

Good to go.

Good to go?

Yep.

So I want to welcome everyone to our regularly scheduled board meeting. And at this time, I'm going to ask for you all 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 for all.

You may all be seated. And at this time, I'll ask Kyle for roll call, please.

Director Van.

Here.

Director Dorsey.

Here.

Director Garcia.

Here.

Director Bradford.

Here.

Director Alvarez.

Here. Thank you, Kyle. And with that, I'm calling for any changes or additions to our agenda for this evening.

I have none.

I have none.

Seeing and hearing none, we'll move on to our recognition. And Dr. Enfield, I'll pass it over to you.

Yes. Thank you, President Alvarez. Apologies for not being there in person. I am not feeling well. But fortunately, with the fact that we now have the capacity to do these virtually, I am still able to be with you remotely.

So I see that our good friend, Russ Wooley, is on. And I'm going to begin with him so that he can then go and have a nice evening with his family. And we have a certificate that we will present. But we really wanted to publicly acknowledge Russ and St. Anne Hospital and Burien for being incredible partners and helping us vaccinate our staff.

I reached out to Russ, who is the COO there-- I don't know-- a few months ago and said, is there any way that perhaps you can help partner with us on a vaccination clinic? And without hesitation, he said yes. And when the governor complied with the president's order that we move up educators, I texted Russ. And he said, we've got the vaccines. Let's make it happen.

That was on a Wednesday. And on Sunday, he and the amazing staff at St. Anne had mobilized a 12-hour marathon vaccination clinic for Highline staff. So, Russ, on behalf of the school board and all of our staff here in Highline, we just want to say thank you for being such a tremendous partner and member of our Highline community. And I would welcome you to make any comments that you would like.

Thank you so much, Dr. Enfield. I'm gracious and humbled to receive that recognition on behalf of St. Anne Hospital and our amazing team. And we're just happy and grateful to be part of an effort to bring our kids back to school and bring confidence and healing to our teachers, and educators, and staff.

And kudos to your team. Your team was just amazing in executing a very challenging plan of offering the vaccine to 1,000 educators and staff in a few short days. And we're so glad that it worked out so well. So thank you.

Well, Russ, we can't thank you enough. We will get your certificate to you that you can share with the staff as well. But we just felt it was very appropriate that we publicly acknowledge all that you did and continue to do.

And I know that there will be more opportunities in the future as we begin providing vaccines to our students as well. So--

[INAUDIBLE]

--stay tuned, Russ.

We're ready. All right.

[LAUGHS]

Thank you, Dr. Enfield.

[INAUDIBLE]

I'd like to open it up to our board directors because I think that some of them have or at least I know a few have some things to say to Russ or a big thank you. I'll start with Director Garcia. Anything? Director Dorsey?

I just want to thank you, Russ, as everyone has already and will continue to do so because what was so impressive about what St. Anne and your team were able to do was just mobilize so quickly. And we're just so appreciative of that. And I think it's a wonderful example of how a community can come together in times of crisis. And we could not be more grateful. So thank you very much.

Thank you, Director Dorsey. Director Van? Nothing? No? None.

So I also want to say a big thank you to Russ. Like all of our superintendent and Director Dorsey have mentioned, I mean, the fact that in three days, you guys were able to pull off a vaccine and just the communication and the partnership and also putting our teachers at ease knowing that they now have a vaccine. So I just want to say thank you because this is what partnerships look like. It's in time of need that we all come together. So, Russ, thank you again on behalf of all of us.

That's right. Thank you.

Thank you so much, Russ. Please, you're welcome to stay for the whole meeting, but you're also welcome to go on into your evening. Thank you for being here.

Thank you so much.

Take good care. Fittingly, I have a number of proclamations to read. And fittingly, the first one is for National School Nurse Day.

And as Russ mentioned, our school nurses here in Highline stepped up immediately on short notice when we asked if they would help staff the vaccination clinic that day. And they were just tremendous. So I'm pleased to read this proclamation right now.

