

Highline Public Schools | 2021.04.07.Board.Meeting

You're good to start.

Hey, welcome everyone. May I ask everyone to 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 [INAUDIBLE]. Thank you, everyone you may be seated. And with that, I'll pass it on to Kyle. Roll count, please.

Director Van.

Here.

Director Garcia.

Here.

Director Alvarez.

Here. And Director Bradford and Director Dorsey have an excused absence. And to my left is Director, superintendent Enfield. And again, welcome everyone. And with that, I'm going to ask to see if there's any changes or additions made to the agenda tonight.

Yes. I would make a motion to move into item 10.2 is a Motion to Approve in our local agreement with BuyBoard National Purchasing Cooperative. As well as 10.4, Motion to Approve T-Mobile Agreement for Student hot-spots to intro action this evening.

So--

I second that.

Director Garcia has seconded that. So, all in favor, I.

I.

Any opposed? None being opposed, then those get moved into action. With that, I'll pass it over to our superintendent for any recognitions.

Thank you President Alvarez. And good evening, everybody who is joining us here in person and from home. We have two proclamations this evening, one for National Autism Awareness Month, and the other for School Library Month. So I will read them both now.

Whereas autism is a pervasive developmental disorder affecting the social communication and behavioral skills of those affected by it, and whereas as more health professionals become proficient in diagnosing autism, more children are being diagnosed on the autism spectrum-- resulting in rates as high as one in 59 children nationally. And whereas there is no cure for autism, it is well documented that if individuals with autism receive intervention early in their lives, it is often possible for those individuals to lead significantly improved lives. And whereas there is a spectrum of needs associated with autism from mild to severe, some individuals requiring a lifetime of specialized and community support services to ensure their health and safety and to support families resilience as they manage the psychological and financial burdens autism presents.

Whereas Autism Society of Washington is spearheading an awareness effort in order to educate parents, professionals, and the general public about autism and its effects, now therefore I, Susan Enfield, superintendent of Highline Public Schools, do hereby proclaim April 2021 as National Autism Awareness Month. And Highline and I urge citizens to join the Highline Special Needs Parent Teacher Association, and me in order to become better educated on the subject of autism spectrum disorders. And I do just want to thank our special and special needs PTA for all they do to support our students and families.

Second proclamation is for School Library Month. Whereas the school library program is to ensure that students and staff are effective users of ideas and information. And whereas the school librarians role is to provide the leadership and expertise necessary to ensure that the library program is an integral part of the instructional program of the school. And whereas the Board of Education has entrusted the School Librarian in each school to teach the skills of locating and using information through traditional resources and new technologies, to provide literature appreciation activities, and to guide and encourage content and recreational reading to every student.

And whereas lifelong learning begins and is systematically developed through the school library curriculum of the elementary and secondary schools. And whereas the School Library Program contributes to the individual growth and development of all students, while fostering both excellence and equity in education. And whereas the School Librarians of Highline Public Schools have dedicated themselves to work for quality library programs for all students. Now therefore I, Susan Enfield, superintendent of Highline Public Schools, do hereby proclaim April 2021 as School Library Month. And Highline and I urge citizens to join me in recognizing the importance of our school libraries and the dedication of our School Librarians. And that is all for recognition.

Thank you, superintendent I also want to thank everyone. I think it's so important that-- not just that we do a proclamation, but that we stand by what we say we do. And I believe here at Highline we do. And so I am thankful to be here. With that, we'll move over to scheduled communications, and we have none this evening. And so with that, it moves us right back to you, to our Europe dates.

OK. So we have one presentation tonight. Before we do that though, I just have a couple of brief comments. First of all, many of you may have seen the article in the Seattle Times yesterday, which featured our Seahurst Elementary students and staff-- Emily Gunn and Principal Holtgraves. It was a story about elementary students in the region coming back. But they really spent quite a bit of time on the story, focusing on the work happening at Seahurst and I think we have a lot to be proud of.

The stand out quote for me was when Principal Holtgraves said-- she's speaking of the students. She said, they're just so happy to be back. We all had tears in our eyes as we welcomed them. And so I just want to once again, thank all of our elementary school staff, all of our district staff, all of our-- everyone who's helped to make this happen. From transportation services, nutrition services, custodial services, it's really been a massive team effort. And the reward is in the smiles of the students and staff who are so happy to be back together.

As you know, we are preparing when next week is spring break. Yay. And when we come back on the 19th, we will welcome back, for the first time in over a year, our middle and high school students who have opted for hybrid. And we are working again collaboratively to be prepared for that. And we are prepared. And we are very, very excited to welcome our older students back as well. And then finally, I wanted to just-- Joe had asked me earlier, wanted to make sure that the board and others were aware.

