

## Highline Public Schools | 2021.04.21.Board.Meeting

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[INAUDIBLE] board meeting. And with that, I'd like to ask everyone to stand up for the "Pledge of Allegiance" please. I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all. So roll call, Kyle, please.

Director Dorsey.

Here.

Director Garcia

Here.

Director Alvarez.

Here. And the lady to my left is Dr. Enfield, our superintendent. And with that, I'm going to call for any changes or additions to tonight's agenda. Seeing and hearing none, we move to recognitions at this time.

Thank you, President Alvarez. And good evening, everybody. I am thrilled to introduce my friend and colleague, principal of Sylvester Middle School, Mr. Gil Parsons, who will lead us through an update on all things going on at Sylvester. So with that, Gil, I turn it over to you and your team.

Hey, great. I want to thank President Alvarez, members of the board. Thank you to Superintendent Enfield. I want to say, good evening, to everyone out there. And I can't see you all, but I'm sure there are people there. So I want to say, good evening, to everyone.

I can't see the slide deck yet. Is that-- there we go. So I'll wait for that to be up. Thank you for that. All right, so-- yes.

So as we look to our promise, Sylvester is really grateful for this opportunity to share part of our story and what we've been learning together over the past four years. With myself, I still consider myself a new leader to deliver on that promise. What I hope emerges from this is our commitment to centering our students' voice and their choice in their learning.

So without even going much further, this year, our MTSS team adopted the phrase, [MAASAI]. We stole that from Director Bradford, which is a Maasai phrase for, and how are the children? And so as a student centered oasis-- that's what we call ourselves here at Sylvester-- it is our honor to begin by hearing and learning from Patience Hammond.

So she's here with us tonight, our star student. She is supported today by us here in this space, and by her family, and by our Success Dean Kimberly Edwards. So I want to let a Patience tell you a little bit about her school experience.

Hi. As you know, I'm Patience. So this has really opened my eyes to a lot of different academic levels that I could have achieved. And it's really great to be a student there.

Considering the remote learning, it was really a great experience. And I'd like to really thank the school and the school district for coming up with an alternative way to learn very quickly. And coming back to school, I'd say it was amazing, because I've only been there for about two days.

And I think the way it's set up is still very social, but very social distance at the same time. So everybody's still getting that level of friendliness, and level of how to interact with other people, while still being safe. That's all I have.

Thank you for that, Patience. And thank you for being here. And as you guys see, some of the highlights there on the slide.

But I'd like to say that Patience, as is said about herself, she's always at school. And she's always achieving at a high level. And we're grateful to have her here as a leader in our building. So thank you, Patience.

So at Sylvester, we're also proud of our diversity. What's unique about Sylvester is that it more closely reflects the diversity of our broader community and what our students might experience outside of school. And thinking about our staff, likewise, we're also proud of the work we've done to implement P2 of our equity policy to recruit, and employ, and retain-- most importantly, retain-- the workforce that is culturally reflective of our students.

I want you to take some time to look at our mission and vision here. So as a staff, we engaged in a process to draft this mission and vision in my time here. And we wanted to make sure it is aligned with the Highline promise, and more specifically with our goals to engage and empower our students. So just take a second to read that.

All right, thank you. So as we start to look at some of the data that reflects our current state here, as we look at this smarter balance assessment data for ELA, or what we now call language arts, we acknowledge that we've been relatively flat in this area for some time. And while we don't have data from last year, we will not have data this year, we recognize the need for improvement in literacy instruction and support, both for staff and students. So we strategically committed resources this year and in years to come to provide instructional coaching support for teachers.

So that's something I'm really proud of, as an instructional leader in this building. As we look at this comparison data, we want you to know that we chose to pilot both potential curricula for LA adoption this year. And we're collaborating around student choice and assessments within those two options for the realign, not only to the standards, but also to our goals for a universal design for learning implementation.

As we continue to drill down in this data and have a look at smarter balanced math data here-- so in response to the negative trend that you see here, in addition to implementing the new OUR curriculum and Desmos as a digital resource for our students, our math team has also selected by their own choice to work with district specialists to implement complex instruction and practice with-- a complex instruction practice with an emphasis on equitable classroom practice of our students as really critically important to us here.

As we move on to the math data, as we compare ourselves across the system, this data does not yet reflect our sixth grade cohort. But we are excited to highlight that, as our students move through our academic program and on to high school, that they are on par to learn with their peers across the system, ready to engage that guaranteed and viable curriculum that we say that we promise our students.

And then again, as we move on to look at the science data, what I would really particularly like to highlight is that we've really worked hard to integrate social justice standards, environmental justice in science over the last two years to really ignite that passion and interest in science for our students. And so we certainly are confident that we'll see growth in this area as well. As we move on to-- thank you.

As we move on to our i-Ready data, with a real focus on growth, this data reflects some negative growth for our sixth graders. But that was due to some test administration issues that we had this year. Some of our devices were limited. And we learned the hard way early in the year. But that said, we have been trending positive growth in achievement with the i-Ready assessment. And we're confident that, again, our implementation of a guaranteed and viable curriculum for all of our students is going to sustain that growth pattern.

So when we look at our math data, which we had a little bit more success in administering for our sixth graders, we anticipated this high performance as we looked at the students that were coming into Sylvester this year. So based on that incoming data, we anticipated this. But our focus, again, will be on that growth with increased opportunities for our students to engage in i-Ready instruction through our guided at work period.

And on these next two slides for the school-level benchmark data, we've seen some incremental growth from fall to spring. And we want to use this data and what we know and understand about it, again, for greater increases from point to point, so from fall to winter, from winter to the spring. And what we're going to do specifically, again, is to leverage our advisory program to include students in the process for improvement and engaging in those i-Ready lessons. You can go to the next slide.

