

Highline Public Schools | 2021.02.03.Board.Meeting

You're good to go Angelica.

So welcome everyone to our regularly scheduled Zoom meeting. At this time, I'm going to ask Kyle Noah, we're going to do the *Pledge of Allegiance*. So, please, stand with me. Now, please, begin.

I pledge allegiance to the flag of the United States of America, and to the Republic, for which it stands, one nation, under God, indivisible, with liberty and justice for all.

Thank you, everyone. And with that, we're going to move on to roll call.

Director Van?

Here.

Director Dorothy?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez.

Here. And with us is our superintendent, Dr. Susan Enfield. And at this time, I'm going to call for any changes or additions to our agenda tonight.

And our agenda stands as is. And we move on to recognition. So I'll pass it on to our superintendent, Doctor Enfield.

Thank you, President Alvarez. And good evening, everybody. Thank you for joining us.

We have a few proclamations tonight, and then a presentation by our Puget Sound Skills Center staff. And we will honor a student superstar as well. So let me get through that right now.

We will begin with our proclamation honoring National School Counseling Week. Before I read it, I want to say thank you to all of the counselors in Highline who are invaluable during any time, but during these times are invaluable. So thank you for all you are doing to support the academic and social-emotional needs of our students. We are deeply grateful.

So whereas school counselors are employed in our schools to help students reach their full potential, and whereas school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development, and whereas school counselors help parents or guardians focus on ways to further the educational, personal, and social growth of their children, and whereas school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves, and whereas school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society, and whereas comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school, now, therefore, I, Susan Enfield, superintendent of public schools do hereby proclaim that February first through fifth 2021 is National School Counseling Week in Highline, and I urge all citizens to join me in honoring and recognizing the dedication and hard work of all of our school counselors.

[SOFT CHEERING]

Give a little clap for our school counselors. Next, we have Career and Technical Education Month. Let me pull that up.

So whereas the month of February has been designated Career and Technical Education Month by the Association for Career and Technical Education, and whereas profound economic and technological advances necessitate a capable educated workforce with career ready skills, thereby placing new and additional responsibilities on our educational system, and whereas career and technical education connects Americans with potential careers, and is the backbone of a strong well-educated workforce, which fosters productivity in business and industry, and contributes to American leadership in the international marketplace, and fill the growing skills gap, and whereas career and technical education offers individuals lifelong opportunities to learn new skills, which provide them with career choices and potential satisfaction, and whereas the ever increasing cooperative efforts of career and technical educators, business, and industry stimulate the growth and vitality of our local economy, and that of the entire nation by preparing graduates for career fields forecast to experience the largest demand in the next decade, now, therefore, I, Susan Enfield, superintendent

of public schools do hereby proclaim February as Career and Technical Education Month, and I call upon all hiring citizens to become familiar with the services and benefits offered by the career and technical education programs in our district. Thank you to all of our CTE teachers, staff, and our industry based partners who help make sure that our students are presented with all of the options available to them after graduation. We're grateful for you.

And, finally, we want to acknowledge National African-American Parent Involvement Day. So whereas National African-American Parent Involvement Day is a national holiday founded in 1995 in Michigan by educator, Joseph Dulin, after being inspired by the call to action of the Million Man March, and whereas the goals of NAAPID include honoring African-American families dynamic year-round engagement in their child's education, promoting strategies for African-American families to take full advantage of the educational process at all levels, and addressing the unacceptable opportunity gaps faced by African-American students, and whereas the events of NAAPID emphasize that schools cannot do it alone, affirm the shared responsibility for educating African-American students and serve to strengthen accountable partnerships and reciprocal collaborations between Highline Public Schools and the community, and whereas while NAAPID centers around African-American students and families, inclusive participation is encouraged by students and families from all diverse backgrounds, and whereas partnerships between families, schools, and communities are essential to advance student learning and eliminate opportunity gaps, and whereas the school board encourages all schools to recognize and celebrate National African-American Parent Involvement Day, NAAPID, and now, therefore, Highline Public Schools adds our voice in the proclamation of February 8, 2021 as national African-American parent involvement.

So thank you for that. And that bring to a close our proclamations. And so, now, I would like to turn it over to Todd Moorhead and Dave Estes from Puget Sound Skills Center to introduce us to our students superstar, and share their presentation about the really great work happening at PSSC.

Well, thank you, Dr. Enfield. We're very pleased and honored to be a part of this program tonight. First of all, let's start off with greetings. President Alvarez, members of the board, Superintendent Enfield, and everyone in the audience, it's truly an honor to share some information about our wonderful school.

Mr Davis will be running our slides tonight. And while, I wanted to start off first of all briefly with just a little background about the skills center, and what it's been through, and what it means to us. And then, I have the wonderful pleasure to be able to introduce our awesome superstar student.

So starting out, the Puget Sound Skills Center is a school of choice for technical career preparation. We serve as an extension of the high school experience for students from Federal Way, Highline, Tahoma, and Tukwila School District. But it is also available and possible for students from other school districts to attend.

Students that attend PSSC are here for half of their school day, and remain enrolled and attending there sending high school, the other half of the day. Transportation is provided at no charge, and all of our programs are free. 18 career preparation programs are available at PSSC.

A student can actually earn 1.5 credits per semester, 3.0 per year, for successfully completing one of their PSSC classes. Students who stay at PSSC for the entire year, can earn equivalency credits and specific academic areas. All credits earned at PSSC that's the count towards graduation requirement. And in addition, many students are articulated-- and with our programs articulated with local and community technical colleges making it possible for students to earn college credit while participating in PSSC programs. And for that, we are just incredibly gifted and pleased.

Like everything we do at PSSC, we may remain grounded in supporting the Highline promise. And that promise is every student in Highline Public School is known by name, strength, and need, and graduates prepared for the future of [INAUDIBLE]. And PSSC is absolutely a huge supporter of that promise, and we continue to live that every day of our school. Next slide, Dave.

So at this point, it is my distinct pleasure to introduce a former nursing assistant program student, who is also a current student in our biomedical program at PSSC this year. Her instructors describe Faith as a dynamic individual that is a leader in the classroom, volunteers to gain experience, and makes a difference in her community, strives for academic excellence, and takes every opportunity to achieve success.

She's a HOSA member, which HOSA is Health Occupational and Student Association, like Skills USA. She's also an ASB representative, and currently is scheduled to take her nursing assistant certified exam later this month. We had to postpone that due to the COVID shutdown, so we know she'll do real well and pass it.

So I'd like you to meet one of our awesome students of PSSC, Faith Villalobos Go ahead, Faith.

All right, thank you, Todd. My name is Faith Villalobos, and I'll be talking about my past year of my nursing assistant program. So I would say hands down, the nursing assistant program, for me, was one of my favorite classes. It was also an eye opening experience for me, where I got to see what I

wanted to do for the future.

I also met a lot of new friends, friends that I knew that I would have for the rest of my life. And we would kind of build on each other, motivate, and encourage each other to continue on with the program and to be where we are right now. I also have some of those friends in biomed, which make the experience even more better. We did amazing projects as well. Some of those projects-- well, one of my favorite projects is doing the culture project.

So as you can see on the top right, that is Costa Rica. That's where I'm from, my parents are from. And I got to share this experience with my peers, with my friends, and it was really fun to do that project. So hands down, my favorite project.

I got to do a lot of extracurriculars like HOSA, Merrill Gardens where I got to share my blood pressure taking skills. That was one of my favorite things to do. We also did a holiday celebration at the Normandy Park Nursing Assistant Home, where we were hosts, and we got to feed the elderly, and just host them overall. So it was really cool.

I learned 22 new skills that were skills that are going to stick with me for the rest of my life, like vital taking, feeding residents, and different things like that, we're I actually got to go to the nursing homes. I went to five different nursing homes, so it was definitely a really great experience.

And then, spa day. Spa day for me was really cool. I actually got to meet my biomed teacher now, and it really was a great experience where I got to learn more about biomed, and also got to interact with different classmates from different classes. So it was really cool overall.

This experience was really eye-opening. And, yeah, that's what I would have to say. So thank you.

Well, Faith, before we give you your award, I wanted to see if any of the board members have any questions for you.

Oh, yeah, for sure.

So any questions directors?

Sure, if I can jump in first.

Yes.

First, just thank you so much for coming out here and sharing a little bit of your story and giving us

this experience. I really appreciate it. I'll go with one of my favorite questions I'd like to ask students, if I were to give you a magic wand to do anything to enhance your experience, what would you do, or what would you have us do to support that so you and other students can get a better experience here at Highline?

That's a really good question. I would say overall my mentors that I have, they are some my instructors, are really good communicators, and they would be telling us what to do, but at the same time we were independent. So giving us that freedom to also be independent and to explore more about what we want to do, I would say would be great.

So that's kind of what PSSC did, give us more of that freedom for us to explore on our own. So, yeah, giving more of that trust, I guess. Kind of learn on our own.

I love it. And just a little follow up, what's something that was different about how this last year has been because of COVID, but you really think it was beneficial that we had to do something different in your experience?

Yeah, it gave me like a new aspect to, I guess, the virtual world and learning through the computer. So, obviously, I'm not in the labs, which would have been really cool. But we get to do Gizmos, which is like being in the lab and being there, which makes the opportunity really cool.

But I would say overall, just-- wait. Could you repeat the question one more time. Sorry, I got off track.