Whereas our children are our future, and by investing in them today, we are securing our business, community, and state leaders of tomorrow, and whereas the physical, mental, and emotional well-being of our children is paramount to their growth and development, and whereas Highline School nurses are dedicated health care professionals who work in collaboration with families, schools, and communities to develop and promote comprehensive health care programs for our youth, and whereas in addition to providing for students' immediate health needs, school nurses continually promote healthy lifestyles and provide health and safety education to students and staff, now therefore, I, Susan Enfield, Superintendent of Highline Public Schools, do hereby proclaim that May 12, 2021 is National School Nurse Day in Highline. And I further encourage all Highline citizens to promote the good health of our students and recognize school nurses for their contributions to the health of our children.

The next proclamation is for Teacher Appreciation Week. So whereas teachers make public schools great, and whereas teachers open students' minds to ideas, knowledge, and dreams, and whereas teachers keep American democracy alive by laying the foundation for good citizenship, and whereas teachers fill many roles as listeners, explorers, role models, motivators, and mentors, and whereas teachers continue to influence us long after our school days are only memories, now therefore, I, Susan Enfield, Superintendent of Highline Public Schools, do hereby proclaim that the week of May 3 through 7, 2021 is Teacher Appreciation in Highline. And I further encourage all citizens to observe this week by taking time to recognize and acknowledge the impact of teachers on our lives.

And I just want to emphasize that we all take time to thank a current Highline teacher because we know that our teachers have stepped up in truly remarkable ways over the last 14, 15 months. And I also encourage us to reach out to perhaps a former teacher in our own lives who had an impact on our lives. I know that as a former high school teacher myself, when I hear from a student that I taught years and years ago, it's a special moment. So that's something that we can all do to acknowledge the importance of our teachers.

The next proclamation is for Arts Education Month. Whereas the arts embody much of the accumulated wisdom, intellect, and imagination of humankind, and whereas learning in the arts enhances and enriches the lives of all students, and whereas the arts play a unique role in the lives of our families and our communities, and whereas all children deserve a quality arts education, and whereas arts education can teach creative problem-solving and cultural knowledge, and whereas the arts offer multiple pathways to understanding for different types of learners, and whereas arts education increases connections between teachers, students, and their communities, now therefore, I, Susan Enfield, Superintendent of Highline Public Schools, do hereby proclaim May as Arts Education Month in Highline. And I call upon all Highline citizens to celebrate and promote the arts in our schools and to take action to provide equitable access to arts learning for all students in our learning communities.

And our final proclamation for tonight is for School Lunch Hero Day. So before I read this, I do want to say that like our teachers, like all of our staff, our Nutrition Services staff have done a remarkable job over this past year. And they really, really do deserve our appreciation.

So whereas nutritious meals at school are an essential part of the school day, and whereas the staff of the District School Meals and Nutrition Department are committed to providing healthy, nutritious meals to the district's children, and whereas the men and women who prepare and serve school meals help nurture our children through their daily interaction and support, now therefore, I, Susan Enfield, Superintendent of Highline Public Schools, do hereby proclaim Friday, May 7, 2021 as School Lunch Hero Day in Highline. And I call upon all Highline citizens to express their appreciation to these valuable employees. And I commend their good work on behalf of children. And that concludes our recognitions.

Thank you, Dr. Enfield. And with that, we are going to move to our scheduled communications. And we have one scheduled communication that came in. And so we're going to hand it over to Director Van so he could read that.

Thank you, President Alvarez. We have one tonight. It's from Katie Carper.

"Secretary of Education Miguel Cardona recently wrote, 'In the past, student access to structured mental health services in school hasn't been implemented in a functional way. It's been ancillary and after the fact. We have the opportunity now to redesign schools and make sure that mental health services are part of schools' DNA.' Appropriately staffed, deployed, and supported school counselors at all levels are central to this goal. We must work to ensure counselor student ratios are under the 250 to 1 and that inappropriate duties are removed from counselors in order to provide the relationships, prevention programs, and interventions that all students in Highline deserve." That's it.

