

## Highline Public Schools | 2021.03.17.Board.Meeting

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You're good to go Angelica.

I want to welcome everyone to our regularly scheduled in-person meeting. So I'll ask for everyone to please stand for the Pledge of Allegiance. I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all. You may all be seated. And with that, I'll ask Kyle for roll call please.

Director Van?

Here.

Director Dorsey?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez?

And with us, to my left, is our superintendent Dr. Enfield. And with that, I'm going to call for any changes or additions to the agenda.

I have none.

Hearing and seeing none. We move on to recognition. So I'll pass it right over to our superintendent.

Thank you President Alvarez, and welcome to everybody who is with us-- the few with us in person and those of us with us virtually. We are very, very pleased to be having somewhat in-person school board meetings again. This is our first in over a year. And so thank you to the staff for making this possible. We appreciate your efforts.

And with that, I am thrilled to introduce Principal Mike Fosberg virtually who is going to kick off our Shorewood Elementary presentation and introduce our student of the month. And I just want to say

that I was out at Shorewood last week-- was it last week or this week Mike? I can't even remember.

Yesterday.

Oh god.

Wasn't it? Or Monday maybe.

Not my proudest moment of the night everybody. OK, thank you Mike. But things are going extremely well. It was good to see the students and staff. So with that Mike, let me turn it over you-- turn it over to you to share with us all the great things happening at Shorewood.

Great. Well President Alvarez, school board members and Dr. Enfield, thank you so much for inviting Shorewood to share a little bit about what we're doing. I want to introduce some of the staff that are going to share with you first.

And so I have with me Amy Carlson, our assistant principal for three more months until she moves on to be the principal at the new Virtual Academy. Susan Rodin is our school counselor. And Sarah Gasamis is our school librarian. So Kyle can share my screen, correct? That's the way you want me to do this?

Hold on Mike, we're figuring it out. What do you want him to do Kyle?

I think I'm supposed to share, but it's disabled at this time.

Again, we're going to ask the public and staff to be patient. We're going to have some glitches tonight. It's our first go round. So Shorewood, thank you for willing to be first.

OK, thank you. It's all good now. Let's see if I can find it. There we go. Whoa, you don't want to see that yet. And let me get this to presentation view. How's that look everybody? OK, excellent. So again, thank you for inviting us to do this. I want to start with our district promise. As you know, it's every student in Highline Public School is known by name, strength and need, and graduates prepared for the future they choose. This is not just a Dr. Enfield mantra.

Every school lives this and breathes this promise. And it's a really important part of our vernacular and how we operate every day. I want to introduce to you the star student. Her name is Arya Kieu. And her mother Hong Hahn is here and her father I hope is here too, Bon Kieu. If they're there, wave real quick. I actually haven't had a chance to see if they're here. Let me come through real quickly to see

if I can see them.

I don't think they've come yet, so hopefully they'll come on. I talked to them yesterday morning and they were super excited about it. But maybe they're having a little technical difficulty. Anyway, Arya is a student that's been at our school since kindergarten. And she's got siblings there as well. She is a girl who has loved school and has shown some anxiety about being at school.

She loves things really structured and in place. And if there's any sort of chaos around her, it's not always helpful for her to be her best learner. So what's happened during distanced learning is that she's blossomed into this amazing, confident student who is really sure of herself and has really shown us what she knows in a very different way. She participate fully in Zoom meetings and math and reading lessons. Helps her classmates out.

If a word comes up in a book that's being talked about it in a lesson, she'll Google it in the moment, share it with the teachers and students, and is just going way above and beyond in all aspects of her school. So we couldn't ignore the work she's done and how much growth she's shown over the year.

So next up is our student demographic. And you'll see that at Shorewood our white students and Hispanic students make up more than almost 60% of our population. I do want to highlight our Black and African-American students, they're at 14%. But they haven't grown up over 50% over the last few years. Mostly are Somali population has grown in that regard. And you'll see later on the work we've done with our Somali families to make sure they're feeling good about being part of our school community.

Our staff demographic looks very different. We have 80% of our staff is white. I will say that the last three certificated staff members we've hired are teachers of color. So we are aware of this disproportionality and are working really hard to change that. The gentleman in the picture there is Mr. Burdick, and he's a fabulous addition to our staff. Our school vision is that we want to empower students to become lifelong learners who are responsible, caring and contributing members of their community.

We also have a school improvement plan which offers sort of a three-year look at where we want to go with our students. And we highlight in that document, we highlight that we want students to really own their learning. And so that's sort of a simple way to talk to our school vision. Quickly, some data points. Remember that we did not do state testing last year. So this is from the year before. And you can see at fourth and fifth grade we showed scores above the state average in both reading and in math.

Then we have i-Ready data. And as you know, this is our growth tool for data, which is a really important metric to consider. This chart sort of shows-- compares performance with growth. And in our perfect world, we would land in quadrant one with students showing high growth and high performance. You can see that Shorewood sort of leads the way district-wide in getting to quadrant one both in reading and in math.

Here's our attendance numbers. When I got to Shorewood in 2018-19 school year, we really began to focus in on attendance. So we can get kids to school and figure out how to engage them in a way that they wanted to be at school and they felt comfortable at school. And so we started sort of an outreach committee slash attendance committee and worked really hard twice a week. Brought in a bunch of people with a bunch of different perspectives about attendance issues.

And supported kids and families in coming to school. We accessed our district's community truancy board and really began to do some in-building reward systems for classes and the school as a whole around coming to school and being on time.

One of the things that we've also done over the last couple of years is be intentional around-- sorry there was a weird echo-- integrating our ruler strategies to help support our students. And so we created a student support form. If a teacher was needing some additional support with a student, and so that our first response and intervention with that student was implementing one of our ruler strategies.

And you can see that has had a huge impact on the number of office referrals that have been turned in over the last couple of years.

I just want to add quickly that Ms. Carl-- Amy has led this work, and she's sort of being coy about it. But this is a tremendous set of data points where you're seeing a huge drop in our ODR's and a shift in the focus to restorative justice and supporting children in making the right choices instead of having it be a punitive process.

You recognize all of these, these are the four pillars in our strategic plan. And I hope that you see evidence of these four as we go through the next few slides. Again, our three-year vision as I spoke to you before is really to have students be active participants in their learning, really own their learning so that they can be their best self every day. We have lots of things we're working on. So it's hard to sort of not overfill this slide. But three big areas for us is a formative assessment and feedback.

We want adults and children to get good at providing feedback that is really clear about the right next step for students and their growth toward mastery of grade level standards. We've taken on instruction on race and identity. We've worked closely with Shahida Lopez's office and developed school-wide professional development around anti-racist practices.

Another area that we took on starting last year was the native social studies curriculum that's a mandated curriculum at the state level. It's called Since Time Immemorial, and we've worked with Kayla Guyette in the native office at the district level. And she's been an incredible support as we implement that curriculum which really supports students understanding their identity and appreciating all identities.

Lastly, the professional learning communities have really grown over the last couple of years in teachers' ability to work collaboratively to look at student work, set a collective commitment around a strategy that we want-- that we want to try on to support kids and moving, again, toward mastering standards. And then coming back and seeing if that strategy that they got their collective energy around worked, and what then would happen next.

