

Highline Public Schools | 2021.01.06.Board.Meeting

OK. Angelica, you're good to go.

Well, welcome, everyone, again, to our regularly scheduled Zoom board meeting for today, Wednesday, January 6. So I ask everyone to stand for the Pledge of Allegiance, please. Ready? I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all. You all may be seated. And with that, I'll ask Kyle to call roll call, please.

Director Van?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez?

Here. And our Director Dorsey will be coming on soon. And with us today is our superintendent, Dr. Enfield. And with that, I'll call for any changes or additions to the agenda. Hearing none, we'll move right along to our recognitions, so I'll pass it on to our superintendent.

Yes. Good evening, everybody, and happy 2021. I hope that everybody had a restful break. I will be making some comments under my superintendent's report a bit later about the events of the day, but just want to acknowledge as we go into proclamations, which are celebratory, that this has been a very difficult day for our nation, and want those who are joining us for tonight's meeting to know that we recognize that. And as I said, I'll be speaking to it a little bit later.

But we do-- the business of Highline continues. and we want to make the acknowledgments tonight that we had scheduled to do, the first being for School Board Appreciation Month. And then we have the great fortune of hearing from our wonderful Cascade Middle School staff who are going to share their school presentation.

So to Angelica and Joe and Fa'izah and Aaron and Bernie who will be with us shortly, clearly this is not the way we normally celebrate and recognize you for School Board Appreciation Month. We do have certificates that are coming your way in the mail, and I am going to read our proclamation that we have to acknowledge this.

So whereas our promise in Highline Public Schools is that every student is known by name, strength, and need, and graduates prepared for the future they choose, and whereas Highline's five elected school board members established the policies and budget to support our promise and our BOLD goals for students, and whereas our schools serve nearly 18,000 students in the Highline community, and whereas school directors play a crucial role in promoting student learning and setting clear standards of accountability for all involved, and whereas school directors are directly accountable to the citizens, serving as a vital link between members of the community and their schools, and whereas our school directors are passionate advocates of equity for all children, and whereas it is appropriate to recognize our school board directors as outstanding volunteers and champions for public education, now therefore I, Susan Enfield, superintendent of Highline Public Schools, do hereby proclaim January 2021 as School Board Recognition Month in Highline.

And I urge citizens to join me in honoring, recognizing, and thanking our school board directors for their dedication and hard work. So if everyone can join me in a yay! And I just want just to say that you do incredible work for our school system, our community year-round, and I know that it's been particularly challenging as we've been in distance learning. And I want to thank you for being so adaptable as we've worked to adjust during the pandemic.

And I will just say again how absolutely fortunate I feel to have you as my bosses and my colleagues. You are wonderful supporters and champions for our kids. And as I say when people talk about the great work happening in Highline and the BOLD work that we do, I say that number one, district leadership is a team sport, and we are blessed to have a fabulous team in Highline.

But more importantly, no superintendent can be any bolder than her school board will allow and support. So thank you for not allowing but expecting us to be bold and courageous on behalf of our children, our community, and fearless in our pursuit of creating an equitable anti-racist system in Highline, which we will continue to remain committed to. So thank you, Fa'izah and Angelica and Bernie and Joe and Aaron. I appreciate you.

And with that, we are going to hear from-- and I-- Kelly, am I handing it over to you? Excellent. So we're going to hear about all the wonderful things happening at Cascade. I think as you know,

Principal Danny Calderon is on paternity leave with his beautiful little daughter, Elena, so Kelly is at the helm. We're happy to have her there. So Kelly, I will turn it over to you.

Thank you. Thank you, Dr. Enfield. And good evening, President Alvarez, members of the board, and superintendent Dr. Enfield. We are very thankful for the opportunity to be here this evening to celebrate a lot of the incredible work that our staff, our students, our families are all doing. And so as we move forward, we want to name and remember the Highline promise that every student in Highline is known by name, strength, and need, and graduates prepared for their future they choose.

Before we move on, I just want to share why this is really special for me. I was a sixth grade teacher in Highline at Mount View when Dr. Enfield came into the district. And the first time that I heard you say this, it really resonated with myself and my fellow colleagues, because that was the work that we really wanted to be doing in our schools and our classrooms and with our students and families.

And hearing leadership from someone in a very high and very powerful position prioritizing this as how we are able to partner with our students, with our families, and our communities, it was something that made being a part of Highline very special, and what actually brought me back to Highline. So thinking about what that means for us as a school, I would love to introduce Tiara Staley, who is our social studies department lead and our IRI lead to celebrate our student superstar who embodies absolutely all of the values at Cascade.

Thank you. Nate, you truly are a superstar student. Your ability to engage, self-advocate, and prioritize your growth is a testament to your potential to be a leader in any community. Despite all of the global, national, and statewide educational challenges, you continue to persevere and confront each of these challenges by focusing on how you can become a better you.

You demonstrate this in many ways. Thank you for sharing your ideas, asking questions, seeking to determine a lesson's purpose, providing feedback to your teachers, and reminding your teachers to take breaks. Your future is starbright, and we as a staff, school, and White Center community are proud and lucky to be able to celebrate you today and every day. Your Cascade family.

And a story that I would love to share to add onto that I only just learned from one of our counselors yesterday was that Nate arrived halfway into the year last year. And this was right before we closed with what we knew about COVID. And even though he was brand new, there was a student who had arrived only a few days before him who was really having a hard time just feeling comfortable leaving the office and being ready to engage in a new environment, completely new friends, new teachers.

Within Nate's first day, he befriended the student. And even though the student hadn't left the office for three days, upon Nate befriending him, he actually, even though it was his first day, first week, helped the student get acclimated and into class and supported that student to feel welcome. And so as we think about Highline's vision and mission and also specifically Cascade's vision, I just want to say thank you and celebrate you, Nate, because you are the example of what we hope every student coming to school would do for each other.

And Kelly, before we-- would Nate like to say anything, Kelly?

Up to you, Nate.

Totally up to you, Nate. You don't have to, but would you like to say anything?

I really don't know what to say. Yeah. That's really it.

That-- that is OK. Well, let me tell you this. We are so proud of you. And you-- you know, we only do one student superstar every month. Of the over 17,000 students in Highline, one student gets this honor every month. And this month, the first month of 2021, it's you. So I'm sure I can see-- I'm guessing it's your mom or someone in the background who's filming this because they're so proud of you.

But we also have a certificate that we will mail to you. We'll make sure it gets to you, honoring you as a student superstar, and thanking you for being a role model not just for your fellow students, but for all of us in Highline as well. We are so incredibly proud of you, so thank you so much, Nate. Congratulations.

Can I say one thing? I just wanted to say-- actually, two things. So I'm Nathaniel's aunt. And his mom unfortunately had to work. Hello, everyone. But I wanted to say two things. You know, Nathaniel, he really embodies all the things that you've said today.