The Highline Schools Foundation held its annual gold star breakfast last Friday. It was their first virtual breakfast, not in person. The goal was to raise \$100,000 and they raised \$115,000. So I want to publicly thank not just the foundation for the work they do, but for everyone in the community who gave so generously. So that the programs that they support-- be it gift cards and diapers for families in need, school supplies for students, grants for teachers to be innovative, just thank you to everyone who were a part of that successful effort. And with that, I believe that Sandy is here. Perfect timing, Sandy. So Sandy Hunt will give her comments now. And then I will ask, I think, Gaye to come up and start our presentation. Sandy, the mic is yours.

This right? Oh, thank you. Yeah. Thanks for having me come up. I was actually in a Zoom meeting. We're working on data literacy, so life goes on and we keep moving forward. I did spend the day though, half the day with Steve Grubb. Thank you, Steve. He has been really helpful in helping us, and Scott obviously joined as well. Really going in depth in some of the buildings around ventilation, which is the issue I brought up the last time I was here. So I appreciate all the collaboration that we've been enjoying, to really understand the strengths and weaknesses of the ventilation systems in our building. And you have an amazing eight track team who has been out there working day and night, I have a feeling, to make sure that the buildings are up to speed.

I know that we ended our day at Newstart. Unfortunately, Scott and Steve had to leave to get ready for the board meeting here. But we did bring some public health nurses and ventilation specialists with us. And we did end up somewhat, pretty concerned about the lack of some of the air exchange in one of the buildings at Newstart. So I really do look forward to figuring out how we can make sure that every room is safe in the Highline before we start sending kids there.

But I think overall, we have a really good-- can I say bill of health, when it comes to all of the assessments that have been done in the last few weeks. And I know they're out there making this work. So I look forward to really collaborating, getting deep into those particular rooms. And appreciate that you've really made it a priority. It was really clear that the district really values meeting the LNI guidelines and making sure that teachers have what they need.

And so we're working on wrapping up this few little loose ends. And very pleased to continue with the partnership that we have. I think the last thing that people are really grappling with is figuring out for their own personal accommodations. Remote access seems pretty limited for secondary teachers. And so it's a real challenge for them to look at some of their health-- weighing their health issues that they have versus the opportunity to take leave, but not all leaves are paid. And so the financial impact of not working for a couple of months is creating a lot of stress for some of our teachers. So I think we really need to be sensitive to that. And really looking at some-- where can we be flexible and keep people employed, even if it is in a manner during these last 10 weeks of school. Anyway, thank you for the work that everybody has been doing to get buildings ready. And I appreciate being a part of that.

Thank you very much Sandy. Appreciate your hard work and leadership. And with that, I will ask Gaye Bogart to come up and launch our presentation for the evening. Thank you.

Not just me.

No. It's a team effort, but there always has to be someone who kicks it off, Gaye. And you've won.

Good evening President Alvarez, school board directors, and superintendent Enfield. And I want to thank you, first of all, for allowing us the opportunity to come tonight and share a vision for an inclusive education system that's centered in inclusive practices and universal design. My name is Susan [INAUDIBLE]. I'm Co-Director of Special Education. I'm joined tonight by Susanne Jerde, our Chief Academic Officer. Jennifer Reinig, Teaching and Learning Executive Director. Darren Spencer, my Co-Director of Special Education, and Dylan Koutsky, one of our Special Education Program [INAUDIBLE].

I also want to take the opportunity to acknowledge Dr. Cassie Martin from the University of Washington, who couldn't be with us tonight. But she's with us in spirit. Her continued support and ongoing mentorship has been greatly appreciated. And we also want to thank President Alvarez and Director Bradford [INAUDIBLE].

So tonight we'll share some background about inclusionary practices in Highline. We'll talk about our current work. We'll also talk about a hope [INAUDIBLE]. As you know from a recent presentation that McMicken Heights Elementary did, they talked a lot about the work they've done since 2016. The launch, a system that included all learners in meaningful ways in their learning environment. And that is ongoing work that is still happening with the support of Cassie.

I also want to take the opportunity to make sure the voices from the field are heard from our students and the teachers. I'm not going to read you the quotes, but thought it was important for you to see them and understand what our students and our teachers feel about the inclusive work that's happening in the [INAUDIBLE]. And then I'm going to hand it over to Darren Spencer, my Co-Director in Special Education, and he'll talk next.

Good evening, everyone. I think that aside from going to the supermarket, this is the most people I've been in a room with for a year. I'm going to talk a little bit about a summary of the efforts that we've put in over the last year and a half, that have been occurring to build our inclusive practices.

So last year, a small group of district staff joined the WASA Inclusive Practices Project to look at ways that we could provide inclusive opportunities for all of our students. This project gave us the opportunity to learn from a nationally renowned expert on universal design for learning, and study the impact that that might have on learners in our own district. It also informed systemic change that we could take to build inclusive settings across the whole district. As the project has progressed, you can see there has been ongoing professional development in district wide training in UDL, Universal Design for Learning, learner variability, and inclusionary practices.

This is a quote from Dr. Katie Novak, the expert in UDL that we've been learning with. And the quote is, "It's time to consider that our practices and systems are disabled. For too long, we've really put efforts into trying to fix our students and not working to create systems that provide access to rigorous learning that's aligned with standards for every student. It's become easier to say that a student can't learn in a particular setting, as opposed to considering what we might do to change that environment so that students can."