So at Shorewood, we believe very strongly in the importance of relationships and building a sense of community. Over the many, many years that I've been at Shorewood, we have used focused strategies in developing a positive and very supportive school climate. These strategies have led us to choosing the Social Justice Standard 18. To give some examples, our teachers have been very intentional about selecting the literature that is inclusive of all of our students.

They have used texts with meaningful messages and facilitated discussions regarding bias. We've noticed that when our students see themselves in books and media, they feel valued which in turn leads them to feeling more confident, to speak up for themselves and for others.

So another area that we've been working on is implementing our math curriculum. And this is the second year of the math curriculum. And we have done a really strong implementation of the new curriculum. Teachers have really adopted the signature strategies that are associated with the curriculum, including something called the three read strategy which helps kids sort of navigate like unpacking the word problem before diving into it.

Math norms like mistakes I guess is an important sort of mantra at our school. And then, again, using milestone tasks as a formative assessment to figure out what else kids need to get to mastery.

This year has really moved our students and teachers forward in digital and media literacy. Students

of all ages are navigating digital tools to access, evaluate and create information. A couple of examples here are this was a biography unit, and this one student created a 3D print of her subject, Russell Wilson. And another student made a Kahoot quiz game that involved his peers.

And students who are just learning to use computers at the beginning of the year are reserving, checking out and reading e-books on Sora and other platforms. And Shorewood actually has the highest users and checkouts and books checked out on Sora this year right now. So that's good.

So under bilingual and biliterate goals, at Shorewood, we began the district sponsored after school Native Heritage and Spanish classes. So the Native Heritage class is for kids who speak-- whose first language is Spanish. And the Spanish classes for students who are English speakers. And we've offered both sort of strands of that program.

And I think one of our biggest celebrations really has been the connections we made with our Somali community. We really want our Somali community to feel like Shorewood is their school and that they're comfortable in the school. And I wanted to show this picture because by the end of-- by the spring of 2020, when we were at our multicultural event, our Somali population really took a leadership role in classrooms, became art docents to build this mural here.

Those camels and the bells around the camels is a very important symbol in the Somali culture. And if I could, I really wanted to share a video of our multicultural event. There was this spontaneous dance that happened toward the end of the multicultural night. And it involved all of our Somali families sort of crashing the dance floor. And it was just such a celebration and sort of like a touch point to all the work we've done in the last couple of years to really connect our Somali community to our school.

So lifelong learners is very, very important. At Shorewood, beginning in kindergarten through fifth grade, we teach our students about the importance of growth mindset, learning from our mistakes as Mr. Fosberg mentioned earlier. And also perseverance, which is really important. Careers, the world of work is very important as well. Always important to start earlier than later. Our school has participated in the Discover You week.

And in addition, our upper grades with collaboration between Miss Gasamis and I, have created research projects about a particular career that matches their interests which were based on the results of a career interest inventory. Of course, transition to middle school can be a difficult time for our students, for any student.

We are very intentional about reaching out to families about the different middle school opportunities in the district and what we think would be the best bet for them, knowing them as a student. And then of course we collaborate with sixth grade team regarding registration and supporting our fifth graders with any concerns regarding the transition.

So thank you again for allowing us to come to your meeting and share a little bit about Shorewood. Did any of the teammates-- did we see Arya here yet? Star of the show.

Yeah. Let's see.

Maybe we can see if the directors have any questions or comments. So I'll pull in Director Garcia.

That one, right? OK. Well first let me just start off by thanking you all for coming out here tonight and sharing some amazing updates. So thank you. You know, not too much, I was wondering if you could maybe touch on what are some of the ways that you've been doing the-- what was it? Just what are different strategies that you've done to support the Latinx families in both some of the school culture and the curriculum work that you guys are doing this year?

Thank you for asking that. So I spoke and highlighted what the work we've done with our Somali population. And we actually learned from the work we did with our Latinx population starting maybe four or five years ago, where we were having monthly meetings to get input and perspective from the Latino population around how they're feeling about their children's education.

Again, we also have had the after school language programs and we have spent a lot of effort and energy and money building up our library-- a Spanish library in our main central office library.

Thank you. And I guess just, almost a two-parter. I was wondering what are some like lessons learned, what are the things that you guys are planning to carry forward with technology and things that might work once we start going full time in person? And the other question, what are strategies around mental health that you guys are being intentional about with students but also with staff, as we end the year up and move into next year?

Yeah, I almost want to hand this over to Ms. Carlson. She's sort of led the way with our technology. But I'll give it a stab. It's super important that we do take some of the amazing things, skills that kids and adults have learned during our distanced learning. I think one thing that we've learned is that kids can show us what they know in a variety of ways that we didn't take advantage of when we were in person.

So kids are leaving audios and videos of the work they're doing, and we often just ask for paper and pencil assignments before. So we're moving well beyond that. And we will continue to do that. Truth be told, I'm not sure I want snow days to go away. So I don't know if I want every kid to have a computer at home so that we don't get a snow day every now and then. And the other part of your question was-- I'm sorry?

The mental health issue.

Yeah, so you've sort of read our mind. We're starting to build our annual action plan for next year and two-- one of the really two big pieces that we're going to have as our main focus is the mental health of our students and our staff as we move into next year. Trauma-informed practices will be key to supporting children and adults as we all get back together in the fall, fingers crossed.

And I'd like to share that the staff is really been wonderful about tuning in to where students are at emotionally. And those students that are needing to support, the teachers have been letting me know right away so that I can provide support and interventions and referrals if need be. Our staff is exceptional in that they are very supportive and collaborative with each other. It's a wonderful place to be. I wouldn't want to be at any other school. I love Shorewood.

And that has allowed us to have some really quite frank discussions about where we're at with our own mental health and that the stress that this brings to us. Because we know that you've got to first put your own oxygen mask-- excuse me-- mask on before you take care of your children. So we are very cognizant of wanting to address that as well.

Thank you.

Director Dorsey?

Just first of all Mike, I'd like to thank you and Amy and Sarah and Susan for spending time with us tonight. And I would love to see that video you talked about Mike. I think that sounds like a real celebration of what is going on at Shorewood. And I just want to also acknowledge the work you've done around attendance which is stellar.

And the discipline data that you were sharing to, that drop of 700 and some incidents or reports. And I know you credited that to Amy, but I think we all know that it's everybody. So just-- we really appreciate the job you're doing there at Shorewood. So thank you.

Thank you. Yes, it does take all of us to make that kind of a change in our culture. Amy was steadfast



and super clear about the direction that she knew we had to go. And so I wanted to mention her name for sure.

Thank you, Mike. Director Bradford? Any questions or comments?

Just an extended thanks to the team there at Shorewood, and extending my congratulations to Arya in her absence. Thank you all for your work this year.

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

Yeah, just congratulations to you guys all at Shorewood. Ms. Carlson, I was really interested in regards to the behavioral-- like what Director Dorsey said, that 700 plus drop. With you moving on to your new role next year, congratulations, how is that torch being passed on to your teammates or to the other members of the school staff?

Yeah as was mentioned, it's been a school-wide effort. And our teachers and our staff and Susan and Mike, I think we've all adopted this philosophy around how are we supporting students when they're exhibiting some challenging behaviors.