And one of the things that I think is really important about this is that he had a major turnaround coming to Cascade. If I'm right, Nathaniel, before Cascade, he didn't really have much in terms of his thoughts and hopes for his future. College and careers and all those kinds of things were far, far from his mind. In fact, just making it through a quarter or a class was incredibly difficult last year. And the past few years have been truly hard for him academically.

But he had a rally of school staff and school team members that came around him and really lifted him up this year, and that is so important to our family. We wanted to thank all of his teachers and his

case manager and supporters in just letting him know he can do this, and then putting the right things in place for him to be successful. He is incredibly proud of himself today, and he has hopes and dreams for his future which makes us really happy for him, so just thank you all.

Thank you so much for offering some very bright light on an otherwise dark day. [LAUGHS] We are very proud of you as well. Our student superstar, Nathaniel, Nate Turner. And you also do not have to stay for the whole meeting. We do this up front so that you can go on with your evening. So it's up to you, Nate, if you want to stay or go and enjoy your evening with your family, but we'll get you your certificate. All right.

Can I ask the other board directors if they have any comments or anything for them?

Wait, what? Oh. I don't know what you said.

Oh, I was just asking to see if the other staff or other directors here wanted to say a comment or address you in any way.

Oh, real quick, Nate, Nathaniel, can I just get-- who is your fashion person? Because you are looking fly in that picture. Are those Air Force Ones in that-- anyway, your style is super fly, and I'm just super proud of you, man. So thank you. Thank you for being the superstar in our community. We need more students like you, so I'm proud of you.

Thank you.

Thank you, Director Garcia. Director Bradford?

I'll just add what a great way to start the evening. And Nate, it's so great-- or Nathaniel, it's so great to meet you and to hear that you were there at Cascade truly making a difference.

One of the things that stands out to me is your curiosity and asking questions and your kindness to others, and your care for your teachers and your community. And so I just wanted to say it's a pleasure to meet you, and thank you for being part of this community. And to auntie and family and village that wraps around to support Nathaniel, just thank you. Yeah.

Thank you, Director Bradford. Director Van?

I want to ditto what Director Bradford just said. You know, just great job, Nathaniel. Keep it up. We're proud of you.

Thank you, Director Van. And Nathaniel, like everybody has said, we're all so proud of you. And the amount of just growth and even in your personality, it seems like what I hear from your aunt, it's only the beginning of what you can do. I mean, there's nothing that you can't do, so keep going. We're so proud of you. Thank you. And with that, I pass it back on to you, Dr. Enfield.

Back to-- yes. So we will continue. And again, Nathaniel, Nate, you are welcome to go on and enjoy your evening with your family or you're welcome to stay, and we will get you your certificate. Bye bye. Congratulations again. And Kelly, we will turn it back to you for your presentation.

Thank you so much. So sharing about our students, we have an incredible group of beautiful, talented, intelligent, creative, compassionate individuals who you've met just like Nate. And we have so many of our students that we love and want to celebrate at Cascade. Nate obviously stood out and was recommended by both eighth grade academies as a standout. But this is something that we are very proud of of our students at our school.

And I would also say that of our staff too. As you can see, the demographics of our staff is slowly beginning to mirror that of our students. And what that also means is we know there's a lot of work to do for us in terms of creating the best environment for our students to learn in, and our teachers are committed to doing that work.

Being a dual language school with Spanish and Vietnamese dual language programs, bilingual and biliteracy is important part of our school curriculum, our school design structure, master schedule, all of it. And even though here it only mentions 22% of our staff being certificated bilingual, the number of actual staff who are bilingual or multilingual far exceeds that.

And we have a staff also very dedicated to growing their own professional learning. So while you see it's only 20% right here, which is an astounding number, we have a number of teachers that are actually in the midst of renewing their national board certificate in the midst of virtual learning as well.

So because we are on record and we're going to put it in the notes, I just want to take a moment to shout out Cascade staff, especially those who are listening. The best staff ever. We're putting in the minutes. It's on the record. Cascade, I love you. You're the best. Thank you for all the hard work that you do.

And when we think about our school vision, what it means to deliver an excellent, equitable education for students every day means that we have to create an environment that fosters

relationship building, that provides relevance in their learning experience, and really challenges students not only to be at their best, but to strive to meet new goals all the time. And in order for us to have a school where students feel like they can belong and excel, relationships are key to that.

And that's why I took the time to talk about why our Highline promise is so important to me, because for us as a school to really meet our students' needs and to push them to their strengths and celebrate who they are, you can't know that without knowing them first. And when you get to know them, you're going to get to love them.

And so the next few slides, what you're going to see is the history of what our scores and our data looks like. And quite frankly, they're not where we want them to be. And you know, it is a testament to the work that we have to do and the reality of what we're sitting in. But what that means is we have to be clear and precise on, what are our next steps? And how do we provide an equitable learning experience for every student?

And for us to do that, what does that mean to create an inclusive school? And what does that mean when we think about our own practices, whether it be through the instructional moments or the relational moments?

And so what we really focus on right now is about the idea of growth and adapting. And especially in a time of virtual learning where we're having to adjust everything anyway, this gives us a chance to be bold, as you said, Dr. Enfield. And we have to be able to try out-- give ourselves permission to take some risks, to figure out, what are the things that we're going to be able to do differently, do better to see results that reflect our students' ability higher than what is shown here?

Previously, the model didn't serve a lot of the students that we have. And so now it is on us to think about, what is it that we're going to do to meet the needs and the strengths of our students?

And one thing I do want to celebrate is even in the midst of all the challenges that we're dealing with with being virtual, our attendance is-- I was really surprised by the number of students who are-- who are able to and choosing to engage, especially despite the barriers that we're facing. And again, that's a testament to how hardworking our staff are and how much time and energy they're putting into relationships and supporting students. And that's why, despite the hiccups with Zoom and the things that can come up, we really haven't seen any significant issues around discipline, when in the past, there's definitely been some spikes there that we've had to work through.

And so in the spring when we thought about, what does this year mean for us, and especially with the

prospect of being virtual, our staff gave input on what we wanted to prioritize for our annual action plan. And so you see kind of the three core areas that were identified and prioritized was family engagement, which we were fortunate to partner with Lita and the pilot of Powerful Partnerships that was launched last year.

Focus on school culture around creating an inclusive space, utilizing universal practices so that all students are able to feel like they belong in their learning. And this was done largely in partnership with the White Center CDA through the TERP grant.

And then thirdly, instruction. As a district, we have undertaken the model of using UDL to think about inclusive and accessible instruction, especially virtually. And that's something our department leads have really dug into. And as we share more-- and I'll be introducing the other presenters shortly-- you'll get to hear a little bit more about them.