Universal Design for Learning, UDL, is a practice. It's defined as a framework with guiding principles that support our educators in removing the barriers that limit access to learning in inclusive settings. You all got a taste of UDL. Jennifer emailed out some information that you could engage with in a variety of ways. You had the opportunity to learn with it through watching videos, readings, whatever might work for you as a learner. So that's a component of UDL, is building choices into learning. But it's not the only component. UDL isn't just about choices. It's not just about academics. What it's about is enabling our students to become experts in their own learning. And when our students are the experts that can drive their learning, that's a powerful tool to allow all students to be learning in inclusive settings throughout the district.

So I'm going to pass off to your Chief Academic Officer, Susanne Jerde for the next piece.

Thank you, Darren. As Chief Academic Officer, it was really important to me that this work is-- although it's being led by some incredible leaders in our special ed department, this is not a special ed initiative. This is a teaching and learning focus. And it's important that we talk about it that way, and we orient it that way. So this graphic that you see on the screen is one we've actually used in teaching and learning for-- this is our second year now. Long before COVID. However, it's been even more critical during the last year with a lot of urgency around all of this work. You can see students are in the center where they should be. But it's really surrounding those students with three big ways of thinking about teaching and learning, that interact and overlap.

Our first is our promise, of course. Knowing our students by name, strength, and need. And we really have situated our anti-racist actions and decisions in that quadrant or that circle, as well as universal design for learning inclusion. But they don't only live. There they actually live in all three when you look at our commitment of a guaranteed and viable curriculum. And making sure our students are accelerating-- not being re-mediated and left behind, but supported up to grade level, UDL and inclusion lives in that circle as well.

And then there's our work together. We've done a lot of work around PLCs, distributing leadership, making sure we had those collaborative teaching teams. And that's what brings UDL to life in this work. So UDL is--

There we go. I had to push a little harder, I apologize for that. So UDL importantly, is a framework and a mindset that can support much of our work moving forward. But I wanted to share this quote, because it really helps us see inclusion and UDL as connected, both to our promise, and that anti-racist approach that we are striving for at Highline. And it's by Andratesha Fritzgerald.

And she states, "Regardless of the color of skin, disability, socioeconomic status, or home situation, anti-racist teaching demands excellence in a way that communicates honor to the learner. What is the difference between offering help and designing a course that is helpful to every student? What makes the difference is honor. The notion of honor is important to the successful implementation of UDL. Honor is most often communicated in the actions that answer the question, who is most important."

So that's been a driving quote for me as we think about this work, and really make sense of it across the system. And with that, I am going to pass it over to our incredible Dylan Koutsky.

[INAUDIBLE] So as we've been planning our approach UDL and employing more inclusive practices across the district, we've really centered our approach around belief, skills, and systems. When we think about the beliefs, we really try to allow for experiences of UDL for teachers and for staff across the district. So over the summer, last summer, we had all of our teachers across the district to participate in a 90 minute UDL module, kind of giving an intro to UDL for those teachers. And as a result of that, we had about 65% of teachers saying that it decreased or allowed-- it accounted for their own variability as learners. Allowing them to have some experience of what it's like to have that variably honored themselves.

Throughout the year, we've had ongoing principal meetings monthly-- our P12 meetings. And our weekly standards-based instruction cadre for our teacher leaders across the district. And both of those the SBI cadre and the P-12 sessions this year, have both been granted with UDL design throughout. So we're really trying to account for that variability in those adult learners everywhere. To allow for them to have that experience, to see what it's like to be in a UDL environment, to see what that feels like.

In those settings too, we've really tried to make some explicit connections as well between UDL and our other initiatives as a district, other work happening across the district. So whether that's standards based instruction, social emotional learning, professional learning communities, and anything else that's happening. We feel we try to make those connections explicit so that teachers and staff can feel that UDL is not just one more thing added to their plate, but rather a framework to view what's going on and how we can best support all of our learners in Highline.

And from our session back in March, 78% of principals said that their experience with UDL allowed them to further commit to removing barriers and counting for variability in their planning of learning and instruction for their students. When we think about the skills that's happening, we've really tried to develop our skills and our teacher leaders across the district through those P12 and those SBI sessions. Allowing for those teachers to explore UDL in whatever way makes more sense for them. So we've had chances for those teachers to engage in some small group work around social emotional learning, around building rubrics, around the designing professional learning openings for staff across the district. And in doing that, we've allowed those teachers to really engage in a universal design approach and develop their own skills to then better support people across the district too.

We've had some book studies, we've had explorations, we've had even a planning tool developed by one of my co-workers [INAUDIBLE] and Dr. Katie Novak, who you used in the quote from earlier, around how to best plan for a professional moment for adults anywhere in the country. [INAUDIBLE] have that collaboration happen. And for that, we really try to make those connections really clear with UDL and professional learning communities. Myself, I was taught by the principles of Mount Rainier High School to lead some all day sessions around PLC's, UDL's, making those connections really strong and facilitating some work around PLC's with the UDL lens on.