So part of our story is ensuring that our students feel like they belong at Sylvester. And what we believe is that this will improve our attendance. So to that end, we are improving how we respond to behavior. So as you look at the behavior data here, you'll see some decreases in the number of negative responses to student behavior. We believe that our advisory program has been critical to improving how we support our students over the years.

We're also, as we look at the next slide, looking to leverage the one-to-one connections that we started this year. We're going to continue that work. But what we see here as you look at that data is a need to be a little bit more consistent with connecting, and more importantly with documenting, because I know if I ask my teachers they would certainly say they're constantly connecting with their students. But we really definitely want to use this to leverage this data to ensure that we stay connected with our students.

So again, how are we going to do that? So to ensure that our students feel that they belong-- and that's really what's important here in Sylvester, that our students feel they belong, they're sure that they feel they belong-- we're committed to engaging our community partners and our families as residents in what we call our oasis here at Sylvester.

So we're going to leverage those partners to increase access, both to community funds of knowledge, as our partners know ways to engage with our students that we have not yet learned, and to really focus on those community-based epistemologies. And what do they know and understand about the world is critically important to us. And we learn that through these partnerships.

As we think about some other programs, our community and students' interest and passion regarding environmental justice this year has resulted in earning the Washington Green School's Green Medal over the last two years. And I want to encourage you at another time-- there's a little short video there. Not right now, at your convenience, have a look at that, and hear what our students have to say about their school experience of programs that we offer. Again, if we can get them excited about this, they're definitely going to be coming. And again, in response to--

[INTERPOSING VOICES]

Watch that. Next slide, please. Thank you. So in response to the global focus on social justice this year, we partner with the art school. We don't want to slow this down.

We partnered with them to actually come into our classes multiple times a week for several weeks to support units of study in our media literacy and arts class to integrate student voice and passion, mostly related to social justice issues and aligning those social justice standards. As you can see, in this artwork and much more that you might see as you visit our school, our students can be connected in many ways in multiple programs.

And this brings us to our foundation. What you'll find is that this foundation of equity, instruction, and relationships, and support is ever present in our AAP. It's ever present in our AAP implementation, the way we walk, the way we talk, the things we do around here. It's ever present in our teaming processes and how we engage each other in professional collaboration.

And beginning with some of our school-wide strategies, our focus on school culture, on support and relationships is strongly supported by placing advisory-- could we go back to that, back a slide-- strongly on placing advisory at the heart for our students. And as we think about school culture more broadly-- go ahead, Ms. Edwards. Our focus on equity is embedded in our school improvement process as well.

So what we're excited about is slowing down. We had a goal to establish core values this year. As we thought about the world, as we think about how we engage the world, especially as you think about our mission, what's in our mission about how a world is ever changing, what we said is that we're going to slow down. And we're going to make sure that, instead of rushing to establish these core values, that we're going ensure that we fully understand the cultural competency standards, that we fully understand the draft equity framework that we have here for Highline before we put something down in writing.

So I'm really excited our staff has made some commitments around that this year. And we've come to it in our race and identity work repeatedly this year to support us in that. So as we think about growth and mastery, that goal, a highlight this year has been our PLC improvement, mostly focused on student learning-- no, not mostly, solely focused on student learning-- by implementing that guaranteed and viable curriculum. If you were to visit our team meetings and come to our school, you would see a lot of consistency in our collaborative practice and our efforts to maintain high fidelity to using actual evidence of student learning to support the growth and mastery support what we do, to support our students.

When we look at digital media literacy, this year we had no choice but to improve. We all know that. We're all locked into our computers. So a highlight here is that we had a team this year dedicated to providing adult learning support and blended learning support for our teachers. So our advisory program has been instrumental in providing school-wide lessons for students this year. I want to keep talking about our advisory, because it is at the heart of what we do here.

As we think about our goal to be bilingual and biliterate, we now-- I am proud to say we offer more languages as part of our academic program. We were offering one language when I arrived. Now we have two. Plus we're offering the heritage classes. We have rolled up to offer this, to offer language support for all of our students as expected. So we're excited about that.

And finally, as we think about high school graduation as one of our goals, as stated in our vision, our students are going to leave our school confident, confident to make choices about their life's direction. That's what this is all about. No matter who they are or where they come from, no matter what they believe or their family's values, that is our job here at Sylvester.

And we're committed to preparing students for that transition to high school through our advisory program to support them with the academic supports, the social-emotional supports, and the high school and college readiness. We stay not only focused on college readiness. But our kids have asked us, what about high school? So we use that program to do that [INAUDIBLE].

So with that, I want to thank you for your time. I want to thank you for hearing about Sylvester. I'm excited to share more with you at any time. And I'm just going to open the floor to any questions or comments that the board has this evening.

So Director Garcia, do you have any questions or comments for Sylvester staff?

By any chance, is Patience still on the camera with us?

Yes, she is.

Cool. I want to start off by asking her some questions real quick. So Patience, congratulations. We are super Highline proud of you. Thank you. Thank you.

Thank you so much for joining us today. It's always a highlight to see students. I wanted to ask just a question I've asked a lot of students in the past. If we were giving you a magic wand to do whatever you wanted to improve the Highline experience, what would you do with this magic wand?

Well, I would probably have more clubs, more interactions with younger grades and the upper grades, make it seem like everybody's together in something rather than classes with the eighth graders, and the seventh graders, and the sixth graders.

Awesome. Thank you. And just one more question, because you have a unique perspective. What are some of the things that you really enjoyed about distance learning? And what are the things that you're hoping our schools still continue doing?

But now that you're in person, you also really appreciate what's going on now, too. So anything that you would just want to share about distance learning, and coming back to in-person, I would love to hear about it.

One thing I mostly loved about distance learning was that, even though I was still getting my work done, and I was still with teachers, and they were helping me through things--

[AUDIO OUT]

So that individual support that you got with distance learning?