So with that, I'd love to have you all help me welcome Alexa Wayman, our counselor; Tiara Staley, our social studies department lead and IRI lead; Emily Feldtmose, our dean of students and admin intern; Salvador Gomez, our world language lead; and Pat Thompson, co-founder of the YES Foundation and one of our community partners.

OK. So at Cascade, we have a few structures in place. One includes the Spanish and Vietnamese dual language academies that we have. We also have advisory three times a week. And our Wednesday advisories are a bit longer for small group instruction or other activities that we do as advisories. With that, we have affinity advisories, including my advisory, which is a Black student union. We also have in-school restoration, and we have a student leadership advisory as well as a student leadership class at Cascade.

Hi, everybody. I get to talk a little bit about the practices. I'm Pat. I'm with the YES Foundation, as Kelly said earlier. And we just want to say that Cascade's partnerships with local organizations and local businesses and students and families are meaningful and robust and actually growing, growing in numbers and growing in-- relationally.

And I think that's pretty amazing considering that we are in a pandemic to say that we are adding to our numbers in terms of orgs who are helping us out with after-school programming. And some of the other ways that our partner-- that Cascade's partnerships show up is through the anti-racist work like Kelly had mentioned earlier, helping out with affinity groups and with the advisories that T mentioned earlier as well.

And I just want to say that for me personally, I'm a Cascade kid from back in the '70s. I am a resident of White Center. And it is a joy and a privilege for me to be on the Cascade campus and even in the Zoom classes with kids after school, and just to see how they're growing and how they're enjoying their teachers.

And I think that it's been very enlightening for community to be sort of let into the work of Cascade and not only be let in, but also be welcomed into the work. So we do feel like loving our students in White Center is a thing that we all do together, and it's just been such an honor to do it with Cascade. Thank you.

How am I going to follow that?

Buenas tardes. Good afternoon, everyone. Salvador Gomez. At Cascade, I believe we really focus on the idea of what it means to be a human being and the perspective on how to learn and grow together as a community.

And that's where we see a lot of the anti-racist work that we do in the classroom. And outside of the classroom, that includes staff meetings where we have conversations about that, what it means, and even at times how it's impacted us as teachers and our bias, and how we can break those stereotypes and under-the-radar types of racism, things that we sometimes do without thinking of, and how it really impacts the students and the community that we work with.

We also work really diligently to support students, small group interventions. And we try to understand what it is that these students might need. But not only what they might need, but the strengths that they already come with so that we can propel those and have them become as successful as they can. Through that, this is my second year at Cascade. I've seen a strong and beautiful community that I've really enjoyed and grown to be a part of, staff here that I consider awesome, amazing family members of my own. So thank you very much.

Thank you, Trevor. I think at Cascade, we also really prioritize our learning. I think that instead of striving for perfection, we strive for growth, and we also learn to lead and learn together without judgment. And so we-- some of our ongoing learning includes our instruction on race and identity. It also includes social emotional learning, which is tied into our advisory lessons and our staff on lessons and activities. We also use UDL methods. And then we also try to intentionally create time and space for continuous cycles of questions and reflection in our PLCs, and also sharing that work with the staff as well.

Hey, everyone. I'm happy to be here. And so at Cascade, we are really focused on the integration of digital and media literacy within all of the great work that we are already doing. And for us, that starts by making sure that all of our students have access to a school-provided device and reliable internet.

From there, our amazing staff and teachers are working hard to incorporate technology platforms and software throughout our students' educational experience. This can range from using adaptive assessment software like i-Ready to monitor our students' growth to developing student-centered learning experiences and activities that use a diverse range of platforms that you see here on this list. And I just also want to say how grateful we are for all of the support from our district that is enabling us to provide such diverse learning opportunities, and are excited for all the possibilities to come with our newly approved tech levy.

So when we talk about bilingualism and being biliterate, I think about the three pillars, the fourth having been a little something new this past year where we focused on academic bilingualism, social cultural, and critical consciousness. As a dual language teacher, I really am strong for that. And five out of six academies this year are dual language, so that is really great to see that we're including the Spanish and the culture within those classrooms.

We have three Spanish, two Vietnamese, and one single language. The sixth and seventh graders are enrolled in world language as well. And we focus on the 50-50 balance between the target language y inglés.

Our next steps were really focusing on trying to develop more electives in the target language, strengthening staff and student understanding of their social cultural identity development. That could be either through conversations or implementing that in the lessons themselves. And school-wide acquisition professional learning. I think those are a few of my favorite that we've done as a school, and I continue to ask Kelly to do more of it. I get a kick out of them, and they're awesome.

And I mean, even as I'm speaking right now, I had a bunch of notes here. I'm like, I'm not going to look at them. I'm going to speak through the heart, by the heart, because that's the work that we do. And when you do the work, you speak from the heart. And yeah.

Hi, everybody. I'm Alexa Wayman, and I'm a seventh grade counselor at Cascade. Like Salvador, it's my second year there, and I feel very, very, very lucky to have wound up there. At the heart of what we do at Cascade is providing our students with opportunities to develop their own individual identities, empowering them to set goals for high school and beyond and develop skill sets and

strategies to set them up for success.

We do this by weekly revisiting and refining all students' personalized learning plans. We work with students to find the best high school pathway, coaching them as they plan for and apply to the various options, including but not limited to Evergreen High School, Highline High School, the International Baccalaureate Program at Mount Rainier, Aviation, Big Picture, Choice, and the new Maritime High School.

And we encourage them to sign up for Puget Sound Skills Center summer program available to eighth grade graduates. We also utilize the High School & Beyond planning materials provided by our district, as well as the awesome college, technical, and career planning resources offered by our partnerships with success coaches and their success team.

In line with identity development. We encourage students to participate in our affinity advisory groups where they find a safe space to deeply explore shared aspects of their cultural experiences through a sense of belonging. Some of these include the Black Student Union, Our Futures Matter, a group centered around the Asian Pacific Islander community, and Becoming a Man, a character development program for young men in the Latinx community.

From an academic lens, it's important to highlight our intentional math curriculum that aims to ensure that none of our students fall behind in high school math. And with a large population of our students being bilingual, it's very, very exciting that we can offer these students tests that enable them to earn high school world language credit and an opportunity to achieve the seal of biliteracy upon high school graduation. Thank you.

So we-- absolutely no one recognized the importance of, what are the foundational pillars of Highline? And we hope that in what we've shared today, you've seen them as a throughline in our work. As a school we believe, yes, words matter, but our actions speak louder than our words. And we hope that what we're enacting and what we're moving towards as a goal for Cascade is going to continue to better meet the needs and strengths of our students, as well as our Highline promise. Thank you.

Angelica, I will turn it over to you and the board for questions and comments for the wonderful Cascade team.

Thank you, Superintendent. Director-- Director Van, do you have any comments or questions?