No, no, no, you're getting there pretty good. Just the question was, what's something that we had to do different because of the pandemic that you actually thought ended up being OK or good, a good different?

Oh, good different. OK, well, yeah, kind of like I said, the lab experience. I mean, it's sucked that we didn't get to be in the lab this year, which it's a really cool part of biomed, but just giving us those different opportunities and new opportunities of, for example, Gizmos, which give me that insight into the lab, and how to micro pipe it, and different things like that.

Awesome, thank you.

Faith, aren't you as far as what you overcame from last year, isn't that you devastated our clinicals ability of last year, but you're going for certification, right?

Yes. Yeah, I am. So, actually, I got postponed until March, which kind of sucks. But at the same time, it

gives me more time to kind of focus on my college application, focus on other things, and also continue to practice for my state exam.

Faith, where would you like to attend college?

So recently I got accepted into three colleges. I still haven't decided. I'm kind of looking at it financially what school is going to provide the most.

Yeah.

But I don't know. I kind of want to stay locally, but kind of want to go far to be more independent. I don't know. I haven't really made up my mind yet.

What are your choices?

So right now, I got accepted in Saint Martin's, Washington State University, and also Central University.

Congratulations, Faith. That's really-- you should be incredibly proud of yourself. Good for you.

Thank you.

The other directors, Director Van?

[INAUDIBLE]

I have one question. So last year, one of the most amazing things at PSSC is your mentors, but, in addition, is the facilities. How-- what is your experience with the new labs and everything. Can you share with us how that experience is with having the opportunity to do tours of the center. I can only imagine the hands-on and everything, so can you share a little bit about that?

Yeah, so this year, obviously, was more limited to being hands-on. I feel like last year, I really took 100% advantage of the hands-on experiences with the clinicals, with the HOSA, I think I said it right, with Merrill Gardens, just different clinical opportunities that really helped me to be hands-on.

For this year, it has been more challenging just because I'm a visual learner and I like being hands-on, but the virtual kind of helps too because even though I'm not hands-on, I'm kind of seeing exactly what they do in the lab. So that's still kind of good, I guess. But, yeah, it's different, way different, but I'm just glad that last year I got to take the opportunity to be hands-on, for sure.

Thank you very much.

Thank you. Director Bradford, any questions or comments? We'll come back to you.

Oh, you can't hear me?

Director Dorsey?

Oh, there-- I couldn't hear you.

Oh, sorry.

Go ahead, Director Bradford.

I was just saying congratulations to Faith.

Aww.

Thank you.

[INAUDIBLE]

Thank you, Faith.

Bye.

Thank you. Director Dorsey, anything you want to--

Yeah, just real quick, Faith, one of the questions I had was what's next, which has already been answered, but you mentioned the 22 skills.

Mm-hmm.

And I'm just wondering if you can recite those real quick and I'll go ahead and--

Oh, no!

[LAUGHTER]

No, I'm just kidding.

Director Dorsey.

Thank you so much for taking your time-- taking time to come back and share with us.

Congratulations. We're just super proud.

Thank you, Faith, as well. I just reiterate, we're so thankful when students come along and really tell us their perspective. It really also gives us an insight into their work and into their skills. So thank you, again, and congratulations on being accepted into multiple colleges.

Now, the tough choice is making that choice. But you've got this. And thank you, again, and congratulations.

Yeah, thank you for you guy's time. I appreciate it.

Thank you, Faith. And we do have a certificate that names you as our Highline Student Superstar for the month of February. And it says in recognition for going above and beyond in your studies and serving as a role model within your school and our community, we honor you as a Highline Public School Student Superstar. So it will be framed and we will get that to you OK.

Oh, thank you. Oh my gosh, I didn't know that.

Yeah, we're very, very proud of you. So thank you, Faith. And you're welcome to stay for the rest of the meeting, but you're also welcome to go enjoy your evening. It's totally up to you, OK?

Thank you, yeah.

You're so welcome. Congrats and good luck to you.

OK, Todd, I'll turn it back to you and Dave.

All right, thank you Dr. Enfield. And, boy, you can see how excited we are to work with children like that. Just amazing stories, all of our students can have. And, again, thank you all for your support.

Well, let's move on through here. That, obviously, was the most exciting part of this presentation. We'll move through this. I know you guys have a night.

So this is who we are. We're truly the picture of diversity. We enjoy and celebrate at PSSC, of note, I think we have a 22% special education policy, and approximately 19% of ELL we serve.

And I would just also of note, we have no certificated special education instructor nor ELL instructor. We support them with PRM instructors and our model seems to work quite well. So go ahead.

This is our staff. This is actually a picture of all of us down at our marine tech facility. Obviously, it was a little different time than it is now.

The other thing I would point out here is it's interesting, 41% of our staff is one to five years, and 41% of our staff is 11 plus years, with a few mixed in the middle. So I think it's an interesting, wonderful mix of new experience and the combined mix of some more veteran folks too. So it really helps us, I think, to serve our students best.

Our mission and vision. We remain grounded in integrity, excellence, and respect and teamwork. On that picture, you can see what Faith was talking about. Our biomedical students are working in one of our new state of the art classrooms.

It's truly an amazing facility, and thank you all for your support on that. Love to have you guys out to see this when you can. It's just a truly amazing experience.

However, our mission and vision, we came up with our mission and vision by meetings of staff and looked at, what does it mean to be a successful skill center, and looked at how we are measured, and narrowed it down to-- narrowed down to the above mentioned categories. It's important for us that aligns with our annual action plan goals and the strategic plan. We track data on these specific goals through formative and summative assessments, including our golden ticket, monthly WSL reports, exit tickets, industry certifications, advisory committees, and key performance indicators.

You've heard before, we have our 18 programs we currently offer. We chose to share a few of the highlighted one. Our first one we'd like to share is our culinary arts as recognized by the Association of Culinary Federation, one of the few secondary schools in the nation to receive exemplary in our yearly on-site evaluation a couple of years ago. And in this program, our students can earn their Junior Culinary Certificate, which is a really big deal for us to be able to offer that to high school students.

Another program we chose to highlight was one that Faith's involved right now, our Biomedical and Global Health Partnership. We have a partnership with Seattle Children's Hospital, which is staffed by a practicing clinically research Doctor, Dr. Noelle macnicol, who's employed by the hospital, but she's our-- she's our instructor. And we have this amazing facility that we really, really want to get our kids back to.

And then, the next one we chose to share was our dental system, which is, again, in our state of the art classroom with an instructor that also teaches in the evenings at Pima with adults. And we also

highlight internships are available with our partnership with Sea Mar Dental Clinic, which is actually right next door located by us. And they were really supportive and involved with us as we have researched and built that building. Go ahead, Dave.

You can see, this is something we're always curious and interested in learning. The day is pretty consistent trend over the past five years with our in and out of district enrollment. Even during this pandemic time, we are pretty consistent, our enrollment, and I feel like that's a tribute to our staff that have continued to be creative and think out of the box during this time.

Certifications are down a little bit this year. That's one of the benchmark datas we take a look at. We're down just a little bit this year. It's a little bit more difficult for us to collect those certifications, and we're going to get new information on that. But you can see from '18-'19 to '19-'20. We're just down just a little bit.

And dual credit, we really focused on that during '19-'20 school year, and those are a lot in thanks in partnership to our university and technical partnership goal. Attendance data for '19 '20 only goes through March of 2020 as a result of the school closures from the COVID-19. And attendance for 2021 begins 10-5-2020. Attendance data includes all PSSC students, regardless of their primary site.

So that's kind of what our picture is. I feel like that's a pretty solid picture with my-- as I meet with my colleagues around the state. So I feel like we're trying to do the best we can.

Another thing we track is attendance and behavior data. PSSC students are tracked by absences of five or more every month, and concerns are communicated to our home schools and instructors. The intervention tool has supported students improving their attendance, grades, equivalency credits, college credits, and opportunities. There has been a tremendous trend of absences improving throughout the school year for the past two years, and I know that students do the things we put-- the interventions we put in place.

Another thing we really are concerned and rightly so, is our social emotional support that we offer our students. We have a PSSC care team that offers multiple supports for students, staff, and parents, and counselors at home schools. Through an organized effort of referral and communication process, we have provided multiple supports that have made a difference for our on-campus students.

Throughout the last two years, care team supports have had a 95% and 98% retention rate of students staying in our programs on campus. So we know there's some real benefit, and real

awesomeness happening there. So this next part is my pleasure to introduce former administrator of the year, current assistant director, current Puget Sound High School Principal, the amazing and great Dave Estes.

Hi, everybody. So our school wide strategy, we're very fortunate Highline allows us and encourages us to, like Todd already mentioned, our annual action plan measures pieces that are important to us. And we have a good loop on campus of that time with our standards for success, teacher and student growth goals, and SFS. So we're really excited about that loop that we have on campus.

And you know about our Teacher Tuesdays a little bit. Todd talked a little bit about that where our teachers all come from industry. And so, it's an interesting marriage of people who have never been in a high school class before teaching high school students, coupling with the teachers that we do have on campus who are high school teachers, and them coupling together and living our charter is exciting to watch every year.

And then, the personalized pathway, very excited about that. Statewide initiative that started back in 2019 mandating that all districts in the state start-- including our eighth grade and even seventh grade, developing personalized pathway for each student. We're really excited about the potential of us playing into that piece as the years go by here.