And then we're looking at the systems, how we can sustain this work over time. We are kind of in the planning stage right now. We had a meeting this morning talking about, what does this work look like for next year, how can we build up those already happening, how can we continue this going on. And we're, I think, all pretty excited for what the future can hold with this. Every audience we've talked to about this who's ever been engaged with this work, has been really excited, on board with this to make Highland as inclusive as possible. So I'm personally very excited for this to continue. And I think everyone is excited as well. And really, really looking forward to seeing what we land there for, and what does work like moving forward.

All of that said though, we've had some progress this year too. Back in the fall, we [INAUDIBLE] survey to all third, seventh and 10th graders in the district. And we got about 700 responses from those students. Most number from third grade, I believe. But in those responses, overall students really felt like they understood what they were learning and why that was important. And as well, they felt that their learning opportunity allowed them to account for their own individual needs and their variability, which indicates to us that teachers are really honoring that individual variability in students. And we're going to have that survey going in and out again in May. So hopefully we'll see some growth there. And see some improvements and some more implementation of UDL as this year continues.

As far as staff, back in the summer as I mentioned before-- we had all the staff going through that module on Canvas around learning what UDL is and the intro to UDL course. And that course on Canvas was one module. We've built out several since then. That has been kind of a hub for the UDL knowledge across the district. And we've been able to point stuff back to that page. I've personally tapped into that page a lot when I've been leading a PD for somebody to say, go check out this resource here. If I don't have the immediate answer for it, I've been using that hub as the central place for all of our UDL knowledge as a district. And staff have really responded that too. We've had 200,000 page views, 1,000 active participants on that as well. Active, meaning that they are posting in discussion boards, submitting exit tickets, doing assignments, and things like that. It's an active engagement with that content.

And we've had an impact outside Highline as well. As we learned earlier, McMicken's been doing some really great work. And it's been a demonstration site for what inclusive practices can look like as a district. We've had 17 schools in districts from across the state visiting McMicken, seeing the amazing work that's happening there. And it's been really a nice, guiding north star for what inclusionary practice is going to be like as a district, as a school. So we're really hoping that we can grow from there. And support more and more schools across Highline, becoming the most inclusive place that they possibly can be. And that has been noted by media attention as well. We've had stories about it.

Yeah. It's been a really fantastic experience, for myself to be part of this too. This support, this work. And I've seen really positive responses from everyone who's been involved in this so far. And to continue about this, we have Jennifer Reinig coming up next.

All right, good evening everybody. So our team has given a really clear picture of what we've been up to this year, and our history. And my job is to help you understand where we're headed as we look forward. So we continue to be guided by the notion that Susanne named, that this isn't a special education initiative. This is really important work for all of us. This quote by our friend and partner Dr. Cassie Martin out of the University of Washington reminds us that this is all of our work, all of our shared responsibility for all of our students. And that is guiding our work as we move forward.

We also recognize there's a need to get really clear. What do we mean when we talk about Highline as an inclusive school system? To support that effort a group of us worked to develop a very draft vision statement-- which was also included in your Friday packet, that used words like this. So we talked about removing barriers. We talked about things being inclusive. But we also used some really bold language in that document around desegregating programs and Highline, and recognizing that that is a need that we still have. We talked about the idea of all students being able to be served in the school that they currently attend, and not having to move to a different community because the services were elsewhere.

So this is work that's guiding our thinking moving forward. We also recognize that this is very draft in nature and we have a lot of ongoing work to do to support engagement of stakeholders as informed by our equity lines. That will be a process that we will be engaging in over time. We did have the chance to start that process by engaging with school administrators, just in March, and shared this very draft vision. And these two comments really reflect, I believe, the complexity of this work, but also the commitment that we hold as a system to figuring it out and getting it right for our kids.

So the top quote names that this is challenging and motivating to think about, but also that we all need to have courage to change practices and increase our own capacity to serve. The second quote by another participant talks about one statement in that vision document that named, we will find ways to change for our students, rather than asking them to change for us. Creating learning environments where learner variability is expected and valued. This participant names that that causes them to lean in and that they were ready to do the work.

So moving forward, we will continue to focus on notions of beliefs, skills, and systems. You can see in this slide, three big areas that we'll be continuing to focus on one in each. So we know that stakeholder engagement is going to be a priority. We see that resulting in refinement and use of our vision, and ultimately more students seeing themselves as a valued part of their school community. We will continue to integrate universal design for learning and instructional resources. We have a great opportunity with the language arts materials that are on the agenda for tonight. There's a great opportunity for alignment between those materials and universal design. And we will also continue the practice of integrating universal design in our professional learning, as Dylan described.