I do. Thank you so much for being here and presenting this evening. On one of the bullet points, it stated student mentoring program. Can you expand in on the mentoring program and how that got started and is working out?

Yeah. So last year, we had been working with an organization called IGNITE. And the mentorship that they do is they help develop student leaders that can be selected by teachers, nominated by staff, or for some students, self-nominated. But last year, it was kind of as an entry point staff recommendations.

And so through kind of activity similar to a lot of what you see in WELS, students learn, what are mediation techniques? What are ways to motivate students when you're-- to talking with a group? And so are eighth grade students then partnered with our sixth grade students and thought about, how can I give you, from the lens of an eighth grader, somebody with a little bit more experience, some ways to navigate middle school?

And so that resulted last year in inviting sixth graders from every one of our feeder schools to attend kind of like a mini shadow day at Cascade, as well as continuing when those sixth graders arrived on campus then to the same IGNITE student leaders partnering with specific advisories. They would regularly come back to and continue working with students in that group. We haven't quite fully adapted it to a virtual scenario, so that's something that we are problem-solving, because it's a model we'd like to continue forward with.

Thank you so much. And that's it for me.

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

Not so much questions, but I do want to just thank the staff and those that are here and those that-- who we can see and can't see, but who I think Kelly characterized as the best staff ever. And so just thank you all. Thank you for just your diligence and your commitment and your just innovation during this completely difficult, unprecedented time.

Yeah. And I just-- again, I guess I would just-- if there's anything, just remain innovative. You know, you all already called out that we can see academically what it looks like, and we've called out the work that needs to be done. And I think that you all are doing something really great in meeting the students in their first humanity.

And I think that Salvador or one of you talked about that. And before they ever come to us as students, they're human. And so I thank you all for really leaning into the promise, knowing them and

loving them, because that's really what they're going to remember is how they have felt.

Thank you for bringing in the community. Pat, it's great to see you. And just really having-- holding to heart community and the partnerships and the relationships that are really being formed and fostered, with an acknowledgment that the students are part of an extended community, and our schools are part of an extended community that wrap our arms around our little-- our human students.

And so I just wanted to thank you all for that. I know that we heard from Evergreen it seems like way back last year in 2020. But there seems like this real consistency around community and how we want the students to feel.

And so I guess if there's a question, it's just really wondering, what does that intentionality or that vertical alignment look like, given that-- I'm assuming that many of the students move on to Evergreen. And are you all intentional about having those conversations with the staff at Evergreen?

Yeah. Prior to this year, we often collaborate pretty closely with them, especially for our eighth grade transition. There's a lot of intentional aligned activities where we bring eighth graders up and they actually bring students down to meet with our eighth graders in advisory.

And additionally, both I think for our staff but also especially amongst administration between the two schools, we're consistently in communication not only for kind of school instructional and community-related needs, but a lot of times especially through athletics. And because of the shared community that many of our coaches coaching at both schools, and we have students who play for us, also with siblings who play for them, I think there's a lot of opportunity for those conversations to happen.

Where we'd like to go a little bit deeper is really kind of create that pipeline from elementary, middle, to high school. And so actually, Pat just helped me write a grant for doing some work with-- White Center Heights is one of our feeder schools to kind of grow that larger connection between all three levels. Because again, serving a community and being kind of like the bridge in between those two sides, the more aligned we are across our community schools, the more we're going to be able to better serve our students and families.

Thank you. Director Dorsey, any comments or questions?

First, I just want to apologize. I missed the first part of your presentation. But the second part, I'm sure the first was-- what?

They honored you. Oh, well. You missed it. OK.

Oh, shoot. Again. [LAUGHS] Anyway, and I'll also echo Director Bradford. It's always good to see you, Pat. Thanks for joining us. But the thing that comes through even on the screen is the passion of staff. And you know, I'm always interested in kind of the vertical alignment that Fa'izah alluded to. And that's one thing that I really noticed is kind of the intentionality around making those transitions for the students.

It's interesting, but in fact, I know Suzanne Jerde. I see-- are you on there? There she is. Years ago, Suzanne and I talked about, what do we see in kindergarteners? And what we see is the class of. And I know that we've done that with a lot of the Highline work.

And so I'm always listening for those things. But the thing that really stood out tonight with your presentation, in addition to Salvador's comment of the work coming from the heart, was just how connected you are with other community partners like YES Foundation, like the White Center CDA. And I think that that to me kind of encompasses what I always am hopeful for in that the communities and the schools are all unified in what we're able to provide for students.

And one of the silver linings I think of this last year has been that those partnerships have really kind of emerged and even been strengthened. And some have even been broadened, if you will.

So anyway, I just-- I really want to thank you for paying attention to all of those things. And also, I'm always-- what I was going to say a minute ago is I'm always been listening to how advisory time is used. And so it always-- I always get a big kick out of a presentation that talks a lot about how they're using advisory. So I don't really have any questions so much as just an appreciation for the work you're doing. I really do. Thank you.

Thank you, Director Dorsey. Director Garcia?

Yeah. I guess one comment, two questions. The first one, I really just wanted to give a quick shout-out. Kelly is really good at giving out the recognition, but she didn't give recognition for the amazing work that she's doing. And from day one since you've come to Cascade, you've been amazing. And I just wanted to lead off with that. Immense amount of gratitude for the work that you do at Evergreen and how you've stepped up and been a leader these last couple months.

The questions are-- two questions. The first one, I heard I think when you were talking about growth and mastery that part of the small group interventions was identifying what students may need and

identifying strengths that propel them. Can you broadly speak, what are-- what is the theme of our-- what are our students needing? And how can-- how can we as a system provide that support?

And the second part, what's a theme that our students are bringing to the table? What are those strengths that you see a lot of our students in White Center and the north part of Highline School district, what do they bring to the table? Oh, and the second question-- this is open to anybody, but what are you guys doing for self-care, and what's working?

I'm happy to start, but I'm also happy to let anybody else jump in. I told them if I started a sentence with I'm happy to, that means that's a tap on the shoulder that someone is going to get cold called on. [LAUGHS]

What we kind of-- when you're saying speak broadly to it, we know that there are a lot of technology barriers. And I think there is definitely a learning curve for the amount of familiarity students have with what it means to learn virtually.

And when I say that, I meant, like, as in back in October and September, sixth grade teachers were figuring out how to teach a student to click to close a tab and how to refresh. As like, the thing that you're holding in your hand, that's a mouse. You move it up or you move it down, to left, right. It was that level of direct instruction for kind of helping kids navigate the computer, to now kids are able to, within Google Classroom, be able to copy and duplicate a task or an assignment that now they have their own copy of. Are able to fill it out, turn it in.

And so I think there's definitely some very technical skills that come with that support in those interventions. But a lot of times, it's also I think the navigating of, how do I grasp concepts that are difficult for me if I don't have maybe something tangible to work with and I'm having to deal with the abstract? As great as 3D models can be, without that tangible and without that sometimes, like, somebody kind of showing me right here, Desmos is great. But again, sometimes that tactile experience can-- I think just click something for somebody that virtual learning, it's going to take a little bit longer.