Our elementary partners here, many of our-- several of our programs are very much involved. Our dental program at the elementary schools does a dental hygiene rotating schedule field trip kind of thing. And our translation and interpreting program is always going down to elementary schools. Again, with the middle schools, particularly that personalized pathway, again, we're really excited about that.

Our strengths that will really tie into that personalized pathway as they come up through the grades is are very crazy popular summer school. 600 to 700 students every year, open for 9 through 12th grade, whereas a regular year with juniors and seniors. And then, we also have a career camp, that is we've done it every year except with the COVID interruption here, that has enabled some younger students to experience careers, and start to kind of zero in on a focus that they're interested in.

Very proud of our behavior on our campus here. We had zero suspensions here. It is a fact that we are an extension of like 25 school districts, about 35 different high schools, and so we had a couple suspensions, but the high schools did though. So we're very proud of our very, very low, almost nonexistent suspension rate here. And one of the biggest reasons why is students understand-- understand the learning, the why, they understand the workplace expectations we have. And that

care team that Todd mentioned is a huge piece that has really, really, really been a key piece of keeping students engaged, particularly this last year.

Again, our attendance is very good. Todd mentioned our care team, and extended learning opportunities worksite learning, or internships and things like that, took a little dip last year because of the COVID closure, again, but we're looking to develop that, get that up again. And we have a very, very fairly strict attendance policy. Our attendance policy has written right on the top, this is your real job, and so we understand that industry is number one need, I need somebody who shows up every day. So we put a heavy emphasis on attendance at our school.

Our digital and media literacy, each program's allowed with our portfolio project, which is a huge piece we do every year or two. If their industry's going digital, our portfolios gone digital in the program here. Although some industries remain a paper based portfolio project here.

But we have the golden ticket that Todd mentioned also. That's a big piece we do every year. We ask students what they want to do after high school when they first start with us. And then, we focus throughout the year and working on an exit interview process where they-- we help them make their career dreams come true throughout the year.

Our bilingual and biliterate-- we have one ELL parent who runs all over campus and keeps our ELL students focused and on task here. And that's been a wonderful addition. She's been a great piece on campus here.

Todd mentioned this also, it's a huge piece, our equivalencies. I mean 472 are about 720 students last year, they counted on those equivalencies to remove the barrier to come to our skill center. And there's a big push statewide to also increase OSPI approved statewide equivalencies. Right now looking towards next year, our fire program is working on a 1.0 lab science, and our dental program working on the same, 1.0 lab science.

So we're always working on expanding our equivalencies. There in the core plus initiative is a big piece of that also, initially, not just with the start of our Aerospace Program, but now it's going to construction and auto tech. So that's really gaining some traction statewide.

And a big one, again, a big measure of CTE statewide, doesn't matter preparatory or exploratory is how many completers did you have. And as for skill center's proprietary program. 450 hours is a minimum. Our students go 540. So you get to about March, and you're a completer in our school because of the amount of hours we go.

But we have some great statistics on that, and we're really proud of how many completers we have. That's a big measure of success for any skill center. And we do have our own 501c3 foundation. It's a small group of people that are very dedicated to our schoolhouse here. We get some great scholarships every year, and actually we've been talking a lot with the Highline Foundation, also and do some things-- talking about doing some things together even. So we're excited about that small but dedicated group of people. Todd?

The last slide, we just really wanted to stick in here it's our new composite lab that we're very excited about. It's a part of our aerospace machine program. We received a million dollar grant a couple of years ago from OSPI. And all as a part of our 10 year capital improvement plan, which is kind of faded out on the right side of that picture that we have on file with the OSPI, which we're all required to do. It's pretty impressive-- a pretty impressive piece of information, and it's also part of my monthly meetings with the skill center directors around the state and OSPI.

So we monitor that pretty well. So our kids are getting a world class education. And you can see this-- it's hard to see this impressive new place on the computer, but we'd love to have you there and take a look at it with us.

[INTERPOSING VOICES]

If I could, I just want to also shout out to our facilities department at Highline Public schools, our host district. They have really stepped up to the plate in the last five years, particularly here, and, again, this 10 year plan for our future that's on the right there is a big piece of-- they helped us put that together. And we really appreciate that piece.

Right. And with that, that kind of brings us to the end of our program. I know you guys have lots of stuff to go to, but thank you for the opportunity to share a little bit about the skill center.

Thank you, Dave and Todd. And I'm sure the board members have comments and questions, so I'll turn it over to President Alvarez.

Sorry. Thank you, Dr. Enfield, and also David and Ted. So any comments or questions, Director Van?

I do have one. Thanks, Dave, Todd. A few years ago, I came by and we toured the facilities.

One of the things that you didn't talk about during this presentation was your partners and your mentors that come in and support the students. Can you share a little bit about how you've grown

from where it was to where it is now?

Well, each one of our-- each one of our programs have an advisory board, which is essentially made up of industry partners that are all absolutely invested in guiding our instructors and our curriculum towards exactly where it needs to be, on the moment, in the moment. And so, we work really hard to create those opportunities.

We host a nice kickoff dinner with those folks. And they actually meet at least four times a year, and absolutely advise us and discuss with us what they see the future as, as working professionals, and actually help us advise us where we need to put our dollars for our students, and in many ways help our students get placed and continue on in the industry so as they be it. So, yes, that's a huge part of CTE, and an absolute, absolute necessary thing for our students at the skill center. Thanks for bringing that up, Joe I appreciate that.

Thanks, guys. Also, in addition, my wife and I and my youngest will be virtual tour next Wednesday, February 10th. So I'll look forward to that.

Great.

Look forward to sharing that. Yeah, we're doing our first ever virtual open house/sharing. And we'll hopefully see how that goes.

Our staff-- in our staff meeting today, we were kind of putting the final touches on it. So thanks, we look forward to seeing you, Joe.

Thank you. Director Dorsey, any comments or questions?

Just an acknowledgment of the work that you both have done. And, Dave, your history there kind of speaks for itself. And, Todd, your leadership is just so valuable. And, I mean, I still to this day I'm running into people from my age, and I've been around a while, not as long as Dave, but I've been around a while and where they went through at the time OSC.

So I think it's really an important piece to acknowledge that the impact on the workforce in our region has just been amazing. I don't even know that you could quantify the number of people that have benefited vocationally from that experience. So I just want to really commend you two for carrying that torch and pushing it on to the future.

Thanks, Bernie.

Yeah, I'll let you respond to that, ancient one.

Well, I was going to say if we come back, the nursing students all need practice shaving. It's one of the 20 skills you were asking about. So I'll make sure to get you on the list.

Thanks, appreciate that.

[LAUGHTER]

Director Bradford, any comments or questions?

Certainly wanted to just acknowledge all of the work here and say thank you. I do have a question. Knowing that the experience is primarily hands-on, how have you been able to simulate that throughout this virtual space that the students are in.

Dave, do you want to start off with that one?

[LAUGHS]

Oh, boy. Well, it's been hard. It's been difficult.

I will say that industry itself has somewhat stepped up to the plate, everything from ASC Automotive Service Excellence Curriculum, the American Culinary Federation, the Nursing Assistant Certification Process, they've kind of stepped up to the plate a little bit. Now, a lot of it is targeted towards our two year college programs, but it's what we're teaching.

And so, that's helped. But, boy, it is difficult. That's--

I'll just jump in and share a couple-- a quick story that I had during one of the observations I was doing in my culinary arts program. They actually had-- I actually had one of my instructors come in and do a GoPro video of how to make an espresso, and narrate it, and do the steps. And then, he shared that with his students during the class, which I thought was genius and amazing.

And we have-- we've had that happen in many of our programs, including the automotive, technology, autobody where we just have to do what we can and to be able to share that video at this time. So I thought it was amazing way that they're trying to do that. But you're absolutely right, Director Bradford, the beauty of PSSC is the hands-on. We got to get that back.

Director Garcia?

Yeah, thank you guys, again. This was a great presentation just to get up to speed on the amazing success that's going on at PSSC. I wanted to ask a question about are there ways that we can be supporting the work-- to support our non-English speaking students, just because I noticed when you said we only had one para that was able to help out? Are there other ways that we can be supporting these students? Because if it's just one person and if there's a need, we've got to figure that out I guess.

Yeah, I'll start, Dave, and you can maybe finish up with this. But we have a dean of career-- college and career success. And he's actually a Spanish speaking person. And we've really made it a point to host college evenings in their native languages, and financial aids, and really been really trying to support different languages as much as we can.

So there's always more we can do, and we absolutely feel the need. It would be awesome to have someone with multiple languages in our class-- in our school every day to support all the different nationalities and folks that we have. And we may-- we're still looking for that person.

So, yeah, we do appreciate the support we have. We're it making a run. Dave?

Well, all I can say, it's not a rule. It's kind of over the years kind of an evolution here. We take level one and level two ELL students, no questions asked. And it's kind of-- at that level, we can accommodate with the resources we have. And so, again, it's not a rule, and we, again, very much like special education, we count on an appropriate placement from our many sending schools to make an appropriate placement. So that's a big piece of it too.

Thank you, guys.

Thank you, and I also just want to say thank you very much. And I had the privilege and honor of one of my daughters going through the culinary arts program, Nevus, ended up going through that and she loved it. And still to this day, she-- anytime she comes home, she's always trying to cook, or bake, or do something. So it's a long lasting skill she has developed because of that. So thank you.

Thank you.