We believe that these practices will result in increased universally designed instruction across the system, and then increase in student as expert learners. Really owning what works for them as a learner, being able to advocate and articulate that. And then system. So we want to make sure that we have continued connections between UDL and other priorities as Dylan named. We're already seeing presence of this mindset, this framework, in school annual action plans-- which will, we believe, result in increased access to least restrictive environments and ultimately student academic success.

So thank you for letting us share a little bit about our history, what we're working on currently, and where we see this work going. And with that, the team and I are happy to entertain questions.

So thank you. Director Garcia, any questions for the team?

I got a couple. I haven't really formed them yet, so if they're half baked, I apologize. Maybe just this first one. What are ways that you have been able to bridge the language cultural gap when it comes to working with families, as you try to explain what this approach is? And how does that create empowerment culturally? How do you bridge that gap, or what are some success stories on that?

Wondering if our Highline [INAUDIBLE]. I told him I wasn't going to answer all the questions. Darren and I meet every month with the special needs PTSA. We've brought a lot of this information forward. One thing that resonates and always comes back, is how much our families want their students to learn alongside their peers in the neighborhood school that they should attend. Our families want that very much. And a lot of times students have to travel somewhere else to get the services they need because we don't happen to have them at that building. And we always have interpretation available, of course, and then also take time afterwards to meet with families and [INAUDIBLE] after the meetings are over to address any questions or concerns they have.

The leadership of the PTSA is very much advocating alongside us in this work, and will continue to support us and our families. So engaging with our families is critical, we believe. And we know that. And so we've been engaging in that work long term.

Yeah. I think primarily-- when we're thinking about universal design for learning, this has been a conversation that we've had with our staff primarily, so far. Inherently though, UDL, when it puts the student in charge of their own learning, that is a culturally responsive and anti-racist practice, we believe. We're still exploring where we want to take that. But we do see a lot of promise for bridging language and cultural divides by allowing the student to really be at the forefront rather than the educator of their own learning. So that's another aspect of UDL that shows why it's so promising.

Awesome. Thank you. And I'm just drawing from my personal experiences from way, way back, whenever I used to help with IEP plans. And I remember the agency that students had when they felt like they were in control. And then I remember experiences where it was really a staff person that was leading it. And the language and culture gap of what was happening, was really what I noticed in that moment. So that was really where I was drawing from in that moment. How are we helping develop that agency among students? That empowerment that you were talking about. So that's something I'm really interested in.

Yeah and I would just echo what Darren said. That that really is the ultimate goal. We want that for every student, to be the one that's in charge. They know what works best for them. They know what their goals are. And they know how to access the best supports that they need. So absolutely.

Maybe kind of a follow up question. How does this mesh with Ruler and the social emotional work that we are doing?

Yeah. So our social emotional work is continuing on. And absolutely with universal design, the beauty of it is it's really universal. It can be during reading class, it can be doing math class, and it can be as we think about regulating our emotions. So a teacher might offer multiple choices for students so that they can identify what calm down strategy, for instance, works best for them. They might offer multiple ways for students to articulate how they're feeling. Maybe it's in writing, maybe it's by posting a color on a chart, maybe it's by some other hand signal. So again, multiple ways that the notion of UDL around having really clear goals, and making sure that everyone is aware of those goals. But having multiple means to reach those goals, again applies across areas. And is very much aligned with our commitment to social emotional learning, as well as academic.

That's it. I love this. I love the direction that we're going. And I'm excited to see how we can expand it and grow it.

Thank you. Director Garcia and Director Van.

Yes. Thank you so much for putting this together. I really appreciated the voices from the field and the initial reaction. Those comments and those statements were really impactful. Thank you for having that. With all programs and new things that we bring into our district, how are we going to gauge success? What are the tangible metrics that are going to say, this is working or this is not.

We always have to report least restrictive environment for students with IEPs. So we want to see an increase in access to general education in the percentages, and a decrease in the removal and being more separate. So there's that category of 0 to 39% in general education. And we'd like to begin to really work to eliminate that. And have all of our students being able to access alongside typical peers more than they're pulled out and separated and put in different places. So that's one metric we'll look at. We're also inviting Dr. Katie Novac, the specialist we've been working with this year, to help us design some metrics. So we'll always look at assessments. Of course, district wide assessments and any assessment that aligns with a student's learning needs, to tell us if we're making progress or not.

So those are just a couple of examples of what we're looking to do. And then just practice itself. How do we make sure that the practices we talk about land in the classroom and have the most impact on students? And so we're working on metrics that would lead us to know what that would look like.

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

I don't have any questions. I am also thankful. I remember when we first met, that the very first time alongside Director Bradford, and I felt really excited about the way-- just the path we were going in, heading in. Seeing now the result of all of that is just amazing. So I know it's been a lot of work and a lot of meetings and a lot of effort. So I thank you. Thank you for all of that. And that's it for me.

Well done, team. Thank you very much for the thoughtfulness of the presentation tonight, for it being so comprehensive, and I know that this is very much a work in progress. But it's the right work and you have our full support. So thank you. Enjoy your evening.