I think we lost here.

OK.

What's going on?

Oh, you're back.

Sorry. That's me.

Patience, are you still there?

Yes, I'm still here.

Oh. The last part of what you said got cut off. Could you just repeat? You were talking about your teachers supporting you.

Yeah. Now that I'm in person, they can support me. If I need help, they can point to it and show me where it is, versus online, where they would have to scroll through documents. It makes it a lot easier.

Awesome. You rock. Congratulations again. And I have a couple of questions for Gil. But I guess, do I just jump into that? Or do we want to ask Patience some more stuff?

Yeah, go ahead. And then--

All right. So Gil, really, it's just I wanted to pick your brain a little bit about what our-- I guess, with the adoption of our math curriculum recently, can you give even some anecdotal feedback on what's working with the new math curriculum that we have as a district? We just adopted it two years ago.

Right. So I sit in on a math PLC nearly just about every time. And what I most particularly appreciate is the fact that, one, we have a plethora of online resources. The connection of Desmos with enabling our teachers to connect with our students in a way that is blended has been a blessing, especially when our teachers are looking at student work, and so those opportunities for our teachers to do that.

As I drill down personally, when I'm looking at the curriculum, what I appreciate and I can see what emerges from-- what I see emerges in the planning process is that there's a lot of direct emphasis on what the students could, should have learned prior to this in terms of academic language development, what they should be focused on at a time. I really like to press on academic language development for our students, because that tends to be a barrier on us for what they know coming out.

How are students-- when they are-- I hate to say it this way, but this is how I see it. When our students are confronted with language that they are not familiar with, how are we going to develop that with them? And that's one of the things I certainly appreciate about the curriculum, that it spells it out for our as well.

Thank you. Could you maybe speak a little to, how are you developing that culture of math agency, where students feel-- because one of the things that I constantly hear is, math is not for me, I don't like math.

Right.

Can you share a little bit about how you're incorporating some of that ownership of math and [INAUDIBLE]?

Yes. So it begins with what we were talking about with the complex instruction, because one of the practices that is embedded in complex instruction is the equity. And that is how we group our students.

So our students, at times, tend to be grouped according to ability. And that puts a spotlight on our kids. But once we break up that spotlight for our students and create a space for them, no matter who they are, to be supported, no matter what their level ability is to be supported-- and one of those practices that is also embedded in complex instruction is assigning that competence to our students.

And when our teachers really believe that every student has something to offer to the learning, when our students start to believe it, our students become more engaged in the math and in the learning process. So those practices-- around student discourse, and inviting students into the conversation, by how we group them.

Thank you. Thank you. I just really appreciate the presentation tonight and all the work you're doing. And I really love the student center oasis. I might have to borrow that, too. I just love it. So thank you so much for all the hard work.

Yes. Thank you. Thanks for this time. And thank you for your questions. You guys, have a great evening.

Just a second.

Uh-oh.

I'm still here. I'm still here.

Oh, good.

OK, good.

Don't leave yet.

You're not off the hot seat yet, Gil.

Hot seat? Hey.

Have some more questions.

Hot seat.

Sounds good. So Director Dorsey, make it quick. He's going to go.

That was-- yeah, no kidding. That guy-- I could take--

No, take your time.

--some lessons from Gil about exiting. That was good. Anyway, those were great questions, Aaron. And the only thing that I really want to acknowledge more than discuss is the behavior data on that slide 17, I think.

When I look at that and the improvement from '14, '15 school year to now-- and understanding that there is some incomplete data here. But still, that's amazing, when you look at the progression, if you will, or regression maybe of the incidents of discipline and how that has, over time, just continued to drop, and drop, and drop. So I want to just acknowledge that work, because I know how hard that is.

And I think, to me, it represents not just data. But it represents a whole attitude about how we're developing young people. And so I want to acknowledge that work.

The other thing that I just want to express my appreciation for is, oftentimes, we hear advisory-- not so much now. But we have heard as advisory as not really having a lot of substance. And this is a direct quote.

But Gil, when you said that advisory is at the heart of what we do here, I just really have such an appreciation for that. I think that that really-- it capitalizes on opportunity. And to me, a lot of what you're doing there capitalizes on those opportunities. So I just really want to thank you and your staff for that. It's always fun and heartening when we get to hear these presentations. So thank you for your time.

I appreciate that.

One more. And Patience, are you still there?

Yes, I am.

I just want to echo Director Garcia. Thank you so much for just your voice, and just your honesty, and really expressing how you encountered just distance learning and coming back. So we appreciate your voice. And it's a breath of fresh air to hear how our youth are dealing with circumstances that are difficult for adults, much more for students. So thank you again for just being you. And then, for--

Thank you for having me.

[INTERPOSING VOICES]

So thank you, Patience. Sorry about that. So Mr. Parsons, again, thank you again for your presentation. And I also was wanting to just hear a little bit more about the data that you collect around connections, just--

Yes.

--a little bit more detail around, what does that entail? When you say connections, that is pretty broad. So tell me what's going on.

Yeah. So this year, with the advice and counsel from our central office partnership, we started our one-to-one connections with our students. That is through our advisory. And this is really extension of our advisory, a natural extension of our advisory program.

So I'm glad that you're asking, because what we're asking all of our advisors to be at the very least is that one adult that our kids can connect with. And so what the data show-- the data is a brand new dashboard that we have this year that shows that we're actually doing that with our kiddos, that with our students, that we're actually taking the time to connect with them and document it so that we can use that as a way to improve the student experience.

What's been difficult, as you heard from Patience, with teachers going from screen to screen-- what's been difficult this year is being consistent in how we document it. But it's brand new. But what we know is that it also helps us to know what we have done for our students as I continue to advocate for supports and intervention for our students.