And--

Thank you. Thank you all for your support. Appreciated it.

Thank you, Todd and Dave, for your leadership. We appreciate it. You know what a big fan I am of the

work or the skill center, and the work that our students and staff do there. And I also want to encourage everyone, when it is safe to do so again to dine at the Class Act Restaurant. I do miss holding my regular meetings with city managers and others there.

So just know that Chef Kevin Blaylock does a wonderful job in that culinary program. And he's just one of many amazing staff who are helping launch our students into careers that they're really passionate about. So thank you very much, Todd and Dave. We appreciate you.

Thank you.

Thank you.

And I think with that, we move to our scheduled communications. So members of the public can attend only remotely, not in person, online or by phone, for the governor's proclamation. So public comments will not be available for this virtual special board meeting, but your comments, questions, or concerns are welcome. If you wish to address the board, please email those statements to Kyle by noon on the board meeting days. So with that, I'm going to pass it over to vice chair Director Van to read the public comments.

Thank you, everybody. We have two-- two statements tonight. First one here is from Sarah Gerhard.

As a teacher, I spend most of my time tracking data, and this data that led me to write you today. In the time we've had distance learning, my students have made tremendous growth, mostly due to the amount of time we're spending and contact with the teacher. At this time, my students receive almost 16 hours of teacher time during the week, not including the time they are in reading groups. This varies by student and level.

In the proposed hybrid model, my students will receive only about eight hours of instruction per week, and will then be expected to complete work independently that may or may not be able to do so. During independent time, they won't have access to their teacher because we'll be teaching another group. It is unrealistic to believe they will do this work.

Socially emotionally, they will also be at a loss. I currently host Friday game time after school, a 15 minute hang out before each day, and lunch bunch during Friday's lunchtime. These are all unstructured times when kids are able to just to chat with their friends and have a good time. This will also be taken away in this model in favor of two hours of lecture style teaching while masked and socially distant.

I also feel a lot of concern about the emotional health of a student if someone in their family or the teacher was to get sick from COVID because of their exposure at school. We must take that into account, the number of Highline families that live in multigenerational households. If we are truly a district that cares about equity and anti-racism, we also need to consider that people of color simply cannot-- simply to not receive the same level of medical treatment, and according to the CDC are at an increased risk of getting sick and dying of COVID.

I want to make a small note about myself. As a teacher, I've always understood my health and safety was not the priority, but rather the health and safety of my students. If I truly believe that this hybrid plan was going to make a positive impact on my students, I would take the risk and return to school.

I believe this will be so detrimental to the hard work and learning that my students have done this year that I cannot take that risk for myself or my husband. Finally, my hope is that the information being given to all staff and families were allied. Families and even e rec staff are under the impression that custodians are going to clean the classrooms between each groups. This is not true.

I heard from our safety team and colleagues, and other schools have heard from their safety teams that it possible for custodians to do this work. We have one custodian in the large building. Because of this, we were told that we should plan to clean our own classrooms between groups.

The stories of the fogger and the professional cleaning are a myth. I truly hope that you take this time to look at my attached documents to see the data from F&P assessments and i-Ready that show just being in the building has no impact on how students are doing and taking away the bulk of their learning time to make us look like a progressive district will inevitably become a huge embarrassment in Highline history. Thank you.

Our second comment is from Kendall Weepy. Being in school virtually has been very difficult. As a student with a 3.8 GPA, an athlete who plays three seasons a year and has never missed a game due to academics, I'm finding it hard each and every day to get up and do my work. I'm one of the very lucky students has a home with food to eat and don't have to take care of my siblings during the day.

I've heard from many peers that it is very difficult for them-- very different for them. While I am one of the lucky ones, it's still has been very difficult time for me. I have felt very alone at many times. I found it hard to even get out of bed and outside because I just don't see the point since I have nothing to look forward to.

The pandemic is something that should be taken away-- taken very seriously, but we also have to

think about the students who aren't as lucky as I am, and remember the hidden consequences of this pandemic and the effect it is having on so many students, including myself. Thank you, Kendall. And that's it for our comments this evening.

Thank you, Director Van for reading those. And with that, we conclude our scheduled communication and we move to our superintendent's update. [AUDIO OUT] Dr. Enfield.

Thank you very much, President Alvarez. Before we get our two updates, one from our environmental club students from Highline High School, and then an athletics update, I really felt that I needed to share sort of where we are in the hybrid process and address some of the concerns that are really swirling in our community right now. So I want to begin by acknowledging the fear and anxiety that is so pervasive right now.

I know I speak for our school board members and cabinet leaders when I say that we care deeply for our students, staff, and families. Like many of you, we have friends, colleagues, and family members in Highline whom we love and worry about. Our move to begin bringing elementary students back into our schools is not meant to signal that we do not care, even though I know that's what it feels like to some.

We truly are listening. I've read the emails and had conversations with staff to better understand their concerns. And I know those concerns are very real.

At the same time, we've compiled the results of our family survey. And we had a 91% participation rate. And we will actually be reaching out to the remaining 9% to learn what their preferences are.

And here's what we've heard from our families. Right now, 41% of elementary families are choosing to send their children back to school in hybrid. That's a significant number, and we need to listen and hear those families as well. We are also listening carefully to the CDC, and state, and county public health officials who are supporting a return for students to school with strict safety measures in place.

As superintendent, I have the responsibility to listen to as many voices as possible before making decisions, and rarely if ever do those decisions please everyone. And that is very, very much true right now. In this case, I hear the safety concerns that staff and families have shared. At the same time, I hear those families who have clearly stated that they want and need their children back in school as they are seeing children in other districts having the chance to do. This is what I grapple with daily.

I know that many are looking for certainty and guarantees from me, and I so wish I could give that to

you, but I can't. What I can guarantee is this, that our staff has been and will continue working in close collaboration with HDA and Teamsters to develop and put into place strict safety measures that will make returning to schools as safe as possible. We'll soon be releasing a video that will take people on a virtual walkthrough of a school so that you'll be able to see for yourself the steps that we're taking to support the safety of students and staff.

Our principals and their teams are finalizing safety plans for each school, and those will be made available by next week. I, along with cabinet and other district leaders, have been fitted for N95 masks so that we can supervise isolation rooms in schools if needed. And I have been and will continue advocating locally and nationally for our staff who want it to receive the vaccine as soon as possible.

We don't yet know when we'll enter the phase where educators are eligible, and it's still also unclear, I think as we're all painfully aware, how long it will be until we have an adequate supply of the vaccine. But we are committed to being prepared here in Highline. So I am pleased to announce that St. Anne's Hospital here in Burien will partner with us for when that time comes to provide an all day vaccination clinic just for Highline staff. Again, we can't say when that will be, but we will be ready for when that day comes, and I want to thank our colleagues at St. Anne's for partnering with us to help vaccinate our staff.

All of that said, we can't wait for the vaccine to begin returning students to schools. And not just because officials are telling us that we shouldn't wait. There are other reasons.

First, thanks to our dedicated ILC and CDS teachers who have been serving students in person since November, we know that the safety measures we have in place are working. And we will continue to strengthen them. Second, and I really, really hate to say this, it is becoming less likely that even with the vaccine we will be returning to school as we once knew it in the fall. We need to learn to adapt now to this new reality, challenging as it may be.

Third, we can't ignore the voices of our families and students who are saying they need and want to return and hybrid now. I believe strongly that we have a responsibility to provide them with that, imperfect as the hybrid model is, which we all agree that it is. And so, I'll end with this, you are not wrong to feel all your feelings, fear, anger, frustration. You're also not wrong to disagree with me on this or any decision.

But to those who think I don't care about the well-being of our students and staff, there you are

wrong. I agonize daily over the decisions I have made over the past 11 months and will need to make in the future. I love Highline and the people who make it so special. This has been my home for nearly nine years, and for as long as I am here, I will continue to do my best to listen, learn, and lead with an open heart and mind, always keeping our students and our Highland promise to know them by name, strength, and need at the center of all we do.

And I ask that you join me in continuing to find the best solutions during this challenging time that will meet the needs of as many of our staff, families, and students as we possibly can, challenging though it may be. And I'm grateful for all of you for continuing to show up and do everything that we can possibly in our power to meet those needs. With that, I would like to-- what better way to come back from something so solemn than to hear from our students. So I would like to-- I think-- Scott, are you going to introduce our environmental club students from Highline?

I'm happy to introduce or leave that in your capable hands. Whatever you would like.

Yeah, would you please go ahead and give a little context for folks and set them up and we'll hear from them?

Absolutely. So to go way back in time, but not too far back, in the initial design work for the new Highline High School, one of the dreams of that design review committee wants to have a solar supplement to the power system that operated that high school. As we finished out our design and schematic drawings and put prices to everything, we were above the budget capacity and had to start listing alternate options for the high school in order to get the project back within budget.

One of the items that were taken off the list was to add that solar array to Highline High School. We did include with the current plans infrastructure for solar a application on the high school, but that's as far as we included in the current plans. So then to fast forward to now, we have a group of amazing, young, energetic students who took it upon themselves to do what's right by the community, and the environment, and for the school, and have come in with more energy and impressive enthusiasm for this project than is imaginable.

Makes me proud to work for Highline School District. When you see these are the students that we're coming up with. So rather than go through students by name, I think I'll let you guys take it from here and you can introduce yourselves along with your Sustainable Burien partners.