So in terms of our intervention, part of it is kind of helping kids with organization skills and figuring out, how do I navigate so many Google Classrooms and the technology? But also, when it comes to some of the content that I just-- I need a little bit more time to process or I might need a little bit more time to talk to you as the content expert teacher to help me make sense of this, those are kind of the two areas that we're seeing needing support. Again, anybody else, feel free to jump in. Alexa?

Oh, are we on to the self-care part? [LAUGHS]

I think talking about some strengths of our students, having been in White Center for many years, I've seen a lot of families come through. And what stands out to me is the love that they have for White Center and the pride that they have in themselves. And our students and families feel really strongly about you recognizing that about them, seeing them for who they are, celebrating that, and really meeting that.

And so if you're coming in with a bias or with an assumption about how somebody looks or acts or whatnot, you're going to feel like there might be a little bit of-- it's going to be-- it's going to be hard to get to know you. But if you make a space that welcomes a student to show up as they are, who they are, and welcome and celebrate and love them for it, you see some of the most incredible things happening in our classroom. And that's a testament to a lot of what T is doing, what Salvador's doing, what so many of our teachers are doing. And that's why I think-- I believe that's why we see so many of the successes we're seeing now.

I mean, to speak to the strengths of the students, they're really resilient. I think our students genuinely care about the well-being of the school, and they really want to learn. And I think they actually care about their teachers, and it just feels like we're all on the same page.

But not only that, but they're really good at talking to each other about how they feel. And it might look differently. It might be in the chat. The cameras might be off, but these kids really care behind the name they see on the black screen with white letters.

So I think that one of the things that they need is just flexibility to be able to do that when they feel that they need to. I think that they need flexibility with how they turn in their assignments. I think that they need flexibility in how they're assessed. I think that they need flexibility even in how they interact with their teachers sometimes or when they can come to class.

But at Cascade, we constantly talk about how this pandemic has really provided us with an opportunity to be able to change a school system that for so many years has not been working for a lot of our students that we serve here in Highline. And so every day, we come into work really trying to figure out, like, Nate, how do we become our best selves, and how do we continue to be a better Cascade?

I guess I just-- I'm going to quickly kind of jump on in. And I think the biggest strength of our students is their bravery and what-- they're willing to take risks and jump on in. If you-- like, you know it when

you come into a Zoom room and you feel-- feel the connection. And like T said, it might be literally almost silent, and the chat is popping up, and they're making crazy emojis that I don't know how to make still.

But they're still engaging, and I think-- I feel impressed and inspired every single time I'm popping into a space. And so if we can take that and help them grow-- and like T said, grow in the way that they need and the way that makes sense for them, nurture them in the way that works for them, then we're really cooking.

Yeah, that's awesome. And I just-- you saw it with that comment with Nate too at the end where it was, he's asking y'all to make sure how you guys are taking care of yourself. Or I forget the wording, but that was one of the last points I saw on that slide about Nate, and I just thought that was really amazing.

And I'll just add that on Monday's advisory, we started back in October doing every Monday is, like, self-care activity for students. And they can choose when they can access the counseling Google Classroom and find activities on there, and then just discuss with each other what's working for them.

And as a result and with our focus on SEL overall, our staff are naturally just in that mindset all the time. And it's great, because they know that they can come to us as the counseling support, as our admin team support. And so I just feel like the family aspect is really real for staff and for students. So yeah, it's been good to focus on that.

I'd like to quickly add that I feel that we're able to see our students' strengths that they come with even more so because of the work that all of the Cascade staff are doing to become an anti-racist school. When you don't do that type of work, you see a student for what racially, historically they've been proclaimed to be.

And when we break those down and talk about the damage that it's done to many BIPOC folks and the history behind it, we're really able to see the beauty that we come with, which oftentimes, me myself as a brown Mexican indigenous person growing up have failed to see. And it wasn't until high school-- I mean, my college experience that I met my first Mexican professor and I was able to see the beauty that I come with rather than what I wasn't taught to value and appreciate.

Thank you, Salvador. Thank you, everyone. And I don't have any questions. Just want to echo, I love the partnerships. We all know as the old cliché that it takes a village to raise all our babies. And having Pat-- nice to see her again. But having other community just-- and the way that you are-- as

you talk about it, how you embrace it is just a blessing to see that there's amazing partnerships that can happen. And I just want to thank the staff.

And thank you also, Salvador, because I want to say I am older-- a lot older than you, and I still haven't had a Mexican teacher yet. So it just goes to show we're so proud that you are here at Highline, and thank you, because you've become a role model to our babies. So thank you.

Thank you.

And with that, I pass [AUDIO OUT] superintendent.

Thank you, Angelica. So first of all, I just want to say, Pat, thank you for joining us tonight. I feel like within our village, the Thompson family is a village within a village. So thank you, Pat, and please give our best to your family. And we're so grateful for your partnership and your love that you give to our community, especially our White Center community.

And I just need to say to those of you who are representing your colleagues tonight, Emily and Alexa and Salvador and Tiara and I want to-- Salvador, and of course, Kelly, you did a magnificent job representing the beauty that is Cascade. And I know that this has been a trying year, especially the last couple of months for your school community. And I appreciate your resilience, your compassion, and your care for one another as adults and for the students.

So just know that we are incredibly grateful for the work that you are doing, and so, so proud. Thank you for giving up some time after what has been a long day for us all to share the good work that you are doing. And as we said to Nate, you are welcome to stay for the rest of the meeting, but should you choose to go and enjoy your evening, we encourage you to do that, because you've earned it. So thank you, Cascade. [CLAPPING] Thank you, everybody.

And thank you all of you. We wouldn't be able to do the work that we're doing without all of your leadership. Have a good night.

Good night.

Take care. Happy new year.

And so that concludes our school presentation, and we'll move into our scheduled communications. We have one public comment. And Vice Chair Mr. Van is going to be reading that. We have four minutes, so I am going to start the timer as soon as you are ready, Mr. Van.

All right. Thank you, everybody. Board of directors, you received this in your email, so if I don't finish, you can finish reading it. My name is Dawn Elwell, and I'm a proud-- I'm proud to be a kindergarten teacher at McMicken Heights Elementary.

I'm writing to you today to share my concerns about the instructional impacts and safety implications of returning to school in a hybrid learning format during current pandemic conditions. I strongly believe that student learning will be disrupted as families try to adjust to another change and educators navigate the best practices for teaching in a new format. Please see my concerns listed below.

Instructional family disruption, A. Spring-- since spring, our school has undergone three major schedule shifts. While some families, students adjust right away, others have taken weeks and months to truly absorb and implement the changes.