And what are our first responses in helping them to regulate to name their feelings and to give them some strategies so that they can be their best self. And so I am confident that Shorewood will continue moving forward with that work, because it's just so ingrained in how everyone naturally is working with students. So it's going to be a great next year. It's been a great-- you know-- this year in continuing that work.

Thank you very much. That's it for me.

And I, just like the other directors, just thank you Mike Fosberg and your team. Thank you for all that you're doing and I hear some also wish we could have met Arya. I'm sure that she's our rock star for this month, but just let her know on behalf of us and our board that we are just so happy for her and excited for all that she's doing.

I will definitely circle back to her for sure.

And Mike, thank you Amy, Sarah, Susan, Mike for being here and to all the staff at Shorewood for the wonderful work you're doing to support our students and families, especially right now. Mike, I'll make sure that Kyle connects with you so that we can get Arya her certificate and meet with you about how the best way to do that is.

It sounds like she's still learning remotely, so isn't coming to school. So maybe we can mail it, deliver it. We'll figure that out. But we'll make sure that she gets her certificate. Thank you all for being here tonight and for the hard work you're doing. Stay safe and strong and healthy.

Thank you guys all very much.

Thank you.

Thank you, everyone. And we won't be too upset if you guys want to get off and enjoy the rest of your beautiful evening, at least just them. And with that, we move on to scheduled communications. And with that, we will ask Leonard Lowe to please come up.

Director Alvarez, I think Director Dorsey was going to say--

That's right. Just a second. Director Dorsey, I know that you had a comment.

Yeah just real quick. Now that we're-- fortunately now that we're resuming our meetings in person when we're able, then I think it's now appropriate that people can sign up to make comments in person and still submit comments in writing.

But I think it's appropriate now that we look at disabling the chat function of the Zoom meeting, since we want everybody to be on the same playing field, so to speak. And since the people in the audience that take the time to come aren't able to participate in that, I think at this point it would be appropriate for us to disable that.

And I also have the understanding that people who do make a comment or on the chat other people are not able to see it. So it wouldn't be as effective as if they were to send it in writing or in person. Is that correct? OK that sounds-- since we don't-- it's just something that we had a conversation about. So we don't have to vote on that.

We just-- no there's no vote. I think Director Dorsey's right to just make a public statement. So that the public understands it was a very intentional decision, not in any way wanting to shut public comment out. But to encourage people to make public comment and also email the board and me directly as they're also welcome to do.

Absolutely. Thank you for that. And with that, now we will have Leonard Lowe. Welcome.

Thank you. Good evening. My name is Leonard Lowe, and I'm a senior here at Puget Sound Skills Center, participating in the Fire and Emergency Service program. I would like to thank all of you for

allowing me to voice my concerns and share with you how important in-person learning instruction is not only for the fire service program but also the mental health and well-being of students in the Highline Public Schools.

For as long as I can remember, I've wanted to be a firefighter. The Fire Service program not only enabled me to pursue that dream, but also gave me the tools to ensure that I was on track to make that dream a reality. One of the many tools of our service program has provided me with is meaningful connections with people that can help me pursue my career in the fire service.

I've had the fortune of meeting people in the fire service that have helped me pursue my dream of becoming a firefighter and helped make me successful, whether that was my instructors, or just simply people offering me guidance. I've also been able to make meaningful connections with cadets who had previously gone through the Fire Service Program at PSSC and are now enrolled at the University of Alaska Fairbanks and are currently working at fire stations in Alaska.

These connections helped me greatly regarding the application process that UAF, and I'm planning on going to Alaska during spring break to stay with them and tour the facilities in surrounding fire station. Over the years, Puget Sound Skills Center has developed relationships with different institutions and universities to help students pursue their career goals. One example of this articulation is with the University of Alaska Fairbanks and Bates Technical College.

This program allows students to earn college credit which greatly decreases the cost of your degree. Through this program, I was able to earn around 15 credits, which was approximately \$12,000 to \$15,000. This is extremely important to students like me who are from families who don't have hundreds of thousands of dollars at their disposal for their children's education.

During the pandemic, these programs have greatly suffered due to their incompatibility with not being able to complete all skills and certifications required. One example being in Fire Services, I'm required to complete several skills to complete my firefighter 101. Due to the pandemic, students at PSSC are not able to complete these certain certifications or skills in order for them to meet the articulation agreement in college.

I've also seen that during the pandemic, many students such as myself have experienced a decline in my mental health-- in mental health. Although this is not impacted me as gravely as many of my peers, I feel it is important to mention because it is a big problem that continues to affect people of all backgrounds. Thank you for giving me the opportunity to do this and hopefully you have gained an understanding of why in-person learning is so important to me and students around me. Thank you.

Thank you.

Any questions?

Nope, I think you did an excellent job Leonard. Thank you.

Thank you.

Thank you.

Thank you so much for coming in and voicing your concerns. We always appreciate hearing from her students. And with that, we move to our superintendent's updates. So I'll pass it right back to you Dr. Enfield.

So I want to thank Leonard. I encouraged him to come and speak with all of you tonight. I forgot to mention to him that part of scheduled communications is there isn't back and forth with the board. So don't take that as a commentary on your-- you did an excellent job. Leonard and his teachers at PSSC and one of his classmates gave me a wonderful tour of what they're doing last week. And Guyanne and I went and really made a plea for the ability to return to in-person learning.

Not just for their mental health and well-being, but so that many of them could complete the necessary requirements to earn the certification that they have been working so hard to and their program. And so I appreciate hearing Leonard's voice and it's a perfect segue into my comments tonight which I will make and then introduce I believe Julie Hunter, Kathy Emerick, Bernard Kuncce for the materials adoption update.

But before we get to that, I think that most people are aware now that Governor Inslee on Friday issued an emergency proclamation mandating that all K-12 students in the state of Washington have the option for at least two days a week of in-person hybrid learning. For elementary students K-5 by April 5th, for secondary students middle and high by April 19th.

Governor Inslee stated that it was the fact that the concerns of our students' mental health are growing, and Leonard gave is testament to that tonight. As the Board knows, and as our community knows, last week we welcomed our pre-K, K, and first grade students as well as our students in our IAC program K-12. They join our students in our ILC program who have been learning in person with our staff since November. I have visited a number of our elementary schools so far, and I can tell you that it was a smooth and joyous start.

I want to thank the staff, everybody across the district who worked so hard to make the start. Though nontraditional and slightly later than the normal August or September start, a very, very special day. My favorite comment was at one of the schools, a kindergartener said to her teacher, is this a dream? So our students and our staff were incredibly happy to be back.

And I want to thank our district and school staff who have worked so hard developing our school safety plans that we are very confident about in making sure that our students and staff remain safe and in-person learning. Next week, we will welcome our second and third graders back. And after that, fourth and fifth. We are in the process right now of determining what our secondary hybrid will look like. Tomorrow there will be a staff webinar, so tomorrow I believe at 4:30, is that correct?

So all staff can sign on to a webinar to get information about what return to in-person learning will be. And on Monday at 9:00 AM and 5:00 PM, we will have a family webinar which our students are also encouraged to be a part of, they're family too. And we'll share more information for families and students. I've asked Kyle to make sure that Board members have the links to those, but I will also make sure that the PowerPoints are in your Friday packet, in case you can't attend so that you can have that information.