Thank you, Scott, for the introduction. Really appreciate it. Firstly, let's make sure that Ruth, [INAUDIBLE], we have our mics unmuted.

Looks great. All right, so I'm going to share my screen presentation for tonight. We intended to do a brief 10 minute presentation for your all. And then, we're going to open it up to questions at the end.

So thank you for this opportunity to present to you our solar project proposal for Highline High School. Presented to you by the environmental club officer. We have here tonight with us [INAUDIBLE] Cook and Ruth [INAUDIBLE] and Sustainable Burien leaders, myself, my name is Elly Trinh. A little bit of a context here, Sustainability Burien is a local community grassroots group aiming to keep our neighbors in Burien talking about sustainability, whatever it means to them. And I cannot be more grateful for this collaboration with the youth leadership at Highline High School.

So the project team also received help from a number of other consultants. We have Annie Phillips with People for Climate Action in Burien and Mikhaila Gonzales with Spark Northwest, which is a local nonprofit serving Washington state, trying to solarize our entire state. We also have support from a number of other interested stakeholders like the city council members of the city of Burien, teachers at the Highline High School, CEO of Southside Seattle Chamber of Commerce and a lot more. Our first public release event was hosted last Wednesday night. And we had 25 members of the public join us with some wonderful conversation about the solar power at Highline High School and also sustainability in the city of Burien overall.

So next, this may give you an overview of our project proposal. We are proposing for a 100-kilowatt system in order to take maximum advantage of the Washington net metering incentive. The system total consultation, design, and installation cost is estimated to be around \$250,000 with 10-year craftsmanship warranty and a number of other incentives as well. This solar array system will cover 10% to 15% of the electricity that the school will consume a year.

And as you can see here on the screen, we are estimated that this solar system, even though it's not the largest out there, but it's estimated to save the school district roughly \$300,041 over the course of 30 years that the solar array will be on Highline High School roof. And this is a little bit of the assumptions or expected reality that we know for Clean Energy Act requirement in the state of Washington, making sure that all of the electric utilities in the state of Washington need to be zero carbon neutral by 2030.

And therefore, we expecting the electricity rate to be increased at a rate of 5% a year for the next 30 years and beyond. And we hope to have this project funded by spring of 2021 and installed by November of 2021. All of our consultants so far have listed that the project-- yes, it's not too small, but it's also not too big. It's going to take about only roughly a month to have it completed. And next

I'm going to pass it on to our youth leadership team at Highline High School to talk to you more about why this project is so important to them. [INAUDIBLE].

OK. Hi, my name is [INAUDIBLE]. And I will speak on behalf of the Environmental Club officers to explain why we want solar panels. So we believe that it's important to have a type of sustainable technology in low income communities like ours and that this project will give students the access to a type of sustainable technology, which is solar power. And it will benefit all of us in the long run. And this is a stepping stone that we all should take for the next generation of students in the Highline Schools District.

And there's plenty of benefits to solar. It only takes one month to install. And it will be cheaper in the long run because we only need to replace the panels once every 30 years. Also, this project will help students interact with a sustainable technology and could inspire more students to pursue green jobs and careers in the STEM field.

And it is extremely important to raise environmental awareness in our community. And by installing solar panels at our school, we can reduce the amount of CO2 emissions produced by the school and demonstrate our communities effort in fighting climate change. And I'll pass it on to Ruth to talk more about the funding.

OK, so some funding sources we have been looking at for public grants are the Centralia Coal Transition Grant and the Equipment and Technology Grant from the MJ Murdock Charitable Trust. For private grants, we are considering the Kitsap Bank Community Reinvestment Act and the PSE Solar Grant. And we will be starting the application process for the funding as soon as possible, so. And also, a crowd source we had is our GoFundMe page, which I will be further discussing in the next slide.

OK, so we have raised about \$4,800 in about 16 days, so over like two weeks. So, yeah, we're really excited about that, the progress that we're making so far. And when the district decides to adopt this project, our team will work with the district's team and start transferring the money from the GoFundMe account to the school so the district can pay for the system. And, yeah, I'll be posting the link if you just want to like share it around or read a description about it. So, yeah. And I'll pass it back to y'all.

Thank you, Ruth. So when we talked about this project, we have received a lot of support from people in the school district, different organizations, community members, a few of our teachers, friends, and family. And we truly appreciate all of the support we've received. And we would like the district to take this to the next step by adopting the Highline High School Solar Project and commit to this

project financially. So let's all take actions towards sustainability. And I would like to end our presentation on that hopeful note. And next we will have a Q&A section.

Well, let me just say, well done. We are so inspired by your leadership and your commitment. And we are definitely in full partnership with you on having this come to fruition. I'll open it up to President Alvarez and the board because I'm sure they have questions and comments. But we're very proud of you. Thank you.

Absolutely, thank you again. So Director Van, I know that you have attended some of their presentations and have also learned a little bit more. Do you have any comments or questions for them?

I do. I actually have some comments. Directors, I've had the opportunity and the pleasure to speak and participate in quite a few of their presentations to myself as well as the community. Thank you, Director Garcia last week for joining me on their presentation to the community. I am very, very-- I am inspired by you guys.

You guys are all seniors at Highline High School. And what kind of strikes me is that you guys are not going to benefit from this, but you guys are looking forward. You guys are looking at the future of the students, as well as the community. So I'm very happy and I'm just excited. So that was my comments. So I'm very proud of you guys. We can make this goal. We can make this happen.

Thank you, Director Van. Director Garcia, you want to-- any comments or questions for them?

Just a lot of gratitude. Thank you. Again, young people are carrying the water and making sure we have a safe and sustainable future. And I appreciate that work that you guys are doing. Because this is how it's going to happen.

You all could have been doing a million and one other things in your life. But you're choosing to do this. So an immense amount of gratitude for the sacrifice you guys made, especially your senior year. You all got a lot going on this year. So thank you. This is great work.

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

I just wanted to echo the sentiment of gratitude for the leadership here and just, as Joe said, this is a longer term of impact. And so the vision here is not something that, again, you all will benefit from immediately. And then just thinking about the savings, the future savings to the district and so really just thank you for your leadership and for the intentionality around this project.

Thank you, Director Bradford. Director Dorsey?

Yeah, this-- I mean, I remember first hearing about this group from Scott Logan. And the what Scott conveyed to me was that this is what student voice looks like when it's effective. And at that moment, my radar was up. And as a Highline Pirate, I am thrilled with the work that's being done by these students. And I'm even more excited to share in their enthusiasm for it. And I will copy the Go GoFundMe page and get it out to all of my alumni friends in hopes of support. But it kind of-- it may not, but it hopefully would go without saying that this effort has my full and enthusiastic support.

Thank you, Director Dorsey. And I just want to echo what everybody has said. And, again, I will also be forwarding that GoFundMe link to my children who are all alumnis from Highline. And, again, just like Director Bradford has said, this is student voice-- and, well, all the directors have said that. And so important that, you know, this is not just impacting you, but impacting your future, the future students there.

And what an amazing legacy to have is to put your words into action and not even being selfish in the sense of, well, this isn't going to impact me. Because it's all about you're students, that you're forging a path. And what an amazing example to have. Like things can be done if you put your effort into it. So thank you, again, to all of you. So proud of you, thank you.

Thank you so much. I'm just going to remind the students' leader to post the project links into the chat box and also all of our contact information as well. Thank you so much for this opportunity. Do you guys have anything else to add [INAUDIBLE] and Ruth, chimed in?

I just want to say thank you in advance for all the directors and anyone who is going to share the link.

Absolutely.

Yeah, and Elly, thank you so much. Your superintendent and school board are-- not only are we very proud of you, but we are all in, OK? So this is going to happen. So let's keep up the momentum. And we'll spread the word. And then we'll circle back in, you know, a month or so and see where we are and how the districts can continue to bring this to fruition. But thank you. And thank you, it's after 7 o'clock, I appreciate you sticking with us so long. And you are more than welcome to go and enjoy your evening or do homework. But thank you so, so much for being here.

Thank you, everyone.

Thank you.

Thanks everyone.

So proud of you guys.

Thank you.

Pretty amazing. Our kids are the best. And so now I would like to introduce our District Athletic Director, the one and only Phil Willenbrock. And I think Phil has a special guest as well. And he's going to give us an update on athletics. So Phil, I'll turn it to you.

Thank you, Dr. Infield, President Alvarez, and distinguished members of the school board. First of all, this is tough to follow. I mean, Dave and Todd, what a job in communicating what's going on with our CTE program at PSSE. And then all I could think about during the Environmental Club presentation was how we might be able to do some partnering up at our stadium and at some of our athletic events, you know, keeping in mind the importance of taking care of our environment. So what a wonderful presentation, so thank you.

Yes, we do have a student that I will get to in a little bit. Hopefully Kclay is still with us. But I just wanted to get started and hear a little bit about athletics and kind of where we are and how we got to where we are. So let me make sure I'm on the right spot here.

OK, here we go. Here's your first slide. So when we talk about athletics, just to give a general broad perspective in how the planning has taken shape over the last many months, so when we talk about WIAA athletics and the factors and limitations that are involved, because, really, our governing bodies, from a Highline School District athletic standpoint are both the state governing bodies as well as then the WIAA that governs athletics for the entire state. And then under that umbrella, we have the KingCo League and also the North Puget Sound League, NPSL there. The WIAA opened up opportunities during this time of COVID for the individual leagues to make the best determination for their individual communities on how a re-engagement to athletics might look.