Thank you, Director Van, for reading that. And so that moves us to our Superintendent Update. So back to you, Dr. Enfield. Superintendent Enfield, are you there?

Sorry. I apologize. I couldn't unmute myself. Yeah. So for my update tonight, we do have a presentation on our mental health supports and Kaiser grant that the board had asked for. And I believe that Kisa and her team will come up and do that.

But before we do that, I do want to introduce a few of our new leadership hires. We have three new assistant principals that we are welcoming tonight. And I'd like to just introduce them, and I know they are here. I'm sorry. And I don't know if they're there in person or online, but I'd like to introduce them.

The first is Pedro Camarena, assistant principal at Highline High School for next year. Pedro began his teaching career at Evergreen High School as a student teacher for the 2014-15 school year. He then taught math at Foster High School for one year, but returned to Evergreen to serve the White Center Burien community he was raised in. Most recently, Pedro was the 12th grade interventionist, taught algebra II and AP calculus, and was the football coach.

Pedro has a Bachelor's and Master's in Teaching from the University of Washington and is currently in the Education Residency Principal Certificate program at Western Washington University. Pedro's biggest professional accomplishment is creation and implementation of the key strategy for engaging seniors to ensure their success beyond high school. Congratulations, Pedro, and go Pirates.

Our next announcement is Juan Lozano, a familiar name and face to us all, who will be the assistant principal at the Puget Sound Skill Center next year. Juan started his educational career at the Academy of Citizenship and Empowerment as a CTE computer science teacher and, for the last five years, has been a CTE instructional specialist at Central Office.

Juan has a Bachelor's from Central Washington University, a Master's in Learning and Technology from WGU, and is part of the Danforth Leadership Program at the University of Washington. Juan's biggest professional accomplishment is the advocating he has done over the past 10 years by developing and implementing computer science education programs that break the equity and gender gap that exist in the tech world. Congratulations, Juan. Very proud of you.

Good job, Juan. No, we don't clap for anybody.

And our third and final one is L. Kyle Hutchinson. Kyle started his educational career teaching second and third grade at the First Place School in Seattle, which offers wraparound services to families experiencing extreme trauma. And excuse me. I neglected to mention Kyle will be the assistant principal at Shorewood Elementary moving forward. He started in Highline in 2015-16 as an elementary teacher at Cedarhurst and most recently has been the standards-based instructional coach.

Kyle has a bachelor's and master's from the University of Washington and is currently completing the Leading for Language Learning Principal Program that was created by Western Washington University in collaboration with Highline Public Schools. Kyle is particularly proud of leading a project last year where they challenged all students to show their growth on the Winter i-Ready Diagnostic. As a result, they raised their school-wide scores in both reading and math. Congratulations, Kyle. Please join me in congratulating all three of these leaders.

[APPLAUSE]

And now I will ask Kisa and her team to provide our presentation. And after that, Sandy Hunt will make her remarks.

Good evening, everyone. Excited to be here. The whole team will come up. I will introduce the team, just have a brief framing, and turn it over to our fabulous team.

So we have Danthanh Trinh, right, who is one of our SBIRT Prevention and Intervention-- did I get it right? Prevention and Intervention Specialists. We also have Rachel Madding, who is our Mental Health Program manager for our Kaiser grant. And we have Val Allan, Director of Social Support, Social Services, Student Support, something.

This is terrible. I'm sorry, you guys. I don't have their names right. And I am Kisa Hendrickson.

So it is actually Mental Health Awareness Month. So this is a very timely presentation. And I'm very happy to share some information with you. They're going to share information with you about our SBIRT and Kaiser grants.

And as with all of our programs, we really like to root our work in our promise of knowing every student by their name, strength, and need so they are prepared for the future they choose, graduate prepared for the future they choose. And what that means for us and the work that we do around mental health support is really understanding our students' needs beyond their academic needs. What are their mental health needs, and social emotional needs, and social support needs? And the work of our team really tends to that and provides the support for that.

What I can tell you is that the beauty of our grants is these grants existed before the pandemic because the needs were there prior to the pandemic. And what we are striving to do is to really understand what the needs are. How can we integrate the supports to our students?