And so with that, we'll move to our school board reports. Well-- I'm sorry, are you there? OK. Thank you. I'll cut you off, it's next, we're moving on. With that, we'll move on to our school board reports, legislative reports. Director Garcia, anything to--

Nothing to report.

OK. And how about any school board reports?

Sure. I'll start off. Like I usually do, I always want to acknowledge the Coast Salish land that we're upon. The indigenous people that the land belongs to. And I think it's especially important because today we are going to be deciding on issues about land. And I always want to bring that up. Like how are we recognizing and supporting the recognition of the indigenous people as we bring in a broad portfolio with land? Just a thing that I want to be intentional about bringing up at every meeting.

Three things I would want to highlight. First one, shout out to our band work that was happening. We had a community forum recently. I think it was a huge success. We really got out and were able to show some of the success that we're having with band. And Dr. Enfield, if you have anything you wanted to highlight from the-- was it just the community town hall? I forget what we called it.

It was a youth voices panel.

Yeah. Yeah. It was awesome just hear directly from the students and hear the success that was coming from this program. And if we can continue to support it, I want to figure out how. Another just highlight, there's a local nonprofit [INAUDIBLE] Pueblo, that is doing a \$1 million campaign to try to figure out how to feed our community. But they're doing work out of Lake B. What I love about this-- and I just wanted to make sure we highlight the work here, is that it's culturally inclusive. It's supporting our Latino families and making sure that they have culturally inclusive food. So I wanted to highlight that here.

And the third item I wanted to mention, I know that we're moving into graduation season. And I've mentioned this before-- are we able to support our alternative high school graduation programs in the region with their graduation celebrations? I know we have a lot of support and resources as a system. How can we lend support with Newstart, Career Link? The programs around here that have our students, maybe they're not graduating Highline. But they're graduating from the local program. So I just wanted to highlight those three things.

Thank you Director Garcia. Director Van.

Thank you. Three things as well. I just want to reiterate what Dr. Enfield said about the Highline school's foundation, the gold star breakfast. They exceeded their \$100,000 goal. They made 115. So thank you for the cleaning for all of you that joined us. So that was great. This past week, we've had-- I was in quite a few calls with the back to school for secondary schools Chinook and Tye. It was great. There's a lot of work that is being done on the staff there. So I greatly appreciated that-- being able to sit, and listen, and learn as a board director. But also as a father with a lot of stuff behind the scenes. So thank you all for that support.

In addition to that, I was also on the standard based grading call. I just want to thank Linda, Rebecca, Deborah, Julie for-- that was in my breakout room. There was great questions that were being asked and they were able to answer all of them. And make me feel a little bit more comfortable as a dad, and how things are going to turn out for the future. So I greatly appreciate that. And that's it for me.

Thank you Director Van. And I also join you in celebrating and uplifting to the Highline Schools Foundation, the gold star. Knowing people received or been awarded, and they're just feel so special that they get recognized. So thank you for all of that.

I just have two things. One is, a close friend reached out who is Asian. And she just said, when you have any opportunity or any place in any floor to continue to let everyone know that we need to continue to support our Asian community. Continue to be a tax and hate. And right now they're the ones getting hit the hardest. So in any space you are, if you see anything, you hear anything, please speak up. To be silent is to be agreeing with what is happening. And we've had enough of that-- with anything. But right now that's just-- when she reached out, she's in fear of sending her kids to school. In fear of herself going out for a walk in the evening. And those things we all feel-- the majority of us feel safe. And for you to even be afraid to send your kids to school because you don't know how they're going to be treated or what's going to happen to them. I mean, that-- I can't even imagine what that would be. So please, encourage you to pick up, to be aware, look around you. It's enough to be silent. No more.

And then the other thing. Just to let all of you know, as far as our board, WSSDA has reached out. Tim, they are putting together an equity design team. There was a meeting today, this is the second meeting, my first meeting. They're trying to develop a-- how to support our school board directors of color. But really also encourage to take more leadership roles. And I told Tim, look at your board. They're all white. So you need to start at home. So he agreed.

So yes, I'll be attending those. I told them that I would stay on. I'm tired of a lot of talk and not do. I said I'll stay on for a little bit, I don't want to spend two hours every other week to do the same thing as just to talk. So we'll see how that goes. I'll keep you guys posted. I'm excited to see that he says, that he's still committed to this. And so I'm excited for that. And that is it for my reports. And with that, we move on to our consent agenda. So I motion to approve our consent agenda.

Just kind of order on that. In regards to the 6.4, the donations. I just want to thank you, our new National Hockey League, Seattle Kraken, for their support of \$27,500 worth of equipment to our schools. That is awesome. Thank you so much. In addition to Amazon donating over \$1 million worth of PPE to our district. So just a shout out. Thank you.

Thank you for leading that. And I was reading that. It's amazing. Thank you. Anything else you want to add? So with that, then I'll ask for a motion [INAUDIBLE].

I move that we move the motion to approve the consent agenda.

Second.

So all in favor?

I.