So I just want to carry you through the timeline from spring 2020 to where we are right now in 2021. We ended up spring 2020 with a really solid scholar-athlete banquet presentation. And thank you for the partnership of many on this in this meeting tonight, as well as the Highline Schools Foundation. We were able to celebrate.

And realizing that our spring sports had only gotten into it for two weeks across the state, we ended

up with a nice celebration. I had the pleasure of being a part of the Whole Child Subcommittee, which was one of the many subcommittees that took place over the summer facilitated by the wonderful Kisa Hendrickson. Thank you, Kisa. And one of the things that we highlighted during our many meetings over the summer was the importance of one-on-one connections and a commitment to one-on-one connections. And from an athletic standpoint, that really is embedded in what we do. Every one of our coaches realizes the expectation that we have of our coaches to have a one-on-one side conversation for a minimum of 10 minutes every week with each student athlete. And so we were excited to be able to support from an athletic standpoint.

We reached out to the community and for feedback on what thoughts would be coming back to athletics back in September, October and were able to gather some data that informed our thought process. And we developed a four stage progression back to sports. And these four are listed here-- stage one being virtual coaching, then a general pod stage, a sport-specific stage, and then a return to WIAA athletics. So we started our virtual coaching stage in September. And we are current-- we ended our virtual coaching stage just last week as we started our pod training.

So I'll speak to each one of these individually. Virtual coaching involved members of our coaching staff who chose to engage their students on a weekly basis virtually. We asked all of our students to sign up through our normal registration process so that we could track and ensure that we were reaching out to ninth graders, that we were reaching the students that we need to reach.

And I thought it would be helpful to show this data that when we opened up registration at the end of September, you can see that, for example, at Highline High School, there were 97 students signed up for athletics at the end of September, so two days after we started. A month later, there were nearly 200. And at the end of November, 224 or so.

And what I'd like to think that that indicates is that as word continued to spread across campuses that students, here's another way that you can engage, though we can't be in person, here's another individual adult who you have a relationship with that you can engage with, we saw our numbers continue to increase with respect to how many students registered to be a part of athletics. So we were very encouraged with that data. And I also tracked coach-student connections over time from September 28 when we started virtual coaching through the end of January when it ended.

And, again, if we look at the flow and how the data moves from week 1 through week 17, I want to reiterate, again, that what we tried to do athletically with the individual building athletic directors and with the coaches was encourage, as much as we could, coaches hosting virtual coaching

opportunities or communication through Remind app. Thank you for that, Comms Team. And it's just really neat to see that in week 1, we had six coaches involved. And in week 17, we had 34. And so we reached out to over 345 students in week 17, so two weeks ago, through virtual coaching. So that, again, that is-- that supports what athletics is trying to do with respect to being an additional avenue to support the one-on-one connections with students. So I wanted to share that.

So our objective is now we are entering our pod stage. And I have some photos to show you in a minute. And my guest, Kclay Vo, may speak to this as well. But we ended our virtual coaching stage at the end of January. And we have initiated our pod stage, which means general fitness and conditioning taking place on site at one of our four synthetic facilities-- which, again, we're really excited about and was most appreciated, especially the other day at Evergreen in the pouring rain. I'll show you some photos.

We have made it clear that our objectives athletically and our expectations as athletic directors with our coaches is that the primary function of our engagement right now in pod activities is social and emotional development, that let's make sure that we are reconnecting with students. That is priority number one. General fitness is priority number two, but less important than reconnecting with our students. And then distant, tertiary objective is strategy and preparation to win a game. That is down the line. And so I think that's been an important part of our communication. And it's great to work with folks in Highline and coaches and athletic directors in Highline who truly believe in this order of business.

So we are engaged in pod stage workouts right now. And we hope to progress to sport-specific workouts on February 15 in a couple of weeks. Again, this is outside only. There is no entry of a school building. There are very tight protocols with respect to attestation by noon every day for a student to be able to participate. We've got athletic trainers at each site, the Athletic Director at each site to ensure that attestation is maintained, that students have signed up, that we do a temperature check. And we have firm protocols in place to ensure that this is a safe experience for our students.

I thought I'd share a couple of photos from Monday and Tuesday. I visited a couple of spots Monday afternoon, a couple of spots Tuesday afternoon. So this is for the most part taking place between 3:30 and 5:00, 4:00 or 5:30 at each individual site. A shot there on the left is Mount Rainier High School. And what you see is 10 or 12 individual workouts circuits. And the Athletic Director and staff have arranged students into pods of no more than six. We maintain social distancing. Everybody's got a mask on. And students are rotating between activities.

On the right, you see our wonderful Tyee students. We've got 12 Tyee Totems there at Valley Ridge. I barely could keep my camera dry there. That was yesterday. But it's just so neat to see students through one of the worst weather days of the year so encouraged to be out there and to get started that they made it through.

On Monday afternoon, I was at Highline Stadium visiting the Highline workout. And you can see an example here. We've got Coach Cooper leading a workout. Other stations are going on in the home stands, in the visitor stands to maintain our distancing. And Coach Coop there is working on some core work with his pod of students.

And then on the right is the biggest celebration of all. That there was our maiden voyage onto the new Evergreen synthetic surface. You can see the line that we have as students arrive and the expectation of social distancing, the one clear entry point, and then this synthetic surface that allows students to engage in those different activities.

Very briefly, if your questions follow, we can address those. But the WIAA has established sports seasons for high school. And that has been our primary and really singular focus at this point is high school athletics. We are involved in Highline in two different leagues. And so those dates of when sports seasons are going to be offered are currently on our Highline School District Athletics page. And you can view those there. But in general, the sports seasons have been divided into season one, two, and three and will start March 1 and June 26. And, again, there are some variations there. And those dates are posted on the website now.

Most importantly, I would like to introduce student Kclay Vo. Kclay is a student and a senior at Evergreen High School. And Kclay and I spoke a little bit earlier today. And we would like to hear from Kclay in how things are going. And Kclay, it is your time to talk.

Can you guys hear me good? Yeah? OK, I just want to apologize in advance because it seems like my nephew is having a field day out in the living room. So if you guys hear a baby yelling, just, I apologize.

So, yeah, my name is Kclay. I'm a senior at Evergreen High School. And some things that I want to talk about is the importance of teachers and staff and coaches being able to connect and that-- and how that is able to connect me and a lot of other student athletes, keep us connected with school and like not showing up.

And another thing is we have a K-SALT meeting. I'm not exactly sure what K-SALT stands for, but it's

basically a meeting across the whole KingCo League where we have student-athlete leaders and where we can all-- we all have a set time and we all sit down and just speak about what's going on and things that we can do and like ideas and just a lot of other stuff that is really encouraging.

And before I get into the importance of all that, I want to share a little bit of my story. Hopefully it doesn't take too long, but so I'm a senior. And junior year of school, I got into an altercation with my teammate during a football game because of my frustration with a lot of things going on. And I was suspended from the football team after missing some time with an injury and all that.

So I was only allowed to play a handful of games. And just something that I want to share is that my coaches and my staff still believed in me. They still kept their faith in me. And they still like, they didn't like bring me down a step. They brought me up. And they picked me up because they still trusted in me. And they knew that I had made a mistake. And I have learned a lot from it since then.

And so the first thing that I want to say is that like teachers and coaches and like the Athletic Director at my school, Emily Zimmerman, who I'm very close with, have-- they've kept me motivated in school because they've let me keep my faith in sports returning and schools returning too. And so as a senior, I really want to return to school to have that, you know, senior year experience and also with sports too. And so them just having a lot of encouraging words and like us keeping in contact through email and like the virtual coaching period that we had and now starting pod workouts, which I must say is actually going really well for the past two days.

And another thing is that school itself has kept me in high hopes of returning to like sports and hopefully school eventually. But I know that right now isn't a great topic. But my teachers have definitely encouraged me a lot and especially with me being a senior. And I know it's maybe a lot harder for freshmen to be encouraged. They may be thinking to themselves, like, oh, like this is my first year here. Like, does it really matter?

I've had chances to speak to a lot of freshmen and all that. And I know it's hard. And it's just really difficult to be able to like-- having to wake up in the morning and just like opening-- the first thing we do is open a computer. And it's really hard to do that as like other athletes and other students just in general have to go through that every day. And it's definitely difficult. But for me and I know for many others, sports have kept us in high hopes and have been able to let us get up in the morning.

And another thing is with my connections with my Athletic Director and my coaches and staff, I have those bonds even after I graduate high school. So I know that whichever college that I pick to go to, if I need help, I could pick up the phone and like shoot a text or call one of my teachers and just ask

them for help and like some words of wisdom and motivation. And I know that they've got my back to do that.

And about the K-SALT meetings, one way I like to think about it is iron sharpens iron. Iron sharpens iron. So like I'm able to hear from other student-athlete leaders in schools from Foster, from Interlake, from Liberty, from a lot of those other schools I can hear who they consider leaders. And it's a great opportunity for us to be able to build those connections with-- throughout the league, we could build those connections. And like if I ever go to play a game at like Interlake or Liberty and I'm like, hey, I know that person, like just being able to like-- because right now, we're all basically in the same boat. We all want to go back to sports, schools, and all that. So it's good to be able to know that you're not alone.