We are not mental health providers. So how do we get the students' support and access they need and stay true to our mission as an organization? And so that takes time and effort. And these two grants really support us in that work. And with that, I'm going to turn it over to Rachel Madding.

Thank you, Kisa. Good evening, everyone. It's very nice to be with you. As Kisa mentioned, I am Rachel Madding, the School Mental Health Program Manager for the Kaiser mental health grant. And in preparation for telling you a little bit about the Kaiser grant and the SBIRT grant tonight, I just want to talk a little bit about the approach that we've taken in trying to integrate all of our resources together.

During the pandemic and distance learning, we really have focused on creating opportunities for interdepartmental collaboration. We have so many folks in our system that are taking care of students in one way or another. And so we decided to really try to integrate some of them together so that they could really understand the work of the two grants. And as well, we could support the folks that were already doing this work in the system. So we are proud of that.

And now I'm going to talk a little bit about the Kaiser mental health grant, which I understand you all haven't heard about in some time. So I'm glad to be here. The Kaiser mental health grant has four main goals that you can see on the slide deck in front of you-- staff mental health and wellness, improving mental health promotion and awareness, family and community partnerships, and-- forgive me.

I forgot something, I think. Thank you. These were the slides I was talking about. Here they are.

Where are the slides?

So the four goals of the Kaiser mental health grant are here. They're around creating opportunities and policy for staff wellness as the foundation for student wellness, to improve mental health promotion and awareness across the system-- we'll talk about that a little more later-- as well, strengthening community and family partnerships, and increasing the capacity for the delivery of school-based mental health services to our students.

I want to also just name in the framing of the grant work that we are not-- the team of Kaiser mental health folks are not providing any direct mental health services to the students in our school as directed by the grant. So the grant is really system level. It is helping to build capacity in our system and strong systems so that we immediately know how to and where to go when needing to refer a student that has identified mental health needs.

And so the work is happening. The Kaiser grant, I was brought on-- February of 2020 was when the first Kaiser staff was hired, so very shortly before we went into distance learning. And certainly, that delayed some of our work getting started and the rest of the team being hired.

The good news about that is that we had some overage funds from the first year the grant that we're able to translate into a fourth year of the grant. So whereas initially it was supposed to be three years, we will now be able to stretch it to four, which is great news. From the grant, five physicians are funded, myself as the program manager, a 1.0. There are three 1.0 FTE school mental health coordinators that are the ones that are really in the schools helping the teams build the systems, understanding what the needs are of the different communities within our larger community so that we can serve our students the best that we can.

And then we also have a 0.5 behavioral health services navigator position. And that position is based at ERAC. It is a person who actually is a mental health provider in another life who is here to help troubleshoot any tricky referrals around managed care challenges, around students that weren't documented or are brand new to the country and don't yet have all of their full mental health benefits available to them, troubleshooting those things. As well, she's working to create and strengthen the partnership so that the mental health agencies in our area can understand what our needs are, and we can understand theirs and better work together to get our kiddos what they need.

So here we have the breakdown. On the right-hand side in the blue box, you will see there is a list of 10 schools. Schools applied for participation in the grant and were selected based on a rubric that was created.

All of the schools needed to be Title I, and they all needed to have existing MTSS systems, which is a data review system, in their schools. And so of the applicants, these 10 schools were selected. There are eight elementary schools, as you can see here, and two high schools.

And then on the system level, our behavioral health systems navigator is working again to really build those partnerships to understand what the different challenges are in each of the schools as well as within the community with the agencies and their capacity. We're also working at the system to create opportunities for adult wellness. We did create an adult virtual wellness room that went live for our staff several months back just as an opportunity for them to be grounded and center themselves in a busy, stressful day. And then mental health awareness is something that we're focused on as well.

This inter-departmental collaboration resulted in a virtual Highline mental health toolkit that went live to all staff just prior to our remaining secondary kiddos coming back in hybrid in April. So we are excited to share that with you. And I know we won't have a lot of time. So I will just note that there is a slide after this where the link to it is contained. And I would invite you to click through.