B, in kindergarten and primary grades, the first several weeks of school are spent teaching children routines and expectations. If we are to go back to the classroom now, I believe we will be giving up weeks or more of content and instructional time in order to teach classroom expectations and safety protocols. Given the short amount of instructional time this year as well as the short length of daily time students will be in the building, we can't afford to lose this valuable content instruction time.

C, each change in the instructional model has come with a significant learning curve for educators. We have tried many different things in order to find what works best for our students. We've made special arrangements and schedules with specific students. And now after several months in distance learning, we have found methods and procedures that work.

My students' academic growth this year has been very similar to what I've seen in previous years. I am concerned that with yet another change, we will be starting over again. And in many ways, we'll lose seven weeks of most effective instructions as we learn the best way to teach in a hybrid model.

D, I believe that many families will view their time in the building as their total school time for the day. I predict it will be difficult for students to transition home and then back onto the computer for more instruction, leading to more loss in instructional time. Even in distance learning, afternoon attendance is not as strong as morning attendance.

E, families have made childcare and work arrangements to accommodate distance learning and current schedules. It is unfair for them to make another change and which may be short-lived in the likely occurrence of an outbreak.

Second topic is safety. A, in July when the decision to begin school in a fully remote model was decided, it was communicated that 35% of staff identified as being high risk for COVID complication and 29% lived with or cared for someone in a high risk group. This has not changed. If anything, this is more important than ever with rising counts, variations of virus strains emerging, and stretched medical resources.

B, are there enough subs to cover staff illnesses? There will be an increase in staff absences based on needs to be more vigilant about staying home with any COVID-related symptoms. And if staff members get COVID, they could be out for weeks or more, even in a milder case.

Third topic is social emotional health. My kindergarten class has learned over 10 ways to say I love you through the computer screen. They love coming to school. They work hard, and we have great attendance. They know each other by names, and we have daily friendship rooms and playgroups to help them learn social and conversation skills.

We have truly been able to replicate a loving, high-standards kindergarten classroom over this term. If we go back to the classroom, students will be forced to stay six feet away from each other, to not touch each other's things, and we will not have limited ability to interact. I will be teaching in a face mask and shield, possibly wearing a gown and gloves and staying six feet away from others. This will be a step backwards from the warm, caring, inviting learning environment that we have created in our virtual classroom. B, I believe that--

[CHIME]

The time is up.

OK. So board directors, if you would like to-- can you please finish reading it? It is in your email that was sent out this afternoon.

Thank you, Director Van, for reading that.

Yep.

With that, we move to our superintendent's comments.

So good evening, everyone. And as I said, welcome to our first school board meeting for 2021. I will just begin, given that Dr. Van has just shared this letter from one of our teachers, we are working very hard with staff across the district to prepare for returning our young students, our elementary

students at some point-- we hope in February-- to a hybrid model so that they can receive some in-person classroom instruction. We know this is being done safely in our state and across the country, and we are confident that working in partnership with our labor partners and staff across the district, we can do this.

Evan Mirolla and Linda Rosenbury who are really sort of leading our work on this front and really making sure that we're staying focused and organized held some focus groups with staff across the district today to have them weigh in on the hybrid model that we're thinking of. Because as I shared with the board, we surveyed our families, and over 67% of our elementary families indicated they would consider sending their children back in person.

So that limits-- given that number, that limits the options we have for hybrid. So we're working diligently right now, as we have all along, on making sure that we have all of the safety measures in place, which I'm confident we do and we will. And that we have anticipated as many of the potential issues that could arise as we can.

I can tell you that I was out in a couple of schools this week, at Highline, at Tyee, at Glacier, in our ILC classrooms, seeing our students who have now been back for-- gosh, I think is it almost two months, maybe? Roughly six weeks? And it's going incredibly well. Our staff is doing a wonderful job, and the students and staff are so happy to be there. Now I know those numbers are small, but it also shows that we can do this.

And so we are moving ahead, as is every other district in our region. I was on a call with superintendents from King Pierce and Snohomish County today. Virtually every district is planning for an elementary return, some beginning as early as today and others at various points throughout January, February, and March.

We have not determined our date yet. We have said that our plan will be ready to go February 1. We are not coming back February 1, but we want to be-- we want to have the plan ready so that we can then make sure everybody is familiar with what they need to do so that we have as smooth a return as possible.

So just want everyone to know that, that we are continuing to partner and work on this. And we look forward to seeing those faces in person as soon as we can.

I will say, I received a message from one of our elementary teachers earlier, and she said, I will continue to love-- to fiercely love those little faces on the tiny screen that I see every day as we

manage our way through this. And so everyone is eager to see those faces in person and not on the screen. And so we will do our very, very best-- sorry. One of the dangers of being at home. [LAUGHS] Sorry about the kitchen work with my husband.

So anyway, I just want to assure people that we are continuing to do the work that we need to do to prepare for a return. I will say that Sandy Hunt let me know that she didn't have formal comments for tonight, but that she wanted me to convey to the board her and HEA's appreciation for all of the work that the school board does, and that she and HEA remain committed to supporting students and staff and working with us in the year ahead.

And finally, I will just share some brief comments about the events of today that I think to some extent are still unfolding. I sent a message out to all staff, and the board has seen it as well.

This was a-- this was a sad day. Sad's probably not as strong a word as we'd like to say. There are a lot of feelings that I have right now, and I'm sure there are a lot of feelings others are having.

But what of course I thought of as I was watching the events unfold at our Capitol was, what must our children and young people be thinking as they see this unfold? It's hard enough for us as the adults to try to make sense of this. And I started thinking about the lessons that they are taking away, and frankly some of the lessons that they've been perhaps taking in over the past several years.

And what we-- as I said in my message, what we saw on display today was not leadership, nor was it exercising freedom of expression. This was violence. It was insurrection. And this is not who we are as a democracy.

As we know, real leadership finds a way to work with those who have different opinions and does not try to silence them or diminish them. And I think it's important that we have these conversations with our young people right now about how-- why today happened and how we got here, but more importantly, where we go from here. How do we learn from this and get better?

I also have to point out the very glaring-- I'm not sure of the word, and I apologize. My words are not coming easily today. The fact that what we saw today was, to put it lightly, a gross double standard of what is accepted in our society. And Bernie and I talked about this, and I've seen and heard from other colleagues about this.

The police presence that we saw at the Capitol today was nothing compared to what we saw at some of the Black Lives Matter protests and other things across our country. And I think we all need to take stock of that, and that is also a conversation. And those are also some of the feelings that we are

going to have to not only share and reconcile within ourselves as adults, but also with our students who-- that is not lost on them either. There is racism and hypocrisy in a lot of what happened today, and I think it's important that we talk about that too.