And more important than supports and intervention-- opportunities for our students, because what that's going to tell us is what opportunities at the lowest possible level that our students should be having. Listening to what Patience just said-- more club, more programs. I was glad you said that.

I wish I had the \$20 to hand her right now, because I would have said the same thing, Patience. But I can't give you that money. I'm sorry. But anyway, I'm so grateful for that, because it helps us to understand what opportunities we should put in front of our students.

So thank you. I appreciate that. And also--

Yes.

--I'm excited about your bilingual staff. You have 7%. So I'm hoping that will increase in the future. And thank you for all that you're doing.

I got to see you when you were in Chinook. And now, just to see you also grow, I feel very blessed to have you at Sylvester. So thank you. Thank you again.

Yeah, I remember those days. Thank you.

So anything else from the board?

That will be all.

So I do want to just say, in case Patience is still there, Patience, this is your superintendent. I just also want to thank you for being with us tonight, congratulate you on your recognition. I will bring your framed certificate acknowledging you as our Highline Student Superstar for the month of April over to the school on Friday so that Mr. Parsons can give that to you next week. But we are very, very proud of you. Thank you for being a role model, not just for other students at Sylvester, but for all of us as adults in the system, too.



And-- [COUGHS] excuse me-- Gil, thank you for a wonderful and thorough presentation about the work happening at Sylvester. I would echo what President Alvarez has said and say that it's been-- continues to be such a joy for me to learn and lead alongside you and watch you make the tremendous impact that you're making in the Sylvester community. So thank you for your leadership. Thank you for your energy.

And I always want to live in a world where Gil Parsons can be Gil Parsons, because the world's a better place with Gil Parsons in it. And with that, we will release you all to your sunny evening. Thank you.

Thank you.

Thank you.

Can I think Ms. Edwards For being here and supporting Patience in preparation for being here tonight.

[INAUDIBLE]

Thank you, Ms. Edwards.

Ms. Edwards, thank you so much. We're grateful. Good to somewhat see you. Looking forward to seeing you when I come out to the school.

And thank you for supporting our students. Thank you.

All right. OK, bye bye.

Bye bye. You're right-- always the world with Gil Parsons makes it much more fun. So with that, we move on to scheduled communications. And we have none, so we'll pass it back to our superintendent for her update.

Ooh, let's try that. Good evening again, everybody. I'll start with, I think, just acknowledging what is happening in our world right now with the Chauvin verdict, which I think has really brought a range of emotions for so many. And I want to thank Catherine and members of our team who acted quickly yesterday to make sure that our teachers and staff had resources to talk with students about the impact of that and what it means in our continued fight as a community to be anti-racist, and to be inclusive of all, and to acknowledge where we have gotten it wrong in the past, and our efforts to make it right moving forward.

I can say that Kisa and I were able to meet with my superintendent student leadership team today and gave them some space to hear how they were feeling. And I just want to acknowledge to our staff across the district. Thank you for honoring space for students to share how they're feeling, and respond, and react, and also think about what this means to them, but also what this means for all of us moving forward. And I am proud that, in Highline, we embrace those hard but necessary conversations as just part of who we are. So thank you.

I also, sadly, need to acknowledge that the emotions that I think are running high around a lot of things right now hit our central office the other night, too. The front of our central office was vandalized with some pretty offensive words and paint. And I know that that was also traumatizing to some of our central office staff here. And so I want to assure my colleagues here at ERAC that Scott and Steve are working with local police.

We have increased, as Scott let everyone know, our security presence, especially at night, just to make sure. And I want my colleagues here in ERAC to know that we will continue, as we always do, to prioritize their safety. And again, we will just move forward. So I want to thank Scott and Steve for their leadership on that.

And I also, as I said in my email to central office staff-- if any of you do have specific concerns, fears, anxieties, you are welcome to come and talk to me. And if there are things that we are not doing here to help make you feel safe, we certainly want to know that. So thank you.

And with that, I will turn it over to our extraordinary Chief Financial Officer Kate Davis who's going to walk us through how we have been and will continue to be spending ESSER dollars. So Kate, turn it over to you.

All right. All right, thank you, President Alvarez, members of the board, and the community for having me tonight. We wanted to touch base on some of the funding we're receiving from the federal government to help us with COVID relief. So that's what we'll be talking about tonight.

As we go through and think about this funding, we always want to be centered on our promise to know every student in Highline Public Schools by name, strength, and need and [AUDIO OUT] and graduates prepared for the future they choose.

So as I talk about this funding, I'll be referring to it as ESSER. It's the Elementary and Secondary Schools Emergency Relief. So that's what it stands for. These are one-time funds that should not be committed to ongoing obligations. They're intended for COVID-19 relief and response preparation.

There's three rounds of funding. We've already received ESSER one funding. We received that back in August. ESSER two, funding we received authority to seek reimbursement for that this week. ESSER three funding has been authorized by the federal government, but has not been appropriated by the state legislature. So that one's to come.

The timing on all of this-- we have to spend ESSER one by September 30, 2022 and ESSER two by September 30, 2023. ESSER three, because it hasn't been appropriated, we don't know when that timeline will be. But it will likely be around the same 2023 timeline.

With that timing, we wanted to spend ESSER one dollars before spending ESSER two so that we've used all of that up before we moved on to the next funding source. And these dollars are all reimbursement only. They don't come to us and sit in our fund balance. We spend the money. Then we seek reimbursement from OSPI.

So how much money are we getting? With ESSER one, we got a little over \$6 million. ESSER two is \$24 million. And ESSER three is \$54 million for a total of about \$84 million to last us over that time frame. So it seems like a lot, but it's over a few school years that we're receiving this funding, or are going to be using this funding.

In ESSER one, we had a share of it that had to go to private schools. With the other two buckets of funding, we don't do that. And so this reflects just the share of funding that was for Highline only.