There are resources on the way that SEL supports mental health in the classroom. There are tip sheets and tricks for teachers. There are resources to asynchronous learning for adults around mental health first aid. And as well, there are staff wellness resources to name a few.

I also want to note we did create a bunch of posters around mental health awareness that went up in all of our schools when kiddos came back in hybrid. And we do have a couple of samples of those on the back table for folks that would like to take a look later on. And there are also PDFS of all the posters available in the tool kit as well. So you can click through and see those there.

Here is the tool kit. I know I've run out of time. So I really-- I hope you get a chance to take a look at it. We're really proud and excited about it. And I'm going to turn it over to Val.

Hello, everyone. You will only hear from me for about a minute. I'm going to leave a large part of the time to Danthanh, who's actually doing the work in the schools and will represent what their experiences are. I will introduce the grant. As we know, this is a Best Starts for Kids grant.

This is our fifth year. And what's significant to note is that it was a grant that was sought after and written by the middle school counselors. They identified a need in particular of trying to find a systematic way of identifying mental health and substance use issue needs of students, especially for those students that are internalizers. And they have felt very proud and bought into the system and process of a screening as well as then follow up. It kind of hears the needs of the students without diagnosing them, and it's strength-based.

And we have one more year. We have extra funds that they are carrying over for next year, and then it'll go up for on the levy for the Best Starts for Kids. It will be included. So potentially we have another four years of the grant. So Danthanh will share the data that we're finding.

Thanks, Val. My name is Danthanh. I'm an SBIRT Prevention Intervention Specialist at Chinook Middle School.

And despite distance learning this year, we've been able to screen 888 students so far across five middle schools. Most of our eighth graders have been screened, and we're also screening seventh grade. So we'll get through two grades at two schools.

So how it works is there is a check yourself survey that we initiate in classrooms. And students take that. And they flag for certain categories that you can see on the screen.

Some major categories are suicidal ideation, suicide attempts, self-harm, safety at risk. Those are the red flags. And if that turns up, then we will follow up with students same day and contact families accordingly.

Students also flag for depression and anxiety, the yellow flags listed in the categories there. We'll follow up within two weeks, usually much shorter than that. As you can see, we've made about 55 contacts with families depending on if there's imminent risk for students. And from these screenings, we have made about 147 referrals.

You can see the different referral types that we make. A lot of it is in-school. So our students are very much so supported in school. With in-school mental health counseling, a lot of our referrals are also to school counselors and SBIRT coordinators, also referred to ourselves if students feel a connection with us and want to start mental health services with us. And eventually, hopefully we will refer them to professional mental health therapists and community-based programs.

And something that we've noticed is that suicidal ideation has actually gone down from 12% to 9.9%. Self-harm is about at the same percentage. What has gone up has been depression, which has gone up from 14% to 19.26%. And then anxiety has also gone up from 15% to 17.68%.

And a lot of these students that flag, we'll check in with them every week to make sure we have extensive time seeing how they're doing, and setting goals, and connecting them to the resources they might need. Students who have screened have identified as less than 17% Caucasian. So a major percentage of the students that we serve are people of color.

And the non-tangible positives that is not captured in this data and these numbers are the relationship building that we've made with students, especially those who might not have as easy of a time reaching out, especially virtually. It's harder to email teachers and staff looking for mental health support. So we've been able to connect with students who have otherwise might not have been identified. We've built trust and made eventual referrals.

Some students have had very positive experiences with us where they will be open to connecting with professional mental health therapists. They'll look for that. And then when that happened, I remember a situation where a student actually talked to their friend about how well it's been going for them.

So their friend was a little averse to counseling but then became more open to it. So it's generated a lot of positive conversations on mental health. And next slide. [INAUDIBLE] OK, there we go.

This is some of the feedback that we've gotten from students. One quote is, "The survey really helped me on what I need to try to do better. And now I notice some things I couldn't notice before, like that feeling down can affect my grades." Another student said, "I really appreciate you all for caring enough to have us do a survey, because I know a lot of teens feel that nobody really cares."