And all of that said, I know that-- and I take great hope in our young people and our children who will show us the way out of this. They always do. And I want to thank our Highline community for coming together to continue to address these issues head-on, and to make sure that our children come through this better, smarter, and loved. And that's actually what I wish for all of us as a nation right now, so thank you.

Thank you, Superintendent.

With that, we'll move on to school board reports. Director Garcia? Well, we'll start with the legislative reports. Director Garcia and Director Dorsey, do you guys have anything?

I do not, other than I know they're cranking it up next week, so hang on. Aaron, I don't know if you have any additional.

And I-- thank you, Susan, for saying that. It's been difficult to watch and difficult to explain what things-- as things are unraveling. Ezekiel came into the house just when everything was happening. The news was on. And he's asking, why is that happening? And there's-- how do you explain to a fourth grader in a way that he's able to understand?

And anyways, we'll continue with our-- so again, thank you for bringing that up. Thank you for the messages. Thank you for acknowledging and recognizing. It's important that we continue to talk to our children, to talk to our youth. So I have no words, so we'll move on to the directors' reports. Director Bradford, do you have anything for today?

Yep. [LAUGHS] Yeah. And I apologize. I don't have this as concise as we would like. But I'm also still hearing Salvador and the humanity and the speaking from the heart. And I will say that, like I'm certain all of us, it was difficult to come on and be transactional today.

And so I appreciate this moment of humanity. Susan, I appreciate you saying what you said as a white woman. And that's where we have to be. We've got to acknowledge where Black people have been in this democracy, and we all have to do our part. We all have to be better humans.

And so it means a lot to have someone else as an ally, as a colleague, as a friend, as a leader to say the things that I certainly observed as a Black woman and had to reconcile within myself that I don't

want anyone hurt. And I know that it would have looked a lot different had that crowd looked a lot different. And so what I watched was maximum privilege and the benefits of maximum privilege.

And this is what we have the opportunity and the privilege to do. We have-- we are in close proximity for change, and it's a time for healing. It's a time for reconciliation. It's a time for opportunity. It's a time for, as T mentioned, not-- I forget how she said it, but really taking the opportunity and seizing the moment of what we can do differently.

We have watched every institution in this country and globally shift and pivot on a dime. And we've watched every institution do something-- do things differently. And shame on us if we revert back to what is familiar and what is easy. Shame on us if we don't take advantage of the proximity that we have to lean into humanity in the greatest way that we can. Shame on us if we don't recognize and take advantage of our power and our privilege.

I want to thank my other four colleagues on the board during this month of appreciation. Thank you for your fearless leadership, for your volunteerism, for your servanthood. Watching again what we watched today, as an elected official I'm just flabbergasted and thought about our safety. Thank you for sacrificing.

Angelica and Joe, thank you for taking the helm of leadership and just standing in that space. Thank you all for continuing to lean into growth around this journey, becoming anti-racist. As systems leaders, thank you to the cabinet and all. But again, I wanted to necessarily-- I wanted to certainly appreciate the board, my other colleagues on the board.

So yeah, that's what I have to say there. But we have a great proximity for healing, and so I encourage us to take advantage of that and lean into that and identify, what ways can we be conduits for healing in our community so that our children are well? And we can say that our children are well and our community is well.

Thank you, Director Bradford. Director Dorsey, any comments?

[SIGH] I don't know that I can-- I don't know that I can put words into what I'm feeling right now, and I think-- I'm guessing I'm probably not the only one. And it's really hard to conduct our business as board tonight because of what's transpired today.

But the contrast in the way that the events of today were dealt with as opposed to the way the other incidents, the racism that we all witnessed and were hurt by earlier in this year has affected me like

nothing that I have experienced in my lifetime. And to see how our country treats people differently, there's a part of me that was really broken by this, because I think, Fa'izah, you nailed it. I mean, we are in proximity of profound change in our system, in the way that we deal with things.

And my perspective has been modified. And I always think that that's part of the work for me, is to continue to challenge myself to modify that perception and that belief. But today like no other before, was just-- I just-- yeah. I don't know what to-- I don't even know how to process it. It's going to be a while, so that's all I have. Thanks.

Thank you. Thank you, Dr. Dorsey. Director Garcia?

Well, you know, I feel the same way in a lot of ways as Bernie. But you know, I think what we ask our youth-- I'll name for me what I'm feeling is just sad. A lot, a lot of sadness. And I have not been able to get rid of this sadness for a while.

And I was feeling so good after the last couple of weeks. I took the last two weeks off. And I mean, I took it off. I didn't check my emails. I didn't do anything, because I needed that separation, right? To focus on myself. And today, I'm back. I'm back in that horrible, horrible feeling. And it sucks. I don't want to be there, right?

So I'll just say that today has made me so sad. And I have my community and I have my support, and I'll be fine. But yeah, I'm just not feeling good. And it just hurts to see our society do this, be this.

So anyway, I'm just processing. And you know, I'm taking time to reflect on what my role is, and what do I bring to the table? And what do I want to accomplish? Why do I, like-- I don't know. Why am I here?

And I took time earlier today. Like, what is it that I want to accomplish in my time here on the board? And I wanted to be very transparent or upfront, like, these are the things that I'm trying to do here as a board member is to focus the work that I'm doing here around racial equity, is the things that we're talking about really doing a systemic change? Is it building community? And is it focused on health and wellness?

So I wanted to share that, because that's how I'm looking at things whenever we have policy, whenever we have bought agenda items. Is it tackling those three things in my mind?

Not that-- I know that it is, but that's how I'm taking this approach this year, because I want to do the shift that Fa'izah is talking about. How do we create that systemic change so that we don't go back?

Are we really asking ourselves some of these questions and being intentional about saying racial equity? Because I think we're getting better at it, but sometimes we get afraid to have this conversation. And I think we're getting past that fear, and I'm proud of the work that we're doing. But anyway, these are just random thoughts. I didn't have anything really organized in my mind, but I did want to share, what's the lens that I'm taking 2021 with with the work that I'm doing?

And just an appreciation. School board proclamation month or School Board Appreciation Month. Man, you guys are an awesome and amazing group to be working together to figure this out. And no one ever thought it was going to be like this, so I just am grateful to be with you guys.

Thank you, Director Garcia. Director Van?

Well, you know, I want to echo what Dr. Bradford, Director Dorsey, and Director Garcia said. For me, the word is sad, you know? With the onslaught of our-- the seasonal depression that's happening with COVID and today, it really punched-- it punched a lot of people in the face and in the throat. And it is very difficult.

So I'm going to leave it there. We have a lot of work to do as a team, and we're doing it. I am proud to work alongside of you guys as directors. We are in this together in addition to all of our cabinet and our staff and Dr. Enfield. We're walking along each other-- alongside each other and doing this work, so I'm very appreciative. Even though it is Board Appreciation Month, I appreciate you guys as well for doing this with us. So with that, that's it for me.