OSPI put out some strategic considerations and recommendations for us to use for our funding, one of those being to use for instructional materials to accelerate student learning. And that's something that we did last-- not last week, but last board meeting. When we adopted the curriculum, we paid for a big chunk of that with the ESSER two funding. And so that is going to be accelerating our student learning right there.

They also promote health and safety within our school buildings, recommend extended year initiatives, formative assessment, tools any high-quality, evidence-based early learning literacy initiative. So these are things they recommend as strategic ideas. But when we get down to nitty gritty allowable uses and unallowable uses, it's really COVID-related expenditures for health and safety, for addressing learning loss, technology, connectivity hardware, anything that helps prepare our schools for reopening, or COVID testing.

And this bottom one-- maintaining operations and continuity of services-- that really opens things up to what we're allowed to use the funding for. But it also has opened things up for the legislature to say, you don't need state funding, you've got federal funding. And that's really allowing the legislature to step back from fulfilling their obligations for our declining pupil transportation funding, our losses from enrollment that were related to COVID. So unfortunately, there's benefits to it. But then there's also a little burden that comes with that.

The unallowable uses is we're not to be using it for bonuses, or merit pay, or subsidizing, or offsetting executive salaries and benefits, so really sticking with COVID-related expenditures and not putting this all towards bonuses and extra salary. Obviously, when you pay for additional-- addressing learning loss for additional time, that is a salary and benefit. But it's for an additional thing. It's not just for a bonus.

With the funding comes strings. So for ESSER two funding, we had to produce a reopening plan. And we sent that in on March 1. And we got approval this week.

We will also have to do an academic and student well-being recovery plan due June 1. And that requires board approval. So you will be seeing that next month. So be prepared. And that's something the whole team is working on.

In our plan for March 1, we had attest that we would participate in any statewide assessments. But I believe that those are being waived or not happening this year. And in the transparent weekly reporting, OSPI and the legislature want lots of data right now. And so they're asking for weekly reporting of how many students are we serving, and various other services to students.

Now, with ESSER three funding, some of the requirements-- and these are in the federal law-- is that we will have a safe return to in-person instruction posted on our website. We will put 20% of the funds to addressing learning loss. And it has a maintenance-of-equity requirement.

So that means that, if we reduce any funding at any school, it has to be proportionate to how we've reduced funding at any other school. And that comes into play with declining enrollment and any staffing shifts that we have. We have to be very careful about what we're doing there, and making sure that we're maintaining equity when we make changes at schools.

So how was the money spent? The first round of funding, the bulk of it really went to technology. We spent a little bit on professional development last summer, and planning, getting ready for the whole new distance learning that was this school year.

Then we spent a ton of money, \$3.5 million, on technology, on devices, on hotspots, getting every kid a laptop, making sure-- knowing that that's how they were getting their basic education this year. PPE, cleaning supplies, building signage was about \$700,000, a little less. And then the next big chunk was maintaining educational jobs.

So Waskowitz usually pays for itself with fees from other people using the facility. This year, nobody else was using the facility. And so in order to maintain that facility, we were able to pay for it with these ESSER funds. And so that allowed us to shift that expense onto these funds and use up this funding source. There's a little, \$36,000, left. And that's for expenses that are coming up as we're reopening.

Now, as we're moving into the ESSER two funding, keep in mind this is just a budget as we're getting started with it. About a little less than \$10 million will be going to addressing learning loss. Healthy school's about \$2.8 million. That is about COVID surveillance testing, contact tracing, nursing coverage, and the isolation rooms. This is for our health services right there.

School cleaning and safety-- this is our PPE. It is about the cleaning supplies, the building signage, the plastic barriers, all of those things. The maintaining educational jobs is continuing to fund Waskowitz next year as we continue with this recovery.

Communicating timely and accurate information-- this is a combination of some funding for some mailings around these funds, around reopening in the fall. And it also is some data analysis, all these surveys we've been doing, needing to analyze that data, and continuing to need to do some surveys this summer and fall.

The other cost to open schools is a contingency bucket for this fall of different things that are going to come up. So we're keeping contingency there. The community guided fund-- we are establishing a community committee that will start this fall. That will tell us how they want to spend this money. So we're asking for members of the community, some staff members, and some students to join together, similar to our CFAC, for this. And then we have indirect funds that help offset some of the cuts that we would have otherwise had to have taken.

So you'll notice that this doesn't add up to \$24 million, like the first slide showed. The legislature, when they allocated these funds to us, they did early action. So the end of the legislative session doesn't actually come until Sunday night this week. But they took early action to get the money out to schools sooner.

But because it was early action, they weren't comfortable giving us the 100%. And so they just did 90%. And they held back 10%. And so it is likely that, in the final budget, that we should hopefully see by Saturday night, Sunday night at midnight, will be the final 10% of this funding. We haven't budgeted, because we are not going to count our chickens before our eggs hatch. I'll work on my analogies.

So ESSER three-- it has not been given to us by the legislature yet. So we need a legislative budget authority. And then we'll need OSPI approval before we can actually get to spending it. And so that's where we don't have a plan for how we're spending it yet, because we're waiting to see what strings are going to be attached to it from our state legislature or from OSPI.

The other thing is we're waiting to see what goals we have to backfill that the state government doesn't pay for. Our transportation funding formula is dependent on ridership. We didn't have as many students riding the bus this year. So that's at least \$3 million this year and another \$3 million next year that we would have to backfill.

And it's looking like the legislature is not planning on filling that in. But we'll find out on Sunday if they fill that in, or if we're expected to use our ESSER dollars to pay for that. And so some of those things would have to come off the top before we start investing in programs for our students and our community. So are there any questions?

Any questions from Director Dorsey?

No.

Director Garcia, any questions or comments?