So some strong points of this program is that we ask direct questions, and we also provide meaningful support for students where they can start having these conversations about mental health and about support that they might be seeking. It's very fertile ground for points of connections with students who are really needing it and not sure how to reach out, not sure what the resources are, and especially for families for whom English is a second language or their families might not be connected to resources as needed. Are there any questions for any of our team here?

Director Van, you have one?

I do. Thank you so much for being here this evening. I do have one question and one comment.

The first question is, with all of these students that answered this survey question and you reaching back out to them, the one on one conversations have been happened virtually. How are we supporting these students when they're actually back on campus? Are you guys reconnecting and re-engaging them in a personal level and so they feel the extra love? So how is that happening?

Yeah, that's been a really awesome part of being back, actually. Meeting these students face to face where we've spoken for months, we've built this trust, this relationship. And meeting them face to face, seeing their actual reactions and reading them better I think has been very helpful. So, yeah, I personally started connecting with students [INAUDIBLE].

Thank you very much. Yeah, that is really impactful. And I know the board-- I keep on replaying my life when I was in high school.

And my support staff-- and Val was a part-- was there when I was going through some struggles. And they were there to support. And I appreciate everything that you guys do and to our students.

The comment that I would like to bring up is work is happening. You guys, we talk about our students, but I also love seeing that we're taking care of our adults as well, the mental health, right? Our teachers, our support staff, our-- you guys are going through-- they're going through the same struggles.

So having that there for them in addition to our students is beyond words. So thank you. That's it.

Thank you, Director Van. Any other questions or comments? Director Garcia?

Yeah. Would you guys be able to speak to a little bit of any lessons learned around how we're supporting our young people with their interactions with social media, especially as it relates to bullying and harassment and how that's being kind of worked out in this experience?

That is definitely something that comes up with screening. It's hard to figure out how to reel things in in social media. But a lot of it is helping students build confidence and talking about healthy relationships, what's in a toxic friendship or relationship and what's in a healthy relationship, talking about blocking toxic relationships. And really just building up their confidence, I feel like, is what has come up so far. But there's definitely a lot of work that can be done in the navigating social media.

Awesome. Yeah. No, I think whenever this topic comes up, it always leads into that trail where folks are having issues with social media. So I'm happy to hear that that's kind of-- they're getting support with that.

Thank you. Director Dorsey, you had a question?

Yeah, I just had a couple of questions. And first of all, this is a-- it's a wonderful opportunity for the district. And I'm curious about-- so the middle school counselors wrote the grant. But when I looked at the sites, I didn't see any middle schools. Was there a reason behind that or-- just out of curiosity?

Oh, it's a different grant.

I'm sorry.

It's a different grant.

[INTERPOSING VOICES]

Oh, OK. Excuse me. OK, the other--

[INTERPOSING VOICES]

So the list of schools are the 10 schools working with the Kaiser grant.

OK.

And we opened it up to any schools in the district to apply. We just didn't happen to have a lot of middle schools apply.

Gotcha.

We did create some intentional decisions, because the middle schools already had the SBIRT grant, to try to spread out some of the mental health resources to other schools.

OK, cool. Thank you. Yeah, I was just-- that was just interesting to me. And then also, I know you shared the data, the most current data, 2021 school year data. Is there any data from previous? Or is it because of the two different grants that they don't really-- that data doesn't really match up or-- because it goes back to 2018, right?

The SBIRT grant.

Yeah, only the SBIRT grant.

OK.

And then but we do have a notice. At the end of this year, we're able to dump the data into pivot tables. And so we'll be able to give you more focused data and break it out by groups just for the SBIRT--

Sure.

--out of like an end of the year report.

OK, cool. Thanks, Val. Thank you all. That was just-- it's just a cool-- especially given our last 18 months or so. So appreciate the work.