I want to just acknowledge that I understand the complexity and the anxiety that comes with this return to in-person learning. But it is time. It is past time. And we know that we can do it in a way that will keep our students and our staff as safe as possible. And as a superintendent, as a member of this community, and someone who cares deeply about my colleagues and our children, I would not be advocating to bring our children and staff back into buildings were I not confident in the safety protocols and plans that we have in place. And I am.

And I thank the staff for making that happen. With that, I'm going to invite Sandy up for her comments. I don't have to read. She can speak for herself for the first time in a while. Welcome Sandy. And after Sandy gives her comments, I will invite our colleagues who are with us remotely to give our Instructional Materials Adoption update. Sandy, welcome back.

Thank you. It was nice not to spend the afternoon writing your speech, no. It was sometimes fun listening to my words come out of your mouth, though I must admit. So thank you for having me. And I do want to start with talking about last week, because I have signed up to be a substitute teacher. On Fridays, I've tried to work it into my schedule. And so I was at a school and had a wonderful morning with first grade. And then got lunch with Governor Inslee. And then had a wonderful afternoon with the next group of first graders.

So we had our moment of joy, and then we are now moving on. But I am substituting in White Center and Marvista later this month. So I'm looking forward to that. And I wouldn't do that if I didn't feel confident obviously in the safety protocols and everything we've done to put that in place for the elementary schools. We've had a year. I would say we worked hard this year to really have a great opportunity for teachers to come back confidently.

And, you know, having the vaccine was in some ways the icing on the cake. For me feeling as though people will have that extra layer of protection once they get there two shots done. Now as we move into secondary, it's been a little more challenging. And I'm really hoping that we can partner to address some of the issues that I have heard from others and encountered. I have done walkthroughs in every older building for elementary to look at particularly the ventilation systems.

And you just definitely have a Jim and Brian, who I hope he will never reach higher, but I think that's-- you can't retire until the pandemic's over is what I told him. You know he really knows the systems and was able to really help us address concerns and deeply understand ventilation systems in our elementary schools. We're now moving into secondary, and I don't know-- we did, the last time we did one of those walkthrough reports on our schools, what in 2015? Where they actually grade each system?

I think it would be valuable to pull those out and see where the ventilation scores in some of those buildings and what upgrades have been done, because it's a challenge. And when you walk into the room and you think it's going to be a classroom that you're going to be able to use that day for lunch, and the rotor-- and the motor isn't working in the ventilation unit in that room. And so it's through nobody's fault, it's an old building. And those things happen, and those things break, and they can break in the middle of the day.

So I'm looking for solutions that will definitely upgrade the ventilation in our older schools in particular, as well as just guidance. I mean, I think a lot of-- we should be getting some money and in the meeting I had with the Governor. He said it could be spent on ventilation upgrades. So that's definitely an area of my members that are looking for. I think this new model, we don't know what it's going to land-- what we're going to exactly land on.

But the preliminary suggestion is that everybody will have an opportunity to breathe the air of everybody else to school potentially, depending as far as you're moving from class to class to class. So you know those systems are going to be critical. And I look forward to taking a problem-solving approach on addressing that. I think that's probably the major one of the major concerns of our

members. So anyway, thank you for the time. And look forward to working to have a smooth rollout of secondary.

We have-- I'll just end with saying Dr. Enfield's been kind enough to support a partnership where we are going to be doing listening sessions with our families. The teachers really want to have an opportunity in the evenings and on Saturday to sit down and listen to the questions parents have, concerns they have, and we're going to help compile that information and get that back to the district to get those answers. And I'll be happy to send you the link to the Zoom meetings that we're going to be doing next. So thanks very much. And stay tuned.

Thank you Sandy. And with that, am I turning it over to Julie Bernard or Kathy? Who's kicking it off? Bernard, it's all yours.

All right. Thank you everybody, and it's a pleasure to be here tonight to share the work of our adoption committees and tell you a little bit about what the IMC has been doing over the course of the last two years actually. So I'm going to go ahead and screen share here, and get these slides loaded up. All right. So I'm here today in my role as the Instructional Materials Committee Chairperson, and I'm going to just do a real brief framing and then we're going to get into the real exciting work that our adoption teams have been doing.

So you all know that policy 2020 and the procedure that accompanies it provides really clear guidance for us on how to go about identifying instructional materials for our students to lead to achieve the promise that we want for all of our kids. Of course, our standards are important. Thinking about our teachers and all the good work our teachers is really important, and materials also create a really important part of that overall ecology that our kids thrive in.

So looking at our materials is something we of course take really seriously as a system. And our IMC works together on at least a monthly basis to come together to talk about our materials. And it's a great collaborative structure. We work with HEA real closely on making sure that there's strong representation in that group to guide the adoption committees and other things and come up with materials. So, going back about two years, we identified the need to do a materials adoption for our literacy work.

And so that work actually was begun about two years ago with the process. And then in the fall of 2019, we were able to reach out and launch two committees, one for elementary and secondary. So our elementary adoption committee was selected. You see the spread here of folks that we've got.

You'll see that there are people from across different schools, across different communities, across different program types, as well as family members and community members.

And we were also able to be really intentional about making sure that as the process continued into a second year, we were able to keep that group really vibrant. We had over 25 members total in the group. And again, branched across those different stakeholder groups and different program types. And the commitment of those members really is I think to be commended considering the year we've all gone through and the extended nature of figuring out how to do an adoption process through distance.

So if there are members that may happen to be there in the boardroom, I'm not sure how many are there, but if you can give a wave. That'd be great. And you're going to hear from some of our folks here shortly. So, I'm going to go ahead at this point, I would like to introduce two of my colleagues, Erica Calhoun and Jordan Montalvo who work with us in supporting awesome instruction at the elementary level and have been in the center of a lot of work with the adoption teams.

Hi, I'm Erica Calhoun. And Bernard, if you can switch to the next slide, please. So in October of 2019, our committee began to meet. This committee was extremely dedicated to choosing a curriculum to support all of Highline's learners. And from fall of 2019 until now, they've met about 38 times. Our early meetings included research on the best literacy practices and creating a set of criteria for publishers that our committee deemed most important.

In the winter of 2020, we reviewed all of our materials using the metrics of EdReports and the tools IMET and EQUIP. And we prioritized materials that are available in both English and Spanish to support our dual language schools and the district commitment to graduating bilingual and biliterate students. Unfortunately, no materials were available in Vietnamese. But we did consult with Vietnamese dual language stakeholders once our finalists were selected so we could have their input.

After careful analysis, the committee chose two finalists to pilot in classrooms with students. Those were ReadyGEN by Savvas Learning and ARC Core by American Reading Company. As COVID hit, we continued to learn about these programs through presentations. But when it was clear that the spring was going to be all remote, we held off on piloting until fall of 2020. And then when we could see we were going to be remote for the foreseeable future, we decided to pilot remotely.

At that point, we also welcomed four community members to our committee. And they had the opportunity to view live instruction with each finalist and then participate in our meetings and be part of our choice. Next slide, please. In December of 2020, the committee reviewed community input,



data from an equity audit, and data from the pilot to come to a recommendation. Overwhelmingly the committee chose ARC Core as the recommended curriculum. About 91% of the committee made the selection.