And another thing is me being a leader and me considering myself to be a leader, I take those informations, those bits and pieces of information from meetings like this and like the K-SALT meetings to relay that back to my teammates and have them be able to have like an anchor for them to lean on. So like if a younger teammate needs like some words of wisdom, of encouragement and all that, I want them to know that I'm going to be there for them, just the same way I know that teachers know that I'm going to rely on them. And so that's just what I wanted to talk about today and hopefully just bring some spotlight to the whole thing.

Thank you, Kclay. And hang around because I've just got one or two more things and I'm sure we might get some questions. Wonderful job, thank you so very much.

OK, thank you.

I can't get my eyes off that Kobe jersey. I love it in the background, perfect. I did also want to highlight that today is National Girls and Women in Sports Day, February 3. It's still the 3rd, right? So we are good. And a wonderful partner for us athletically has been Sports in Schools.

And today we had multiple students, coaches, and administrators participating in National Girls and Women in Sports Day. [INAUDIBLE] Cox, who's a coach at Evergreen and also Cascade and, of course, Joyce Walker, the storied Joyce Walker, Coach Walker presented as well today at the National Girls and Women in Sports Day presentation, which was pretty neat.

And prior to our close, the other thing I thought I would do is, you know, if we were in person, I would have probably invited some of our fabulous girls and women in sport to this meeting so you can hear from them. But because we are virtual, I've got a brief video for you that you will hopefully enjoy.

And disclaimer, we've got-- our Communications Team is outstanding. So do not have an opinion about the Comms Team based on what could be a poor quality of this video. I did the best I could myself. So this is not Comms, OK? Their stuff is usually much smoother than this. But I'll give it a shot. So here we go.

I'm Rachel Forcino. And I coach track at Evergreen and Tyee. My favorite track event debuted for men in the 1912 Olympic games. But there was no women's race until 1996. On National Girls and Women in Sports Day, I'm grateful for the trailblazers who led the way to life-changing athletic opportunities that girls and women enjoy today.

My name is Emily Zimmerman. And I'm the Athletic Director at Evergreen High School. Because I'm an athlete, I am a strong female leader.

Helena Caldwell, I coach the Highline High School drill team, confidence.

Hello, my name is Coach Joyce Walker. I work at Glacier Middle School. I'm a PE teacher and also coach the girls and boys basketball team. My favorite role model in sports is Lusia Harris. She was the first Black basketball player that I saw that did great things on the basketball court. And it allowed me to believe that I can be great too. For this little Black and Brown kid, I got hope from the accomplishments of Miss Lusia Harris.

Hi, my name is Tasha Hicks McCray. I'm the girls basketball coach at Evergreen High School. And participating in sports has taught me a lot. But among them is the value of being a part of a team and really learning to celebrate and to give thanks and to recognize the importance of each and every person and every single role, knowing that our success as a whole is truly dependent upon one another.

Hi, my name is Alexis [INAUDIBLE]. I go to Chinook Middle School and I'm a student-athlete. Participating in sports has taught me to be an independent young woman and to be a leader on and off the court. It has also taught me whenever I fall down, physically or mentally, to get back up, work harder, and strive to be better. Sports are just not about winning or losing. We can learn many life lessons through them. Remember to never sell yourself short and to always work hard and help others around you.

Hi, my name is Casey. And I coach the Mount Rainier High School dance team. And I'm so lucky and fortunate to be able to work with some amazing young people. Women in athletics is so important because it's given not only me, but I know my athletes, a place to go to when they're having a not-so-

great day and focus on something that they really love to do. It's a place for us to go to when we're having a great day and share it with our friends and our teammates. It's a place for us to go to stay physically healthy and, most importantly, a place for us to go to stay mentally healthy.

National Girls and Women in Sports Day is important to recognize because we are physically, mentally, and emotionally strong. It's important to celebrate the many amazing achievements of women and girls in sports and still acknowledge that we have a long way to go in the struggle for equitable access. Participating in sports changes lives. And the impact that sports has on girls and women is truly immeasurable.

Basketball coach and one of the assistant volleyball coaches at Highline High School. Participating in sports has taught me how to build my confidence and how to face adversity with a strong mindset.

Participating in sports has taught me lots of life lessons. One of them is to be resilient and persistent. Being part of a team, I learned how to keep going even when things didn't go well and how to support others. It also taught me how to be strong. I am strong physically, but I'm very strong mentally as well.

And it takes a lot to get me down. I loved being part of a team and having the support and encouragement from others as well as being a mentor to younger athletes on my team. I'll never forget my, especially, high school memories of being on the [INAUDIBLE] team.

Phil, thank you for--

Yeah, so that concludes the-- that concludes my athletic presentation. And thank you for the opportunity to be here tonight.

Thank you, Phil. And thank you for reminding us that it is National Girls and Women in Sports Day and for that really great presentation. And Kclay, thank you for being here. You really impressed everyone tonight. You're a great model for perseverance and heart and really staying true to what motivates you. And so thank you. And so what I'd like to do is open it up again to President Alvarez for the board members to make any comments or ask questions before we let you go to your evening.

There we go. Directors, this is an opportunity for us to hear, ask questions, and also hear from our students. So Director Garcia, do you have any questions or comments?

Thank you, Phil. I really appreciate the work that you've been doing to get us back to this point. I know it's been a lot of work. And I just wanted to start off by saying that.

Kclay, real quick, thank you. I have seen your growth. I've been on the outside watching you grow so much as a young leader. And it's amazing to see you come here and speak with so much confidence and represent White Center, represent our community like you did today. So just thank you. I'll ask the same question I asked earlier to some of the other young folks. If I gave you a magic wand to do whatever you needed that you thought was best for Evergreen, what would you do with that magic wand?

Just to give Evergreen the recognition and the coaches the recognition that they deserve. Because I feel like a lot of people from the outside like sleep on Evergreen. And I know that's like saying a lot. But I just think Evergreen is a great school. And I wouldn't want to be a part of any other athletic team. I wouldn't want to be part of any other high school. I'm grateful for my, like, my lessons that I've learned. I'm grateful for everything that I've been taught, so.

Thank you, man. No, you ain't wrong. But because of students like you, people are going to start recognizing us. So thank you.

Hopefully, thank you.

Thank you, Director Garcia. Director Dorsey?

Thank you, Kclay. One of the things about your-- what you said that really resonated with me was how much you owned your past mistakes and grew from them and looking to implement them and create those changes in your life. And, you know, to me, that really speaks a lot about athletics. And so I really appreciate your commitment and your willingness to share your experiences with us. That's very meaningful.

So thank you very much. And good luck to you, man. We're rooting for you all along the way. And Phil, thank you. I think needless to say, the comms video skill team is safe. But I appreciate the effort, I really do, and your commitment to athletics and your leadership there also, so, anyway, thank you very much.

Thank you, Director Dorsey. Director Bradford, do you have any comments or questions?

Yeah, I think just to echo a lot of what was said already to Kclay, first and foremost, I think it's just really awesome the student voice, just the student representation that has been here this evening. And Kclay, again, just also, thank you for sharing your story. I think that there's so much that we learn through our own individual stories. And so thank you for owning your story, for embracing it, sharing it, allowing it to continue to be a catalyzing force in your life, in the lives of others.

Thank you for your mentorship. I think one of the greatest things that you can do and just a great testament of our lives is when we can reach back and help someone else. And so I truly, from the best place-- because I don't know what's from the bottom of my heart-- but from the best place of my heart, just say thank you for your leadership and for where you are.

Phil, just again, thank you. I think that at times such as these, it's certainly awesome for the type of engagement that students can have with each other and with coaches and adults that know them by name, strength, and need and know of their promises. And so just really great work all the way around.

Thank you, Director Bradford. Director Van?

I just want to say, Kclay, congratulations. I'm just very proud of you. I think what Director Bradford said is right on, sharing your story, being able to own them, and then, you know, reaching out to your coaches and your friends and them helping to lift you up. That's what friends, and coaches do. And I'm very proud of that. So keep it up, OK?

Phil, I just reached out to Todd, and he's going to have a class at PSSE for Communications 101. So keep your day job, OK? But I'm very, very proud of you and all of your building [INAUDIBLE] for keeping in touch with our students and being there for them. So thank you very much. Keep it up.

Thank you, Director Van. And Phil, I won't say anything about your-- I'm just thankful that you were able to share all those other stories from other coaches and students. So thank you for taking the time in doing that. And for Kclay, just like everybody says, we all have a story. And sometimes the expectation as youth is that we're perfect. And we know that none of us are.

My son played baseball. And something I learned, there was a scout that came to look at him. And he was playing and he missed the ball.

And my son got upset, but he shook it off. And then afterwards, the scout came up to him and he said, you know, something that I was impressed was how he shook that off. And he wanted that ball the next time so bad. And he said, so it's not how-- you know, it's really how you come out of it. None of us are perfect.

And I feel so blessed to see that you've got so much support from your coaches and also your friends that lifted each other up. And I think as a community, that's what we do. So my hope is that you go on, get your degree, come back and give to this community. Because we need more like you. So

thank you for being here with us tonight.

Amen to that. We're #HighlineProud of you, Kclay. So thank you. And Phil, what you lack in video production skills you make up for in being the outstanding athletic Director you are. And I do want to say, Phil's done a really tremendous job of keeping me informed of what's been happening with the leagues and has worked really hard to make sure that we could bring our student-athletes back safely.