I. Any opposed? Our consent agenda has been approved. With that, we'll move to our action items. So our first action item is a motion to approve resolution 03-21. Requesting a waiver from the state high school graduation requirements for Maritime High School. So any questions on that? If not, I'll need a motion.

I guess just a quick question. I should have asked this earlier. But if it's only ninth grade, why are we asking for a waiver?

[INAUDIBLE]

So the reason we're going for the waiver at this point, is we don't want to start kids in a program that isn't generating credit in ninth grade. Because they would need to accrue that credit over the course of four years. So part of the intent of that is to make sure it's in place as they begin that program, rather than waiting a few years into it and then, we were not to be granted that we'd have a different problem to attend to.

So the waiver's for that class, not a fake senior year that would happen that year, essentially?

Right.

OK. Cool. That makes sense.

Thank you for clarifying that. So with that, Joe has made a motion, the second. I'll go ahead and second that. The roll call, please.

I'm sorry, who made the motion?

Joe-- Director Van made the motion and I second that.

Dr. Garcia.

Yea.

Director Van.

Yea.

Dr. Alvarez.

Yea.

This motion passes three to none.

So we moved the 10.2 up to the action item. So this 10.2 motion to approve in our local agreement with BuyBoard National Purchasing Cooperative. Any questions or discussion on that? With that being said, I need a motion for that.

Angelica, you would make the motion.

Oh. Sorry. I make the motion to approve in our local agreement with BuyBoard National Purchasing Cooperative.

I second.

Director Van.

Yeah.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

So another action item that was moved was a motion to approve a T-Mobile agreement for student hot-spots. Any questions or discussions?

I actually would like to have Mark come up and explain to us why we have moved this to action this evening.

Yes. So in the past, we had a regular T-Mobile account for hot-spots. And then when we joined the T-Mobile 10 million, that was an additional block of hot-spots that came in. We presented that to the board, but I mistakenly did not get everything in there for a board action item. And so we got some federal funds that are going to pay for that. And in order to wrap that up, I needed to bring that up to you for that. So this is for the T-Mobile 10 million. It is above the nominal rate of service that they provide. It is for unlimited service for the students. Otherwise, they would get kicked off after about three days because they would exceed the hotspot limit.

Thank you.

So any other questions? So then I move that the Highline school board approve T-Mobile agreement for student hot-spots for distant learning and hybrid instruction.

I'll second that.

Roll call, please.

Director Garcia.

Yea.

Director Alvarez.

Yea.

Director Van.

Yea.

This motion passes three to none. And so we have another-- a couple of more introduction action items. The 9.1 Motion to Approve K-5 Language Arts instructional materials adaption. Any questions?

No.

None. I make the motion to approve K-5 Language Arts instructional material adoption. Need a second.

So, K-5. Are you looking at 6 through 12 language arts? Or--

No. I motion the K-5 language arts instruction.

The American Reading Company won.

I'm sorry. I got a little confused with the numbers.

Sorry. I'm sorry, I would say 9.1. The Motion to Approve K-5 Language Arts instructional materials. Hopefully that's clear-- more clear.

I'll second.

Director Garcia.

Yea.

Director Van.

Yeah.

Director Alvarez.

Yea.

This motion passes three to none.

Another intro action item is this 9.2. So this is a motion to approve 6-12 language arts instructional materials. Any questions or comments?

No.

We've seen then. I make the motion to approve 6 through 12 Language Arts instructional materials.

Second.

Director Van.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

Another intro action item is motion to approve resolution 05-21, reduced educational program. Any questions, comments? None.
So with that, I move to approve resolution 05-21, reduced educational program.

I'll second that.

Director Garcia.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

Another intro action item. Motion to Approve Resolution 06-21, emergency waiver of high school graduation requirements. Any questions or comments on that?

Just one. I know I read in the resolution that there would be a committee created to help resolve this.

Holly's going to speak to that.

I guess I wanted to if it ever came to it, would there be-- would it ever come to the board to help resolve a situation where somebody maybe disagrees with a solution? And how that would look like.

Would it come to the board-- what was the last part of that?

If a student and their family wanted to dispute the final recommendation to grant the waiver or not.

Oh. There is an appeal process required by the rule. And so the appeal process that we've developed would not go to the board. It would go internally to people who know the student and who have the expertise in certain areas. Requires a counselor or requires someone with trauma informed instructional practice. Those kinds of things.

OK. I guess the question would be-- though we shouldn't really prepare ourselves for a situation where a student might be like, hey, I want to take this up to the board to resolve.

OK.

No. I don't think so. We will be able to provide you a great report, though, at the end of the process.

[INTERPOSING VOICES]

Thank you.

You bet.

Yeah. I just want to clarify that this is just the maximum of two elective credits, not core credits, just an elective. Correct?

So it's two elective credits for our school board policy. Up to two core credits for the state board of Ed waivers. And then waiver of the graduation pathway requirement, that's also part of the state board waiver. And there's some specific things that students have to show that they qualify for these waivers. And in the last two potential waivers, RPE and Washington State history, both of those are actually long existing waivers in current state rule. So three different areas.