There were a few concerns about foundational skills. So to address this, we had a small subcommittee meet with the authors from ARC and continue to pilot their assessment and small group materials with K through third grade students this resulted in our committee feeling confident that ARC will systematically and effectively provide foundational skills instruction to our youngest learners, setting them up for success. I will turn it over to Jordan Montalvo now to highlight what we saw as the strengths of American Reading Company.

OK, so why American Reading Company? ARC Core was chosen by the committee because of its strong framework that guides teachers to make instructional decisions for the students in front of them and provide access to students-- or students access to grade level standards. Some of the key factors in the committee's recommendation focused on inclusion of authentic high quality texts available in both English and Spanish, overall rigor of students reading and writing experiences.

And then ARC's foundational values and structures were found to align well to Highline's district-wide priorities, such as a focus on relationships and engaging in culturally responsive teaching. So I'm going to explain briefly a bit more about each of those. Next slide please. So ARC's reading collections are carefully selected with a balance of fiction and non-fiction, considerations for ethnicity of main characters, kid appeal and much more.

The materials embed the work of culturally responsive teaching from guidance from folks like Zaretta Hammond and other national leaders who focus on equity and community-driven instruction at the core. This holds true and is reflected in the texts that provide both windows and mirrors for our Highline students to see themselves represented in the text they're reading. It opens the windows to new perspectives and see themselves potentially in ways they may have not before.

This again holds true for both English and Spanish texts which is extremely rare to come by in curriculum. And finally the committee felt strongly that ARC'S focus on text selection that elevate typically underrepresented populations was paramount for engaging students in developing a reading identity. Next slide. So ARC unit offer rigorous reading and writing experiences through their integrated units, where students dive deeply into one science or social studies content.

They build knowledge and vocabulary that give access to the volume of complex texts found in each unit. And then additionally, tasks within the unit become progressively more complex, building

towards a final project that highlights students gains in content, language and literacy. There is embedded PLC structures that guide teachers together, formative assessment data, take stock and make intentional decisions for their class.

And then finally, foundational skills were found to be taught both in whole group structure systematically and through small group instructional tools, matching the individual student's strengths and needs. Next slide. So this committee was dedicated to ensuring that the curriculum that was chosen would support the inclusion of Highline's multiple programs and student groups that we serve.

Graduating bilingual and biliterate was a key factor, knowing that the curriculum was fully developed authentically to English and Spanish. The authenticity of the language ensures that rigorous experience for our linguistically diverse programs. And while it's not in Vietnamese as Erica stated, we did consult with our Vietnamese dual language stakeholders to think about considerations and implications for that.

Community relationships-- oh sorry, really quick-- community relationships are one of the layers of our district's foundation, and ARC's units intentionally focus on strengthening relationships within our student communities. Within the unit, students analyze sources and think critically about author bias, reliability and in order to become change agents in their community, and typically culminating in a final project that centers on local community and family connectivity.

And ARC aligns with its priorities to accelerate growth and reduce opportunity gaps by using culturally responsive, inclusive, standards based instructional material. The material includes a variety of standards based rubrics, opportunities for student and teacher goals setting, structures for PLC, and aligns to our focus on universal design for learning or UDL. And now Kathy will talk to us about implementation.

Great. So our implementation plan is currently under development. And through the process of our adoption, we actually strengthened our own knowledge of instructional practices and reading research that has helped us reshape and rethink our vision for literacy work in Highline. So as we're developing our implementation plan, we are also in partnership with The New Teacher Project, or TNTP, to help reshape our vision for literacy instruction in Highline.

As we think about the opportunities that we will have for teachers and students to engage in this work, we will also be partnering with TNTP to think about summer school programming being a great

way for teachers to try on the new curriculum materials and learn about the instructional practices. And then through our fall and ongoing professional learning opportunities, we'll really be focusing on the components that Jordan just mentioned, which is the alignment to our professional learning communities.

Using formative assessment, standards based grading components, and universal design for learning. So at this time, I am going to turn the presentation over to our secondary team and introduce you to Meredith Urgoma-- sorry if I said your last name incorrectly, please correct me-- and Michael Kaiman, who will give the secondary update.

So if we can go to slide four please. OK, so we had a wide representation from secondary schools as well as community members and even one student. Here is a list of our current committee members. And tonight we have three guests from our committee here, Dr. Bethany Plett, student Diem Nguyen, and teacher John Mallory. If you can please wave everyone, that would be great. Move to the next slide please.

So in November 2019, we began our process. Early in our process, we consulted EdReports, just as elementary did, because of our commitment to a strong standards based curriculum. Those scored green we reviewed with the Achieve the Core's EQUIP tool. We reviewed those scored not at all by EdReports with a much more thorough IMET tool, also from Achieve.

We had a few rounds of voting and discussion to narrow our choices down, all with extremely high thresholds to move forward at 70% or 80% of agreements that we were confident in the curricula that we chose. We determined to curricula to pilot, Pathways to College and Career and Inquiry By Design. And the pilot criteria and expectations were deliberately robust. We set a similar time frame, similar standard-- or same standards.

We were excited to say that approximately 45 teachers piloted across middle and high school which is far more than the generally. That we acknowledge that remote learning changes some experiences, we can confidently say that we would not have chosen the other curricula. And we got a clear picture of the instructional materials and approaches for students and teachers, which was our goal. And in that pilot process, we collected about 10,000 student responses from over 1,000 students.

Held several virtual community events, collected surveys from community and teachers. In September with changes in the adoption membership, it allowed for a longer process. We were thrilled to welcome one student and four community members and parents. This voice and

perspective was huge for us. Across the two years, all schools were represented. We wanted a process with as much voice and as much data as possible to bring all Highline teachers together in service of our students. Next slide.

So in January 2021, we convened to determine which of the two curricula we would recommend, Inquiry By Design, or Pathways to College and Career. We reviewed data in January and February to make our determination. Some of the highlights from that time or despite the large quantity of data from students and teachers, we did not get a clear indication for a choice between the two programs. There was no statistically significant difference in the data collected.

Parents leaned a little more toward Inquiry, and students leaned a little more towards Pathways. With the teachers, it was unclear which one they leaned towards. One school piloted both programs at all grade levels, and they favored Inquiry By Design.

Students' performance data was overwhelmingly stronger for Inquiry By Design. Longitudinal diversified, though not exactly the same demographics as Highline, but some local districts use Inquiry By Design as well. We had the threshold at 70% in order to help build ownership within the Highline staff. Next slide, please.

So four things rose to the surface to us as really standing out about Inquiry By Design. Transferable skills, GVC-- the potential for a guaranteed viable curriculum and collaboration in service of all students, authentic high quality texts, and alignments at district priorities. So that, I'll turn it over to Meredith to talk about the first two. Next slide.

OK, so for transferable skills, Inquiry By Design focuses on transferable skills. They have a comprehensive support for language learning not simply relegated to vocabulary callouts. Units are built around a topic of inquiry which allows us to use universal design for learning to access content in many ways and demonstrate learning. And as mentioned, the data strongly demonstrated proven performance with diverse students, unlike some of our other choices.

Inquiry By Design supports our language learners which makes up 25% of Highline's population. Inquiry By Design could be used in our newcomers and our beginner classes to help support alignment. You can move to the next slide. So for GVC, and collaboration and service of all students, another huge aspect of the choice was increased by design strength for alignment.

