand what you are agreeing to in a sense. So but the reason I started asking for questions or comments because I think that made it just more clear that if there's nothing else to ask about then we can just move it on to the consensus. That's the only [INAUDIBLE]. Yes, Director Dorsey?

So I just in regards to 10.4, I just wanted to thank Director Bradford asked a question I was curious about the budgetary implications of language access. I thought that was really a good question around where that impact was. And that was the one thing that I was really curious about that. So thanks for asking Fa'izah, I appreciate that.

Yes. I agree. Thank you. I agree when people ask questions, I totally love that because there's

questions sometimes that I hadn't even thought about or other questions I'm like, yeah, then it gets answered. So I appreciate everyone's questions and comments.

So with that being said, is there anything, items that we want to add to our consent agenda for our next board meeting on December 16th [INAUDIBLE]

Since I didn't hear, Fa'izah did you have any further questions on those?

No. They were answered to my satisfaction. I got the clarity that I needed. So I don't have actually any other questions or need for clarification on any of 10.1 through 10.4.

Would you like to move that we move those to consent agenda? Does anybody else-- I just try to streamline these meetings. I mean we want to do due diligence obviously. But it's like I think I haven't heard anything around 10.1, 10.2, 10.3, or 10.4 with the exception of the questions that you've already asked and have been answered. So I would move those items be moved to our consent agenda for the next regularly scheduled meeting.

I'll second.

So who's second that?

Fyisa did.

OK, so Bernie made a motion and Director Bradford second that. So all in favor?

Aye.

Aye.

Any opposed? None. So then those get moved on to content agenda items. And with that, I'll ask for a motion to adjourn.

I'll make a motion we adjourn.

Second.

All in favor?

Aye.

Aye. Let's all adjourned. Thank you, everyone for--

Thank you, everybody. Good night.

Good night, everyone.