Thank you, Director Van. And again, I'll just echo what everyone said. I feel very blessed to have an amazing just board that we all have different perspectives, and I think that's what makes us amazing is that we all bring things from our heart and bring humanity into the work, and I appreciate every one of you.

There's a lot of times we don't take the time to say that, and I think not just this month because it's Board Appreciation, but because the work needs to continue. And we're doing it. I wish we could do it faster. I wish we could do more. I wish-- you know. But I think doing it in a systemic way so we don't revert back to what's more comfortable, and that we continue to fight the fight.

And like even Joe just mentioned about not only our board because it's Board Appreciation, but cabinet and our superintendent who we work together through things. And we might not have the same view, but it doesn't mean that we're not going to get the work done. It just means that we really need to look at things in a different light and really bring our own perspectives, because that's

what moves our work forward.

So thank you to all of you. I feel blessed again to work with each and every one of you. And I have no words for I think how I feel today and the fact that we had to sit through here, so we'll move it along so we can go deal with this in our own way. So with no other reports, we'll move on to our consent agenda. So I'll ask for a motion to approve our consent agenda, and I'll need a second as well.

I move we approve our consent agenda.

I second.

All in favor, say aye.

Aye.

Aye.

Aye.

Any opposed? Our consent agenda is approved. And with that, we have one action item, and that is the approval to approve a new policy, 4300, limiting immigration enforcement in schools. Any comments or questions?

No.

If no comment or questions, I just want to say that I am thankful for this policy. I know that there was a lot of processes in the work, and that what I love is that not only do we now have a policy not only because it's required, but we already had this in place. It was just not a policy. But that we are trying to protect all our students, because schools is for kids to learn. But I have--

Director Alvarez? I'm sorry. I know that we're running long. But I just have to say that it is significant that you are taking action on this tonight.

Yes.

Given what so many of our family members, students in Highline have endured, particularly over the last four years and prior. And I think it's important that we continually emphasize that we will love and protect and serve and honor every single one of our students and their families, and celebrate their cultures and their heritage and their history. And in doing that, we will be a stronger, better

community. So it's the best of who Highline is.

And I know that this is policy and I know that there's processes, and I know all of this. But I think it's, like you said, not only it's timely, but also I think it's an opportunity for us to refresh everyone's memory as we go back to school, making sure that they have this at the forefront when we eventually return to in-person.

And what I loved is that we already have a system in place of what to do if immigration shows up at any school, that there are clear steps to take so no one can say, I did not know. But I think it's good that we continue to review this. So thank you to I hear its, Isuzu, and Lita for working hard on all of this. I know-- and Holly, thank you. So to everyone, thank you. So any other-- if no comments or questions? With none being heard--

Real quick. I just also want to echo my appreciation for this. A lot of the work that I've done personally outside of the CDA has been around supporting our undocumented families and supporting undocumented students. So knowing that we now have word for the-- we now have policy for the values that we have as an institution does mean so much to me.

So just, thank you for working on this and getting it to the board. And I guess a question I would have, if we could just take a moment, how do we plan to, like, implement or get this out to folks so that they know this is the new law of the land?

So I can just quickly add before other people, but this has already been in place. It just was not policy. Aaron, a couple of years ago, we actually went through challenging times when ICE was apparently showing up in other parts of the country routinely to schools and picking up our students. So we-- and things were getting heated here, so we as Highline took the initiative and had actually the system in place. It just was not policy. So I think that's what I was-- and I'll let you guys answer, because you know all of how this-- Susan and the rest.

But what I feel proud of is now it's policy, but we've had this in place for a while. And steps-- that's why I said the processes have been there. The steps, you know, exactly what to do. And so the fact that it's now become policy, I am so excited. But I guess I'll let Susan and whoever answer what.

No, you get the A team. You get Holly.

Holly.

Appreciate that, Susan. Yeah. The thing that I was so excited about with this policy is how much it

mirrored our existing practice. It is a required policy, and they could have done something completely different. And when I read it, I first read it with trepidation. When I finally finished reading through it-- because it's pretty detailed-- I was like, oh. This is what we're already doing.

So Aaron, to your question, I already have an admin packet item written that'll go out for all staff on Friday. And it just reinforces-- reinforces the policy, and it lets people know that they need to contact the superintendent's office if anything happens like this. But it also puts forward Lita, Isuzu, and me as primary contacts if people have questions or want to discuss the policy. And we name that in the admin packet, so that'll go out on Friday. And thank you all for passing this. This is really important.

We haven't voted on it yet, Holly.

True. Knock wood.

I just want to read one quick comment from Isuzu I just felt it in my heart. It says, schools are for all. Students should feel and be safe and protected when they are under our care, regardless of their immigration status. Schools should be a place where students can dream and work towards their future without fear. Thank you, Isuzu. Very true. And with that, I move that the Highline School Board approve new policy 4300, limiting immigration enforcement in schools. I need a second.

I'll second.

Kyle, roll call, please.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez.

Yea.

This motion passes five to none.

Thank you. OK.

Well, with that, we only-- we have two intro items. One is motion to approve purchase order increase per community care LLC. The approval of this motion will increase the contract amount with community care for 2020-2021 school year. I know there was already some questions asked around that. And any questions or comments on that?

I do, President Alvarez. Board, I just forwarded you an email that I had asked some questions. Thank you, Darren Spencer, for answering those questions with the increase of \$160,000 for the school year for x amount of students. I just needed to look at the math and see what that equated to. So when you guys get an opportunity, take a look at your email, as that will be all spelled out. So thank you again, Darren, for giving me that information.

Thank you, Director Van. No other comments or questions? With that, I'll move on to 9.2, motion to approve resolution 01-21. That approval of this motion would authorize the sale of Burien Heights site. And these are all intro items. Any comments or questions for that one? Seeing none, I'll ask if, before we adjourn, if there's any intro items that wants to be moved to our consent agenda.

It seems like since those two items, 9.1 and 9.2, there weren't any questions or any concerns that I saw. I would move that we put items 9.1 and 9.2 on next regularly scheduled meeting's consent agenda.

I would second that.

So all in favor, say aye.

Aye.

Aye.

Any opposed? So then those two will be moved to our next regularly scheduled consent agenda-- meeting consent agenda. And with that, with heavy hearts but also thankful for things like today's just action item makes me feel that we're moving in the right direction and that-- and before this policy became-- or law for it to become a policy, we already had that system in place. So it goes to show

that we're doing our best that we can.

And again, thank you to all you board directors, and thank you to all the staff for being here tonight on this evening and to our superintendent. As someone mentioned, our fearless leader. And with that, I'll ask for a motion to adjourn.

I'll make a motion to adjourn.

I can second.

And all in favor?

Aye.

Aye.

Aye.

Opposed, none. So good night, good evening.

Good night, everybody.

Good night, everybody.

You as well.