Inquiry By Designs translated materials in Spanish, and it's translated rubrics and lesson structure, provide a strong foundation for collaboration between DL teachers and literacy teachers within

Highline. We also noted that Inquiry aligns extremely well with ARC and the Inquiry focus in units, support of diverse and differentiated text, the support for Spanish, and in its whole approach. Next slide.

Inquiry By Design provide strong grade level shared texts, while also providing a framework and supports for differentiated reading, like literature circles. This allows Highline students to be able to see themselves in their texts, to explore other identities and to reflect on the nuances of identity. Whereas Dr. Rudine Bishop Sims would say, these texts provide windows, mirrors and sliding glass doors.

Pictured here are titles in the schools we intend to leverage for literature circles. And it uses a combination of rigorous shared reading and targeted small group instruction so that all students have access to rigorous reading in volume for authentic inquiry. Next slide. Inquiry By Design aligned strongly to all of these Highline priorities, but we'd like to highlight just a couple of strengths as an anti-racist curriculum. It does this in its UDL approach. Its commitment to diverse and differentiated texts.

Its philosophy is grounded deeply and explicitly in Hammond and growth mindset and provides a vision for rigorous growth in our students. Its asset based stance and comprehensive support for language is crucial for serving our students in Highline, as Meredith was just saying, where 25% of our students are language learners. And it sees Highline students for their strengths and builds on them. Next slide. Now I'll turn it over to Julie to talk about the implementation.

Good evening. Similar to what you heard from our elementary colleagues, our implementation plan is currently being developed as we speak. And in order to ensure that we approach this opportunity in a really meaningful way, we've learned a great deal over the last 18 months to two years as we think about literacy instruction and how important these materials are. So we're beginning to really think about how professional learning of the new materials is in alignment with our vision for literacy instruction in Highline at the secondary level.

We are initially focused in on developing a strong supplemental materials list, which teachers and librarians are taking a look at and really helping develop that will support all students in strong literacy skills and a GVC. We also have a dual language committee that is currently working on identifying complementary materials to help support our dual language program.

And in terms of our approach to professional learning, we are working to determine how we can use the new materials. So as you heard from elementary, we also are planning that our summer learning

opportunities at secondary for grades six through ninth grade, it will be an amazing opportunity for our students first and foremost but also is an opportunity for our staff to begin engaging and learning at a deep level around the new materials and instructional practices to support.

So those are some of the things we're planning right now. We are also partnering with TNTP, as you heard from elementary, in helping us support this important planning. And now, yes, now we're ready for questions.

Director Dorsey, any questions?

Thank you for all your work. Especially when I saw the 26 meetings in four days, and having seen these curriculum recommendations over the years, I'm always so appreciative of the time and energy that people give of themselves to help us do this work.

One of the things that I'm curious about-- and forgive me, you're much more immersed in this than I am-- but will the data points or the assessments that we use in ARC, will that transfer? And will they be similar or the same in Inquiry By Design? So moving from fifth to sixth grade will we still be able to use the same similar assessment?

I can speak to the elementary version, and then we can hear from secondary to learn how they connect. At the elementary version written with ARC are wonderful formative assessment pieces that we'll be using with teachers to see progress along the way. And then we'll continue to see larger growth data from i-Ready. And obviously the hopeful outcomes on our standards based assessment for ESPAC. So those will continue to be consistent from elementary to secondary.

I also think that ARC, because of its inquiry based nature, will have the same focus in terms of student learning processes that will connect to secondary programs well. Secondary, will you add anything?

Yeah I think that was a great starter. I think that the assessments will probably be very compatible. They have a very similar approach, very inquiry based, very focused on transferring skills to other texts. So not just answering questions about one text, but being able to demonstrate that performance independently in another text. So the rubrics are used similarly.

We have to take a look at the actual rubrics in detail to see just how precisely they align, but as far as philosophy is structured, how they assess, what they assess too like the modes of writing. All of that seems really, really similar.

OK. Thank you Michael and Kathy, that's all for me. Thank you.

Director Garcia?

Thank you. I had three questions. The first one is kind of related to what Bernie just said, but I'm curious as to the implementation timeline. So if we were to start this like tomorrow, how long do you guys believe it's going to take for our system to kind of adopt it, to like really own it, and then how long will it really take for us to start seeing growth system wide. Are we talking about two or three years, are we talking a year from now? Like do you guys have a sense of that?

Again--

Susanne Jerde, our wonderful Chief Academic Officer is going to address that, Director Garcia. Thank you Susanne.

Happy to answer that question. Well first of all, we are so lucky, because we have recently received a grant from Gates that allow us to partner with TNTP. This team is phenomenal, and they will lead the work for sure. But we have TNTP alongside us to support us as we implement. And as we look at summer learning, it's going to be-- our first and foremost need is our students. We need more summer learning for our kids, and we're hoping to serve 10%.

But our secondary goal is that it's professional learning and a jump start to scaffold us so that we can really launch next fall stronger. So yes, we're going to take teachers who want to work this summer because they want to or working this summer it fits into their schedule. But we're also really encouraging our teacher leaders, our more experienced teachers to teach summer learning, because they're going to get added professional learning.

And they're going to be able to try on the materials and use them during the summer so that they're ready to go next fall. The question about when we'll see results is a little bit harder. I'm very optimistic and our students had a very unusual year, and we're not sure what next year looks like.

So in math, we started seeing evidence in behaviors, and classroom experiences and students' performance, and then we didn't have an SPA. But we did see growth. So I'm very optimistic. I think this curriculum is extremely at both levels strong and well researched. I think it's going to give our kids the best chance we can.

Thank you Susanne, and Director Garcia, I would add yes, no one can predict exactly when we'll see results. What I can tell you is this. Susanne and I have learned the hard and painful way not to let any implementation go on too long without yielding results before you make a change. We learned that

the hard way with our elementary math program, which is why we made the change that we did at the time that we did.

So what I can assure you is this. That we will monitor implementation and progress, not just annually but through progress throughout the year. And I would say that if after two years we're not seeing consistent growth of some kind Susanne, that warrants a revisit. Is that a fair thing to say?

But I think you do have-- because I mean we have to give our teachers as well, and to Susannes point, the summer will allow them to familiarize themselves with it and hopefully start the fall strong. But our teachers deserve time to familiarize themselves with the materials, get strong, get confident. That takes a little time. But I think two years is fair.

The two other questions, I'm just curious about how-- and you guys were kind of speaking to it, but how does this line up with our social emotional learning philosophy? Like was there an assessment to see how the literature lines up with what we're trying to teach our young people about now? And just the other question, because it might connect.

From the programs that you guys did right now, was there any assessment on how it connects to technology? Just because now that we know we are maybe moving towards using more technology, Google Classrooms.

Just one of the examples that I remember from one of the classrooms that I was visiting over the year is that one of the teachers had a PDF book that they had to share. And it was really-- it was weird. It wasn't very functional for reading. It worked. But anyway, I was curious. Is there better like reading-- like technology that this provide around technology?

I'll look to the team to answer that question. Kathy, Julie.

I was wondering if John wanted to speak to the technology question. One of our committee members, at least for secondary. And then we could go back to the sell question.