Thank you, Director Dorsey. Director [INAUDIBLE]

Yeah. Thank you. So I just want to echo extreme thanks. I think we all know how important this topic is, mental health, and especially how it's really been exasperated this-- the past 18 months over this year. And so just thank you. Thank you all for just the intentionality, reaching out and making certain that we're caring for our children, our staff, families, and partners, and all of that.

Question that I have is, if I'm understanding correctly because it sounds like there's two-- there's the Kaiser, and then there's the SBIRT. And I believe that it's the Kaiser grant that's the capacity building grant. I am wondering, how will we know what are our indicators of success? How will we know that we have truly integrated this into our infrastructure? Yeah. How will we know that?

Thank you for the question. It is a great question. I think what-- the metrics that we are attempting to start gathering-- and honestly, that's where we are just with everything related to the pandemic and distance learning, is that there are a couple of places that we're still just trying to get up and running and to let schools create capacity for us to come in. But the data that we're tracking is around referrals to mental health, how quickly they are closed, who we're referring.

I think there is definitely also some desire from our team to look at how we're identifying kiddos for mental health, particularly that we aren't over-pathologizing and over-referring students and creating other types of stigmas that we're trying to sort of rid the school system of. And so we're being really intentional about that. But we definitely are looking at those referral tracks and how easily they are-- kiddos are able to get connected to services in the community.

Thank you. Thank you, Rachel. And I just would love to see if that was something that we could-- you all named the four buckets of these four streams that we were looking at. And if we really were clear about those metrics and all of these buckets would just be really helpful to know. Thank you.

Yeah. I'll just--

No, you're fine.

In the grant, there's a whole table of objectives and outcomes, too. If you're interested in that level of detail, we'd be happy to share it.

OK, yeah. Thank you. I'm just making certain that that is how we're thinking and that the capacity building is happening and that we know that those-- that the indicators of success are there.

It's very robust if you want to see.

Very robust.

Just send it to me.

I like that-- very robust. Director Bradford, are you good?

Yes, thank you.

So my question is we see a lot of referrals in the red. And so I know that you guys are doing and tracking. And I'd like to see maybe in the future how-- what happened to these referrals, right? Like I know you're saying you're keeping track as to even how soon they will be either referred somewhere or the case closed or whatnot.

But also seeing that, like Dr. Garcia mentioned, the bullying and harassment, I mean, I see that it's the third highest percentage that we saw on there. And knowing that as we're returning back to school, and even seeing how things play out even virtually, just wondering how we are really targeting or really supporting our students, so when they are either back in school or not necessarily just in-person but virtually. So we can lower these numbers to make sure that we are setting them up to succeed and feeling safe and feeling-- so they-- I think all of this kind of escalates to all these suicidal ideations or attempts because it just kind of escalates.

So I'd like to see, in the future, to see where our students are at. We do a good job of getting data. But then what happens to that data? I mean, these are numbers, but in reality they're our students. So maybe in the future just-- and that's not a question now, but-- I mean to answer now, but to see where our students end up.

Oh, yes, we've also initiated follow up surveys where students can follow up after the first intervention. And then also, I believe it's two months after to see what progress has been like and-- yeah.

Yeah.

[INAUDIBLE]

And I love that because then you're hearing it directly from them, because we can make up a lot of stories. We didn't hear from them. So things went well. That might not be the correct assumption. So hearing directly from them, to me that-- I love that. I love that. So I'd like to hear some of that in the future for these. So thank you so much for all the work. And I love the building capacity within our own district to really support all our students, especially our students of color, all our students. But we know that the struggle is real. So just thank you so much for all the work you put into it. Thank you.

Thank you, President Alvarez. And I want to thank this extraordinary team. The incredible care with which they go about this work is truly remarkable and definitely so needed right now especially more than ever. So thank you to all of you. Thank you for being here tonight. And with that, I will conclude my superintendent comments by inviting Sandy Hunt to make her remarks. And then we will turn it back to you, President Alvarez.

Thank you. And I'll just add to our team that is here to present to you, please feel free to go home. Enjoy the rest of the evening. Thank you so much for giving up part of your evening to be with us. We appreciate you so much. Thank you.