Yeah. I was wondering, at what point are we going to know-- for the ESSER two dollars, it seems like we're still not getting a sense of how much the state is doing the funny math where we're going to get more ESSER funding, or they're going to take away state funding. At what point are we going to have a clear picture of, this is how much we're gaining, or in the whole. You know what I'm asking?

Yeah. I really hope to know that by Sunday. So ideally, we will have a final legislative budget by Sunday, that we won't go into any special sessions. And then we would know if we have to backfill transportation or enrollment. And so we will take those off the top. So sometime next week, we will have that math figured out.

Awesome. Could you-- I know, in probably the lumps of categories, could you speak to how our athletic programs have been supported with ESSER funding or could be supported with ESSER funding?

Our athletics were funded with-- it got lumped into EPE purchases. So it was in our ESSER one in the health safety EPE cleaning supplies, building signage. It's in that line.

So I'm sorry. I don't have the specific dollar amount. But we were paying for masks. And I know we had to get different whistles. Or we had to get-- everybody got a different bag, because they used to share things.

But they all got different equipment. And so there was different equipment purchased. And so there were a number of purchases made to try and support our athletic.

Thank you. And I was just wondering. I just saw the email today about letting folks know that we are potentially going to be rifting, or moving teachers around. Is there any way, as we do this budgeting process, to figure out a way to set aside some funding so next fall, when we get to that Tetras time of the year, that we have that to draw from to help minimize the impact of moving folks around?

And we've tried to minimize that already, as much as we can. And so that's part of that maintaining educational jobs. One of those shifts that we did was to try to minimize that impact. Part of where we didn't have to take as drastic of cuts this year.

At the beginning of the year, when we were first looking at our budget, it looked more drastic. But because we got all these funds, we were trying to shift a few things, like Waskowitz, or pay for the virtual academy for a couple of years out of the ESSER dollars. And that will help offset that. But as the enrollment declines, we do have to bitesize some of our--

Yeah. And I'll add to that. Kate, thank you. So we made a very clear value statement early on in the pandemic in that we care for and value our people. And we were going to keep as many of our people employed as possible, and not do furloughs, like some of our colleagues in other places did.

Similarly, when we thought we were going to have more severe budget cuts this year prior to these federal dollars, we were going to have to do more school-based staff cuts. We were able to, because of these dollars, shift dollars around and not have to make those cuts. So I want to applaud Kate and the team for really continuing to make sure that we're living that value of putting our people first.

Unfortunately, because these are one-time dollars, we can't commit them to ongoing salary costs. So that's the tough spot. But I guess my question-- Director Dorsey, I have a feeling that maybe part of your question around setting some aside wasn't for salaries. It was maybe for something else. Did you have something else in mind around putting some money aside to help ease with the transition?

Potentially. I just know that that is a friction point that, every fall, we have to deal with. And there's this possibility, at least in the interim, to be able to mitigate that so that it isn't so disruptive as we are going to in-person.

Yeah.

I'd be down for that. And that way, we have a plan that we can be able to point to and say, hey, this is what we can do, because we set aside this funding.

Yeah. Unfortunately, aside from salary, I don't know, because we can't fund positions that our enrollment doesn't support. And the way we are funded is based on our student enrollment. So now, what we don't know yet-- our enrollment could come in higher than we anticipate in the fall. Right, Kate? And then we're in a different position.

Now, that doesn't, unfortunately, lessen the impact and the emotion, because then we have to go back and say, OK, now we need more teachers versus less. But I can tell you that Steve and Chris Larsen in the HR team are working really hard to minimize the impact of the riff and displacement process as much as possible. But it's just a sad and unfortunate part of our reality. But we'll do our very, very best to minimize it as best we can.

And--

I guess I would really just like to learn-- and I could follow up afterwards-- but more about the ESSER two maintain and operate continuity of services. I think there's a lot more meat there in the student recovery plan. So I'm excited to learn more about that when we're, in the future, addressing it.

If any of you would like a one-on-one or two-on-one with Kate to dig into some of this more, that's always an option. So feel free. Kate loves talking about this stuff. It's a delight for her.

You can't see the giant smile on my face.

Thank you, Kate.

Yeah. I am going to take you up on that. I'd like to also just dig deep a little bit more on the learning loss dollars and what that entails. But I also, piggybacking on Director Garcia, is thinking about the social-emotional needs of our students as they go back.

And I know that we can't fund positions forever, but either more counselors or social workers that we can have up front now that support the needs of our students and our staff, with the understanding that this is a one or two-year position, but that that extra support that is needed. So I'm interested to learn more about those possibilities as well.

We absolutely want to keep that as part of our conversation for the third round of funding, of addressing those issues. Thank you.

Thank you. I have nothing else. And I just appreciate you taking the time. And I am looking forward-- I can see your giant smile-- to have either a two-on-one, Aaron and I, and hanging out with you for a little bit.

Sounds great. Thanks again.

Thank you, Kate.

Thank you, Kate. Appreciate your presentation. Perfect timing, Sandy. I was getting a little worried. So I will welcome Sandy up to close out my superintended update for the evening.

I think they-- I was writing what I wanted to say, and running around. And thank you for being here and being in person. I really appreciate seeing folks and all of your service.

I do-- and I'm sure this has preceded me. But I do want to-- in the aftermath of Derek Chauvin's murder conviction, I know that you and our colleagues are reflecting on our own roles in the systems that are harming people of color, our students of color in particular. And in the last year, I know that we've really had a shared desire to handle the pandemic in ways that have respected the needs of our families and our students.

I really appreciate all the efforts that have been taken on the district's behalf and working with the partnership with the union on those. We now have a celebration, I think, for a lot of people that half our students or so are back in person. And I know that a lot of people do appreciate that. I know it's also challenging for some of our others.