Yeah, that was part of the selling point for the Inquiry for me, was that with the materials that they provided for the pilot, there were actual Google lessons. Where we could just automatically upload lessons into the Google Classroom without having to convert PDFs. Because PDFs when you convert into docs, sometimes the formatting and the words get all screwed up. So it was actually really easy to work it with Google Classroom. So I think it will work well with the structures that we have right now.



And at the elementary level, we were able to use technology links to teacher resources and student resources through the pilot. We are working with ARC to determine which ones of those we would want to continue with in the future.

In terms of the social emotional learning question, one of the things that we loved about the ARC text is the really rich, diverse texts that are offered in alignment to content and unit themes that really allow students to see themselves really responsibly in texts throughout the units. Jordan or Erica would you want to speak any more about the social emotional components with that?

I can speak to it really quickly. We noticed in some of the pilot data from the teachers and their responses about student impact and the way students responded to ARC was really, really positive in the sense of engagement. So students were getting excited because of the themes and the topics that were being addressed. So all of a sudden, there was a light inside of students in distanced learning that teachers hadn't seen before. And they noticed that differently from the other curriculum that was being piloted. And so that felt really impactful.

And they said there was note because of the culminating task and project at the end, students had motivation. They were excited about their learning because they could see where they were going. And so I think students see themselves inside the curriculum and inside the material and could identify within that.

Could I just interject that we do have an actual student with us, Diem, who's on my student leader superintendent's student leadership team, and I believe is on the adoption committee. I'd love for you to chime in with any thoughts you have about the process or the materials themselves, Diem.

So as a student, something that I'm really excited about are the collaborative small book groups and whole class discussions that this curriculum has. From personal experience, there have been a lot of rich conversations that happen when the entire class has the opportunity to read the same book together.

It's really cool to see everyone's perspectives and how multiple truths can simultaneously exist. We're able to build off of one another's ideas. And it's also just been a way for my classmates and I to connect with one another and just talk more often. And so I'm excited about that.

Thank you so much.

I'm glad that you prompted Diem to speak, Dr. Enfield. I just wanted to know, Diem's also involved in a lot of work kind of beyond Highline in differentiating narratives. So she's helping us think about what

those books will actually-- what those books will actually look like. So we're reviewing what we have and seeing what we can add to it that would really link up to Inquiry By Design. It's really one of the strengths of the curriculum.

Thank you, Director Garcia. And Arya, hang on for a second. We're going to ask a couple more directors and then we'll bring you on. So hang tight. We're coming. We want you to stay so we can bring you on. So Director Bradford any questions or comments.

I don't want to take up too much time, because I certainly want to acknowledge Arya. But I certainly want to thank the team that has worked so diligently towards this implementation. This adoption, especially given where we are, but also just the timeline and the lead way, the lead time that you all have taken to be intentional. And the intentionality around involving so many stakeholders. And the opportunity that it could come before the summer so that we could utilize it for some summer learning.

Yeah, thank you for the questions. I know that Directors Bernie and Aaron have asked. And also Dr. Enfield and Susanne for just the commitment to the two years of monitoring to ensure that we would see some results and that those results would be growth. And so yeah, I love the plan for monitoring. And Diem thank you so much for being part of this team. And I think Michael said that you are really strong in differentiating narratives.

So I'm really looking forward to just how the materials are going to land in students' hands and in the community and how that's really going to impact the community. And so yeah, I think that's-- just checking my notes here. Yeah, certainly. I love the opportunity that the curriculum offers for discussion amongst students, and then building upon those funds of knowledge and the multiple truths that exist. So again, just thank you to the team.

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

Yes I do. Thank you so much. I just want to echo what the other Directors said and thank the committee for their hard work and the community. Couple-- no I just have one question. Are there any current districts around us that are currently using this? And do we have any success rates or data behind that?

I can speak briefly about IBD. Federal Way is using it, but they've only been using it for a year before the remote learning. And there was no testing that year. So they didn't provide-- they said that they would be happy to provide the data. I took a look at it, and it was starting to go up, but it doesn't show

longitudinal data. That did show San Francisco Unified District, which is further away of course. And Alameda which is in California.

They have longitudinal data on those and similar demographics, though not quite the same. And there's a district in Oregon, I forget the exact name of it that's also using it. But again, not quite long enough to show longitudinal data.

Thank you. That's it for me.

Thank you, Director Van. I just want to acknowledge the amount of work. I've just recently been doing some research on just curriculum adoption. I'm taking this course, and the amount of work and effort that it takes and the amount of research that has to be done. I'm just so thankful that you guys were able to get to this point where I love hearing from the student where it just going to make such a big difference already. And so I'm thankful for that. So that was all, just thank you for all your hard work. And with that, I will pass it back to our superintendent.

Thank you everyone on the committee for being with us tonight and for all of your hard work. We're grateful. Enjoy your evening. You're welcome to stay, but enjoy your evening if you would like to go. Thank you very much. Before we conclude the superintendent's update, we want to acknowledge Arya. Arya can you turn on your camera sweetie?

So we can see you? Is she there? Arya, are you there? Ope-- one more, try again. There. OK. Where is she? Oh there she is, hi Arya! Can you unmute yourself?

Yeah.

Hi.

Hi, how are you?

Good.

Are you there with your family?

Oh, yeah.

OK. Well thank you for joining us. Mr. Fosberg and your teachers were bragging about before when they did their presentation. We just wanted to make sure that you-- this is not the official certificate. Your official certificate is coming. But we wanted to let you know that you are our Highline Student

Superstar for the month. You're the only student in the district for this month that is going to get this award. And I'm going to read you what 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. And there's Mr. Fosberg, yay!

Hi.

Do you want to say anything Arya, about what you like about Shorewood?

Sure. I like the-- I like the how I am good. And then I like that when I say something nice to my friends. And also though I even teach a them help the change their well [INAUDIBLE]. I do say something. I practice a lot of things.

Good. Practice is important. That's what helps you get better. So Mr. Fosberg or Ms. Carlson, do you want to say anything to honor Arya before we let her and her family go and enjoy their evening?

Just quickly Arya, I'm so glad you got on. This is actually an example of how amazing Arya is. She emailed me at 6:05 and I didn't get it because I was on here. She says this is the time for me to come on? And I'm like, Debbie Downer. And I said, I emailed her back-- oh we just got done bragging about how amazing you are. You're going to get a certificate. It's so exciting. Be looking for that. But the meeting has moved on to the next thing. I'm so sorry. But she doesn't listen to that. She came on anyway.

Yay.

Congratulations Arya, we're all very proud of you. We're all giving you a big glad hands, and we'll get you your certificate.

OK. Am I the only one?

You are the only one. You are number one and only one Highline Student Superstar for the month of March.

I'm going to-- I'm going to help them be the superstar.

Oh yes, that's why you're a good role model Arya. Thank you. We're very proud of you.

Bye.

Bye Arya, congratulations. You're amazing. Aw.

And I can't top that, that concludes my superintendent update for the evening.

Yes.

Thank you Mike and Amy for coming back. Appreciate it.

So with that, thank you Dr. Enfield. I'm so glad Arya came back and she didn't listen to her principal. But she came on anyways. I was so happy to see her. With that, we're going to move on to school board reports. And I look to Director Dorsey and Garcia, if there's any legislative reports updates.