OK. Thank you.

And a student has to have a minimum of 20 credits to be able to graduate. So you can't grant 10 core credits or anything like that. Very specific.

OK. Thank you.

Absolutely.

So with that, I move that the Highline school board approve resolution 06-21 , emergency waiver of high school graduation requirement.

Second.

Director Garcia.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

Our next intro and action item, our last one, is motion to approve purchase and sale agreement for Highline Lanes Bowling Alley. Any questions?

Would it be possible if Scott could just give us a quick intro about what this is? So that we can hear it a little bit more openly. And then, I'm generally supportive of this idea. Unless Scott says something to switch me otherwise.

Happy to do that. And especially since our own-- you were serving as co-chair on CFAC when CFAC actually put the motion together to suggest that the district sell property that they're not currently using in schools, and that don't intend to serve as schools in the future. And as a result of that, we have gone down that road. Both Maywood property-- there's a purchase and sale agreement in place right now. And we're in the second extension of completing that sale. And these were scheduled extensions. So that's not like we're going long, but that's going to generate some funds back into the capital budget. We also have Burien Heights, which there will be a purchase and sale agreement hopefully next meeting for the board to approve for the sale of that property. Those were the two that we had originally identified.

And we also have North Shorewood, which the current tenants are interested in purchasing that. That's in West Seattle. Another piece of property that is outside of our service area, so we won't be using. And we'd be interested in at least having those conversations as well. Bring those up, because those dollars go into the capital projects budget, and they're specific for capital improvements. We can't take those dollars and move them to the general fund. We can't buy school buses with those dollars. It has to go into capital projects or capital investments within the district.

So those funds are in place at a very opportune time. The owners of the bowling alley have decided to retire. They've spent enough years bowling, I guess, and managing a great program. They're also friends with the district. We've always shared that parking lot out in front of the bowling alley, and we use about 90% of that parking lot during the day. They use hours in the evening. If we ever lost access to that parking lot, we would be in a pretty dire situation.

So the opportunity came up. We met with the owners. They've had ongoing negotiations, came to an agreeable price. We'll not only have then permanent access to that parking lot, but an additional, I think it's around 25,000 square feet of warehouse space that will be available to the district. Allows us to centralize a lot of the programs, like what Jaime does with the science kits and other curriculum renewals, and all that kind of stuff. We'll actually be able to live under one roof in an organized manner, along with warehousing in one place instead of stuff scattered all over the district. So there's a lot of huge opportunities. That and the fact that it's contiguous to this property really increases the value to the district to own it. That's the history behind that. I don't know if you have any additional questions.

I think I'm good.

I do have one. Thanks Scott, for the clarification on how the money can be spent. It has to be from capital improvements or investments. So thanks for the clarity on that.

Yeah.

And so with that, I move that the Highline school board approve a purchase and sale agreement for Highline Lanes Bowling Alley for 4,500,000, plus brokers fees and buyers portion of closing costs and transaction fees.

I'll second that.

Roll call.

Director Van.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

Thank you. So those are our intro and action items. These are just introduction items. The first one is motion to approve in our local agreement for partnership and cooperation between the Port of Seattle. The approval of that motion would approve the agreement with the Port of Seattle. Then we'll have time. So if you guys have any questions or anything, make sure that you direct the questions so this can be answered before our next board meeting [INAUDIBLE].

And so the next motion intro item actually, is the motion to approve Bill and Melinda Gates' Foundation Highline post assessment capacity building grant. And approval of the motion would approve the Gates grant. And so then we have motion-- it's a intro item, and the motion to approve in our local agreement with Omnia Partners, believe that's how it's pronounced. And the motion would approve the Intergovernmental Cooperative Purchasing Agreement with Omnia Partners.

And the next intro item is motion to approve an local agreement with Keystone Purchasing Network. And that motion would approve the Intergovernment Cooperative Purchasing Agreement with Keystone Purchasing. So with that, I know that we've always said that if some of our board directors are missing, we would not move anything to our consent agenda. So I believe then we'll leave it alone as it is. Anything else, superintendent?

Before we adjourn.

Yes.

I do just want to acknowledge Dylan and Sean, Mark and Kyle, who are working to make this magic happen.

Yes.

It's a lot of work, as you can see. There's lots of hand signals and things going on to make this work. It's going to get more seamless as we go. But I just want to publicly thank you all for making our meetings accessible to the public. We appreciate you. And that's all I have for tonight, thank you.

And I'm sure the public also thanks you. Because I know that people want to see, people want to be here, and they can't. So I mean, just even keeping the monitors of them not going to sleep is a challenge in itself, right. So again, thank you superintendent. Thank you to all of you for making this work for us. And with that, I'll ask-- anything else?

Have a great spring break.

Spring break.

And I move to adjourn.

OK.

I'll second.

And all in favor to adjourn.

I.

Any wanna body stay here? Oh. We're all adjourned. Thank you.