But now that we're back in buildings, I think some of the conversations that we were having a year ago-- I want to make sure that we don't lose that thread. And a lot of the work we're really starting to really work on is around Black Lives Matter at school as a nice framework for understanding some of the main initiatives that the union has been pressing for. And hope to continue moving forward on those fronts.

So I just wanted to take a moment to touch base on where we were at and some of the things that-- threads that we have not lost, thankfully, but things that we really definitely need to continue to be working on. One thing is what I'm so happy to hear you say-- prioritizing our counselors and our mental health workers. And that was something that we talked about in our bargaining. And we're hoping that we're going to be continuing to focus on spending in those areas, counseling services and mental health services, for our students.

And a year ago, we were looking at how Evergreen and Highline High School really wanted to take the SRO money and spend it on looking at other ways for restorative practices. So I don't want to lose sight of the fact that that was budgeted for this year. And I do hope that you'll be asking for a report on where they are with that, because I think we all really want to learn from the work that they do at those two schools, because it is still continuing to be controversial that SROs are in schools. And that hasn't gone away.

We are also excited to have bargained two new joint committees, the Equity Committee and a Student Behavior Support Committee. So you will be getting reports as the year goes on as to the work of those committees. And I just want to commend the joint HEA and HSD folks who are working on that area. So it's an exciting development that has gotten underway. And we'll continue to move forward on addressing some of these issues that way.

And then we're moving forward on the language arts adoption. And we talked about other adoptions today. And of course, we have a strong interest in, whatever materials we adopt, that our students see themselves in those materials and see themselves reflected in whatever we purchase and use. So I think we've made progress in that area as well. And we want to maintain and even expand on that.

And then I just-- maybe it's a side note. But the central note for me has been really working on health and safety in the district in the opening. And I do want to really thank Scott Logan's facilities group. They have been working on our ventilation and other issues and have really-- Brian Cebe and Sid White have really gone-- if anybody deserves a ducky. I'm sure you'd probably given it to them before. But they have really gone all out.

So we know that checking on-- every classroom was a big lift. But I know they're also interested in working with HEA and accessing additional dollars to upgrade ventilation systems. So as we're looking at some of those capital funds, we think it's really important that they be looking at optimizing the systems in some of those really old buildings and making sure that people have strong ventilation systems when we get back together in the fall.

And we do have building health-and-safety plans in place. So I hope you've had a chance to maybe look at one or two of them and see what a great job people did. And those safety committees are really critical, both at the building level, and at the district level. And we were talking about the district level safety team a bit today.

There are three RCWs that really direct the work of the safety committees. I've talked with Holly about that a little bit. And I would really encourage you-- I'll send you those RCWs that we-- but we have no policies written on those. And so I really feel like it's very easy-- those safety committees, really their work impacts not just the HEA members, but everybody in the building, including the students.

And so sometimes, the important work of safety, once some crisis is past, some of that can move to the back burner. So I really encourage you to look at these RCWs when I get those out to you and think about that maybe we want to actually have some policy so that we have some consistency across the buildings over time in these safety plans, as well as a really strong ongoing district safety plan-- team, I'm talking about the teams to put those together. So thank you so much. And I appreciate the time.

Thank you, Sandy. Appreciate it. And that concludes my update for the evening.

Thank you, superintendent. Thank you, Sandy, as well. And with that, we move to a school board reports. And I'll ask Director Garcia and Director Dorsey, any legislative reports?

Yeah. I was going to say, what I'm looking forward to doing is, once the legislature finishes up this weekend, I'm hoping to figure out what are some of the legislative priorities that we supported and got across the board. And what I want to do is start doing some of those check-ins with local representatives to share a little bit about that work.

I've been meeting with some of our WASDA, other board members in the region. And there's an effort to make sure that there is a legislative position next year to-- I want to make sure I say it right-- diversify school boards across the region. And there was some legislative action that didn't get approved this session that they want to get approved this session.

One of the elements that I'm super supportive of is allowing undocumented families to be able to run, or undocumented individuals to be able to run for school board. So just a heads up that I'm working with our WASDA brothers and sisters and helping draft a policy petition for WASDA and hopefully, in the future, get that passed by the state legislature. But that's it for the leg report.

Director Garcia, anything to add?

No. Thank you, Aaron, for carrying the load.

Thank you, Aaron, for-- I mean, you've been just amazing since you came on regarding legislative reports and stuff. So thank you for keeping on top of all of that. So now, director reports, so I'll hand it right back to you, Director Garcia. Any director reports?

Yeah. I was going to ask if, now that we're going back in person, could we get some demographic updates on how it actually shaped out versus the surveys? But how many-- what are the population?

Yeah, I'm sure we have that. Yep. Thanks, Susanne.

Sorry. I jotted down a couple of things. This, actually, should have been in the legislative report. But I'll shoot out an email to folks about how we can start planning the breakfast. And I just wanted to get a temperature check if folks are comfortable planning something in person or not and how we can start doing that. So anyway, I'll shoot out a report to the team and see if that is something we can start getting the ball rolling on.

And just part of the conversations-- I know we'll bring it up more. But I really, really do want to tackle the conversation about bonds, and if that's something we want to bring up this year, or next year, or in the future. It's something on my mind, especially with all the building condition stuff that we're talking about.



And in an ideal situation, we could have had brand new buildings. And we wouldn't have to tackle some of these things. So it's been on my mind. And I wanted to share it with folks. But that's it.

Thank you, Director Garcia. And I'll just add that I think this breakfast, or this getting together, it will depend a lot also where we're at with this COVID uprising again. And I hear that-- I was listening on the news earlier that, some places, it's getting-- the infection rate is so high that they're thinking of reverting some phases.

So I think we'll tackle it when we get there. But I'm game. So we'll tackle that when we get there. But thank you for pulling that together. Director Dorsey.