And I also just want to give a huge public thank you to all of our coaches and school-based staff who are supporting these practices. I know it means so much to Kclay and his teammates that they can actually now start being out safely distanced practicing. So thank you very much, and enjoy your evening.

Thank you all.

Well, I love to hear student voice. And with that, we move on to our--

No, no, no, we don't move on. My report is not done yet.

Oh, sorry.

I would like to conclude my superintendent's comments tonight by reading Sandy Hunt's letter, our HEA president.

OK.

Dear School Board Directors and Dr. Enfield, thank you to all our educators who are taking time to recognize Black History Month and access amazing Black Lives Matter at school resources to share with their beloved students. The union has been thrilled to support this work even in the virtual world.

This month is also the month we are transitioning to in-person learning. And questions still remain. But we do know that our choices are narrowing. This week, schools began the challenging task of reassigning some students to new teachers based on their family's selection of hybrid versus remote instruction and educator accommodations. This is an extremely difficult time for the educators and our youngest learners. And the feelings this is generating should not be ignored.

I do want people to know that throughout this process, our work has been guided by the following approach. Number one, decisions we make must create confidence in our staff to work in person. We have attempted to accomplish this by using the Washington State K-12 decision making tree while

also basing all decisions on DOH, LNI, and CDC regulations.

Two, staff must have the tools to manage their unique situations. Our policies and procedures recognize that our staff have personal health and other risk factors, family circumstances, and seniority rights that should be honored. And three, the impacts of the model on our mandatory subjects of bargaining will be bargained if they are not already accomplished under our existing agreements.

Over the next month, member needs and wants about this approach will either be met or they won't. While much has been done, much remains to be completed before we will know their response. Today, for example, a high school HEA representative reached out. Teachers at their school were asked to submit the names of struggling students with less than 24 hours for a program to start up in their school March 1. While this may be a solid idea, the rollout was not. The process being used felt rushed, did not inspire confidence, and diminish the likelihood of initial staff support and enthusiasm.

While we all need to experience a sense of urgency to address student needs, we want to be working together to find ways to ensure good planning, clear communication, and thoughtful safety guidance for all our new programs. In the meantime, we would like to invite you and anyone listening to Zoom in to the second annual Equity Conference being hosted by educators working in the Highline and Renton school systems.

We hope you'll register and attend as many sessions as you can starting this Friday evening from 4:00 to 7:00 and Saturday from 8:00 AM to 4:15. Please use the link in the email to register or visit the Rainier Educators of Color Network website. We sincerely hope you can attend. Sandy Hunt, President, Highline Education Association. And that concludes my superintendent update, President Alvarez.

So thank you for that, Superintendent. And with that now, we will go on to our school board reports. The legislative report, so Director Dorsey and Director Garcia, do you have anything to share with us?

I don't have anything.

Yeah, quick update on the meeting with local electeds. We've met with-- you know, I'm going to forget people's names. And I don't want to forget people's names in public. But we met with a couple of representatives. And I'll send an update email.

I'm still trying to organize a couple of meetings before the end of this month. So keep an eye out for

that. A couple of bills that they have shared with us that I feel are in line with our legislative priorities.

SB 5040, this is a bill concerning professional learning, equity, cultural competency, and dismantling institutional racism in public school systems. HB 1365, procuring and supporting appropriate computer and devices for public school students and instructional staff. HB 1212, promoting the fair servicing and repair of digital electronic products to increase access to appropriate and affordable digital products. And HB 1368-- and, by the way, I'm going to email this out to you all. So if you didn't catch it, just look in your email in a sec-- responding to the COVID pandemic through state action supported by federal funding.

So all these are things that I've heard from different electeds. And if it's OK with folks, I would like to maybe write some letters of support or on behalf of the board say that we're on board with some of this legislation if that's allowed. Cool, yeah, we just got the confirmation from Ali. So if folks are OK with that, I would like to just start writing out some prose on some of these legislations on our behalf. And that's it for the leg report.

Thank you, Dr. Garcia. So with that, we'll move to our Director's report. And Director Van?

Good evening, everybody. Just a quick shout out to Sandy Gady and our Future Cities finalists at Pacific. They placed third place this last weekend. And to see all those emails going back and forth and all the Zoom calls, I wasn't able to make it, but Dr. Enfield was able to participate. To see our students do work in 25 days whereas it used to take them 2 and 1/2 months and for them to place, that is fantastic. So congratulations to all that participated on that.

I just, you know, want to step back and thank Dr. Enfield for that statement she made. You know, from the get-go, we've always relied on data to make our decisions and to guide us in helping us make the right decisions for the safety of our staff, our students, and the families. So our decisions, we can't make everybody happy.

And, you know, one of the greatest things is that we have a lot of smart people on this call and across our network that are helping us. We're giving everybody a choice. They can either do the hybrid or they can do virtual. So I appreciate all of the back-- the work behind the scenes that staff and teachers and building leaders are doing. So I just want to thank you all for that. That's it for me.

Thank you, Director Van. Director Bradford?

No real report, but I just want to make certain that the acknowledgment goes forth of what's traditionally known as Black History Month and certainly want to, as a Black person, acknowledge and

thank the Black history makers of today. And so that includes our students, our staff, our community partners, and just say thank you and I continue to see you. As a board and as a district, I would just-- I know that this is the commitment I'm holding myself to, and that is to remain outraged and incensed about the inequities and the injustices against Black people, Black bodies in this country. And so I do want to just encourage us to remain outraged.

It will be easy for us to keep going and move on to business as normal and deprioritize the voices of Black people. And I don't want that to be so, I want us to remember when we look at our data what our data shows us and these inequities. And I want us to remember those who are furthest from justice and furthest from educational opportunity. And so that's all I have to say there. And thank you.

Thank you, Director Bradford. Director Garcia?

No, nothing at this time.

Thank you. Director Dorsey?

I just want to echo Director Van's appreciation for the work that Sandy Gady has done at Pacific Middle School with the Future Cities team. I mean, that's amazing in this virtual atmosphere that she was able to achieve what she was able to achieve-- and not just her, of course. I mean, it was really her guidance that-- the students were the ones that achieved it.

And, you know, to me that's just-- it's amazing. And it's amazing that she's been doing it for so long. It's amazing that the students continue to rise to her expectations. And I think it's a wonderful example of how despite our environment, despite what we're doing, the students will rise to our level of expectation.

And so thank you to Ms. Gady. And thank you to those students for allowing me to continue to relearn that. So that's all I have other than a appreciation for, actually, a really nice night to be able to celebrate PSSE and the return to athletics and the students that we heard from and saw tonight. So thank you, President Alvarez.

Thank you. And the only thing I have is I want to echo Director Bradford in recognizing that we need to also continue to work on undoing institutionalized racism and acknowledging that we are-- although we're working, we haven't arrived. And we have so much work to do.

But one of the things that I am really excited is that I-- myself and a couple other board directors had the opportunity to go to Highline High School. We were able to go inside. It's amazing. Thank you to

also Mark Finstrom and Scott and Diana Garcia and Catherine Carbone Rogers. And it's just not only beautiful, but just that even just the auditorium, I mean, and it's just all amazing. It's all amazing. So I can't wait for the complete-- for it to be completed and walk those halls again. So, thank you for allowing us and for arranging us, Scott and Susan and whoever took that. And it was just incredible to see how far they've gotten and everything looks [INAUDIBLE].

So with that, we move on to our approving of our consent agenda. So I need a motion to approve our consent agenda for tonight.

I make the motion to approve our consent agenda.

And so Dr. Bradford made a motion. Director Van seconded it. So all in favor of their consent say aye.

Aye.

Any opposed? With none being opposed, our consent agenda has been approved. Now we're moving into introduction and action item. So our 8.1, it's a motion to approve the Glacier Middle School Easement and Bill of Sale. The approval of this motion would approve the easement and bill of sale with Valley View Sewer District. Any questions?

Seeing none, I move that the Highline School Board approve the Glacier Middle School Valley View Sewer District Easement and Bill of Sale. So I need a second.

I'll second.

So with that, roll call, Kyle, please.

Director Bradford?

Yea.

Director Dorsey?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes 5 to none.

Thank you, Kyle. Our next motion 8.2, the motion to improve Readiness to Learn Partnership, the approval of this motion would approve partnerships with Choose 180, Yes! Foundation, Congolese Integration Network, and City of SeaTac. Any questions?

Seeing none and hearing none, I recommend I move that the Highline School Board approve the Readiness to Learn Partnerships with Choose 180, Yes! Foundation, Congolese Integration Network, in the city of SeaTac. And I need a second.

I second.

So roll call Kyle, please.

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you, Kyle. And now we move into introduction items. So 9.1 is a motion to approve an amendment with Maxim Health Services. The approval of that motion will increase the contract for the year 2021. So since it's an intro item, you have the opportunity to get some more clarifying questions. Does anybody have a quick question now or anything you guys want to-- any comments?

I hear none, so our next introduction item is motion to approve the amendment was Soliant Health LLC. And the approval of the motion, again, is to increase the contract for 2021 school year. Any questions or comments on that at this time?

So you have times, so if you have any questions or anything you have, please email and you'll get directed to the right person. So with that, anything that we want to move to our consent agenda or? OK, we'll leave a moment for our items, action items. So at this time, I'll ask for a motion to adjourn.

I move we adjourn.

And a second?

I'll second.

All in favor of adjourning, say aye.

Aye.

We're all adjourned. Have a very blessed night everyone.

Thank you all. Stay safe.