I don't have any, but I do just want to publicly thank Aaron. He's really carried the ball on this work the last few months. Thanks for rubbing that in, because he has not.

Not compared to the legislative rep last year.

Yeah.

Or the year before, I should say.

Unlike others, he represents really good teamwork. Anyway, I just want to I just want to thank Aaron for that, because he really has done a lot of the work on that. So thanks.

Thank you Aaron and even you Bernie, thank you. Thank you. Thank you. With that, we'll move on to director reports. Director Van, do you have anything to report on?

I do. I just want to [MUTED].

Oh, you're muted.

You muted yourself.

I actually did it from over here. But that's OK. Just kidding, just kidding. You're muted again.

No I'm not.

Oh there, you are muted again.

Take your hand away from the mute button Director Van. Thank you.

There we go. Sorry guys. I just want to keep everybody in the loop in regards to where we're at with the Highline Schools Solar Project. To date they've raised about \$7,200 on the GoFundMe. I asked our Board Directors once we get some final numbers on all of our other projects that we have going on that we have an opportunity to help fund this project.

And once we look at our finances from capital improvements and things like that, I think this is a win-win to help our students, help our community, help our environment, and our return on investment is anywhere from seven to 10 years. So that is great. I personally believe that to be great stewards of our community, our environment, as well as our community dollars. So I hope to bring that up on our next board meeting and see where you guys all stand with. With that said, that's all for me.

Thank you Director Van. Now you can mute yourself. Director Bradford, anything to report?

Nothing to report, but certainly want to express just gratitude for the team. The hard work of the team bringing together this meeting both remote as well as in person. I certainly appreciate, and I think it's certainly modeling what we're seeing amongst our students and families that both are still necessary. And I appreciate the fact that we have the expectation of quality teaching and instruction in both spaces in the hybrid as well as remote.

And so again, thank you for this modeling that allows me to continue to participate as well. I did just what-- and Dr. Enfield I wanted to thank you for the message that you sent out earlier. As we have another opportunity to stand in solidarity against racism and hatred, because my heart is heavy yet again for our Asian community and communities. And so just thank you for your leadership and continuing to ground us and commit us to anti-racism.

And I continue to be reminded that it's no one as the enemy but all of us against the enemy of racism. And so just standing in great solidarity and just indeed thought for our students and families, staff members and community that have been impacted by this. So I'll just thank you again for your leadership.

Thank you, Director Bradford. Director Garcia?

Well let me start off, like I haven't done it recently, but I do want to start off by acknowledging the Cosulich people for the land that we are on and the stewardship of the students in their history that we must carry in the work that we're doing. I don't have much to give an update for. I want to let you all know that there are a group of secondary students that are helping me set up some kind of listening session around mental health.

And what does it actually look like for us to be coming back in person, and if we're really going to be centering the mental health of our students, what do they want? How does that look? So I'll keep you guys posted. I think it's going to be some kind of webinar student panel format, but I'm also allowing them to be the drivers of this. So if they're thinking of something different, we're going to go for it.

And just, I love that we're going back. I love that we got this kind of mandate to go back, because it's aligned with what I think we should be doing, giving our families options. I really think it's important for us to push on if we're centering mental health and wellness of our students, let's do that then. Let's really go in deep on that. Because I hear that from our students. I hear that they're struggling. And let's give our families and staff and people the freedom to do what they need to do to be able to support our young people.

And then let's ask Governor Inslee to like back it up. There's going to be a lot of resources and support that we need to be able to pull this off the right way. So I'll just share those thoughts.

Thank you, Director Garcia. Director Dorsey?

I don't really have anything additional. I just also, as Director Bradford mentioned, I really want to thank the technology department that has worked-- I've got to believe probably a lot of hours on making this happen tonight. It's wonderful to be in the same room with so many people. Although as an essential worker, I haven't missed any time throughout this last year. I have really appreciated the ability to be back in this room with my colleagues and the superintendent.

And Dylan and Shawn are part of Mark's team and specifically I think you've just done a really, really good job. Those of us-- those of us who are fortunate enough to be in the room tonight can see all of the work that's been done here. So I just want to thank them for that.

And they're always behind the scenes, so we never get to really see them. Just glimpses of them. But I know he's in the background, and Mark was around, and I agree. Just a big thank you and having to deal with all the challenges of technology and being virtual and the Zoom bombing and all this other stuff that they have to be aware of. So [SPEAKING SPANISH] a lot of gratitude for all of that.

And I don't have anything to share specifically, but I also want to say thank you Dr. Enfield, because Director Bradford just kind of hit on my topic. And it's like having some friends who are Asian and just even the fear I think about-- and they're adults. And I think about our students, and just watching that video from Atlanta, and how I mean we live in such a diverse community.

Like you said Director Bradford, there's just not one enemy. And so I'm just thankful that we stand in solidarity and acknowledge those things. So not just our students, community, staff and colleagues are aware that we are here. And we stand with you. And with that, that concludes our Director report. We move on to consent agenda. So I need a motion and a second to approve our consent agenda for tonight.

I move we approve our consent agenda.

I need a second.

Second.

So all in favor say aye.

Aye.

Any oppose? Hearing none oppose, our consent agenda has been approved. With that, we move to an intro and action item 8.1, motion to approve final acceptance of purchase order P191561 Mike Werlech Construction Inc. I hope I pronounced that right. The approval of this motion would accept the work of Mike Werlech-- I don't know if I'm saying it right-- Construction at North Hills and White Center Heights Elementary. Any questions or comments?

Hearing none. So then I am-- I move that the Highline School Board accept the work of Mike Werlech Construction Inc purchase order P191561, for Senate Bill 6080 dash classroom edition project dash site work at North Hill and White Center Heights Elementary Schools for a cost of \$1,540,759, plus Washington's sales tax of \$154,075.90, for a total of \$1,694,834,90. And I need a second.

I'll second.

Roll call please.

Director Bradford?

Yay.

Director Dorsey?

Yay.

Director Van?



Yay.

Director Garcia?

Yay.

Director Alvarez?

Yay.

This motion passes five to none. Thank you directors. And with that, we move on to introduction items. And we have one. That's 9.1 motion to approve Resolution 03-21, requesting a waiver from the state high school graduation requirements for Maritime High School. So when we get to approve this, their next board meeting will approve the resolution 03-21, supporting Maritime's High School application to the state board of education.

Can I just-- I just want to let the board know that Bernard and Tremaine presented at the State Board of Education meeting, and they were-- I think it's safe to say-- a sensation in their presentation. They made us very Highline proud. And so I just want to publicly-- I know Bernard is with us and Tremaine who knows maybe watching from afar, but want to thank them for their work on this. It's very, very exciting. And we have an Advisory Board meeting this Friday.

Yes we do. And yes, I actually was following that. And I mean all the comments, just amazing. Just acknowledging even their presentation. And it was a very exciting. So any questions or comments on that? Or if you want more information, we have more. Like Dr. Enfield says, we have a meeting this Friday. Get more information. And so with that, those are all our intro and action items and we have nothing left. So I'll just ask for a motion to adjourn.

I move we adjourn.

Second?

Second.

All in favor?

Aye. Any opposed? I'm sure no one's opposed.