I've been on vacation, so I don't want to feel like a bump on a log, but I feel like a bump on log. I am looking forward to Saturday's retreat. I'm really looking forward to that. I think it's going to be a lot of fun, really because we'll all be in the same room again. And despite the hurdles that we have and will continue to have, it's always nice to sit with our colleagues and learn, and brainstorm, and develop a north star for the district.

I really appreciated Gil's presentation. And Susan, you mentioned it's a better day when-- and I made a little note down here. Is there a way we could clone Gil Parsons and his attitude around students? Because to me, it was about the information. But it was also the way that he appeared to think about his students, and their experience within Sylvester, and ultimately their place in our system. So I really appreciated that.

But yeah, I'm really looking forward to Saturday. I think it'll be good. And it's nice to be back and engaged in the work again. So thanks.

Bring snacks.

Bring snacks, definitely.

Remember, there's no food. So everyone-- I don't want people to start losing it midway through the day.

OK. That wraps it up. So I also-- I am thankful for Mr. Gil Parsons. I met him a while back, but also got to see him in action when he was doing his internship with Karin Jones at Chinook. And just his infectious-- he would be walking the halls. And sometimes, I'd go visit. He'd invite me over for--

I think, one time, he did something with the students and said, if you do really great, you can have lunch with Board Director Alvarez. And I'm like, wow, that's special. So I went, and he was there. And just his infectious loving of the kids-- the kids connected with him really well. So I was so glad to hear, when he was named, that he would be leading Sylvester. I was like, that's amazing.

But I have nothing else. I'm not a bump in the log, but I have nothing else to add. And I would just leave it at that. And just thank you guys for your service. And I really appreciate it, and looking forward also to Saturday.

I wasn't going to be here. But now we have changed our plans. And I will be here in person. So with that, we'll close out the school board reports. And we'll move on to the consent agenda. So I'll ask for a motion to approve our consent agenda.

I move to approve the consent agenda.

I'll second.

So all in favor?

Aye.

Aye.

Aye. Any opposed? Our consent agenda has been approved. And with that, we have a couple of action items.

Our first action item is motion to approve interlocal agreement for partnership and cooperation between the Port of Seattle. The approval of this motion would approve the agreement with the Port of Seattle. So any questions, or comments, or concerns?

I just have just a quick question. I was looking through the agreement. And I may have looked past it. Or you may have talked about this at some point, and I missed it. But I was just curious if there was a percentage allocation for the number of Highline students that would be enrolled like we have at Raisbeck Aviation.

And Bernard, as you walk up there, it is no small thrill to me that-- I remember the day we were at the Port of Seattle meeting regarding this matter. And I specifically remember you saying that it would be a dream for you to be involved in working with-- and I just love the fact that staff is able to work on stuff that they really dream about getting involved in. So I want to acknowledge that and thank you for stepping up.

Yeah. Yeah. Thank you for that. So it's not spelled out in that specific agreement that you see. But the policies that we have in place are very similar to Raisbeck Aviation with a lottery system that sets up a priority for 51% students from Highline with 49% from out of district with some flexibility that, if that Highline 51% doesn't happen, we wouldn't turn kids away.

OK.

And part of what you may see reflected there in that agreement is this emphasis on recruiting kids that live in the Duwamish Valley area, which is part of the intention.

Great. OK. Thank you very much. Appreciate that. That's it.

Is there any other comments or questions? Seeing none, I move that the Highline School Board approve the interlocal agreement for partnership and cooperation between Highline Public schools and the Port of Seattle.

I'll second.

Roll call, please, Kyle

Director Dorsey.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

Our next action item is motion to approve Bill & Melinda Gates Foundation, the Highline Post Assessment Capacity Building Grant. Approval of this motion would approve the Gates Grant. Any questions or concerns, comment? Seeing none, I move that the Highline School Board approve the Gates Grant.

Roll call, Kyle, please.

Director Garcia.

Yea.

Director Dorsey.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

Our next motion to approve interlocal agreement with OMNIA Partners. The approval of this motion would approve the Intergovernmental Cooperative Purchasing Agreement with OMNIA Partners. Any questions, comments, or--

Just had a quick-- I'm sorry. Aaron, did you have something? Oh. In the board report-- this seems trivial. But it exists in this board report and the board report on the next item.

But there's an S missing in purchasing on item number two, why board action is necessary. So that was all, just to catch that little typo. That was it. Thank you.

OK. With the addendum of adding that S, I move that the Highline School Board approves the Intergovernmental Cooperative Purchasing Agreement with OMNIA Partners.

I'll second.

Kyle, roll call, please.

Director Garcia.

Yea.

Director Dorsey.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

Our next motion is to approve interlocal agreement with Keystone Purchasing Network. The approval of this motion would approve the Intergovernmental Cooperative Purchasing Agreement with Keystone Purchasing Network. Any questions or comments?

No.

Seeing none, I move that the Highline School Board approves the Intergovernmental Cooperative Purchasing Agreement with Keystone Purchasing Network. Roll call, please, Kyle.

Director Dorsey.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

And our next motion is to approve the interlocal agreement with Keystone-- oh, sorry. Sorry. Sorry about that.

This is an introduction and action item. So this intro and action would approve the Des Moines Elementary School avigation easement. The approval of this motion would approve the easement with the Port of Seattle. Any questions, comments, or concerns? Seeing none, I move that the Highline School Board approve the Des Moines Elementary School avigation easement.

I'll second.

Roll call, Kyle, please.

Director Dorsey.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

And with that, we have nothing added to our consent agenda. Just a reminder that, this Saturday at 9:00, we have a board retreat here. And with that, I'll ask for a motion to dismiss, adjourn.

I move to close or end.

Yes, to adjourn.

I'll second.

All in favor.

Aye.

Aye.

So we're all adjourned. Thank you, everyone, for being here tonight. Let's close shop.