Thank you.

Thank you.

Welcome, Sandy.

Yes, and thank you. Actually, yeah, thank you, Directors. Really always appreciate having the opportunity to be here in person. And I hope you're feeling better, Doctor Enfield, soon.

I really couldn't have asked for a better setup for what my comments are today. And so my mind is then reeling a little bit with, yeah, I want to talk about its Nurse's Day. Oh yeah, and then it's Art Appreciation and counselors and then the mental health needs.

I mean, all of these really tie together the theme of what I wanted to talk about tonight. And that is really, how are we going to be continuing to support our students? And it was great to hear our staff health in the coming year.

This year is winding down. We've put a lot of effort into making sure that people have what they need to be safe in the schools. And so our view is into the coming year.

And I think there's been-- I've been experiencing a lot of tension. I'll just say it that way because fiscal responsibility is something that, of course, you're charged with as school board members. And that has been a message that's been really coming through with the rifts, with the displacements. We've cut-- with the uncertainty around enrollment numbers and that driving staffing decisions that are really landing on people right now. And, of course, we're working through those as we go.

But currently, we've put principals in a very difficult position, for example, to have to choose, am I going to have a full-time assistant principal and a half-time counselor or vice versa? So actually, there's several schools that are losing their counselors full-time, or that counselor now is splitting their time between two schools. Now, yes, according to the contract, they have a caseload of 795 or less. But that is now at two schools.

So when you hear a presentation like we just heard, and that's-- and I'll make it clear that's at elementary. But when you hear a presentation that you just heard where their job is expanding with the needs of the mental health of not only students but staff, they are feeling stressed. And I know of one person who has already applied and gotten hired in Seattle because there was no way that she was going to teach or be a counselor at two schools.

So in this mode of we must be fiscally responsible, also now comes this money from ESSER, right, the \$24 million, potentially up to \$54 more million for ESSER III. And so teachers are wondering, educators are wondering like, how is that money really going to be spent? If my job is now being diluted, why isn't it being prioritized? If health is and mental health is a priority, where is that going to show up in the bottom line?

So I'm really asking you to-- and I was very encouraged at the last school board meeting when Kate gave her presentation when the first things out of everyone's mouths were, well, we are going to be spent spending money on mental health. We are going to be spending money on counseling. And so I do really believe in my heart of hearts that that's important to you. But you know that it really comes down to, where are we spending our resources?

So looking at how we are staffing so that the services-- when you talk about capacity building, there is capacity building to a point of building people's understanding, building people's knowledge. But if you're cutting staff at the same time you're trying to build capacity, it really makes it challenging for them to actually get that accomplished across two schools instead of just one. So on top of that, we do have some disparities in our secondary schools with the counseling ratios.

So again, to Highline's credit, they really put some resources in to our smaller high schools. But there's schools like Aviation and Mount Rainier that have ratios that are really out of whack compared to those other schools. And so again, there is that tension that, for example, the principals were experiencing. Do I have a counselor, or do I have an assistant principal? We see that when we're trying to staff our counselors. Do we give the-- do we have a minimum number of counselors at a high school, or do we staff it per person, right?

And so we've tried to balance that need by making sure that there's at least a minimum number at every comprehensive high school. But then what that does is put that really out of whack when you have a big school like Mount Rainier High School or when you have Aviation where the numbers are-- seem smaller, but yet the ratio-- it's not enough for two counselors, but it's a lot for one counselor. So those are a couple of the hot spots that each year we kind of push up against that. And we're feeling that need even a little bit more this year.

And then I would also then just say, when you hear about things like the arts or our dual language programs and those types of things, those take people. And so when we really cut to the bone and really look at the FTE that we're assigning each school, if we are again taking a more we might call fiscally responsible or conservative approach, you're going to end up with fewer FTE to offer those more enriching services. And so we are looking at the idea of, can we staff a little richer with a little extra staff at some of our comprehensive high schools then, and even at middle school, so that the students can get that personalized touch that you're talking about because those personalized touches come through people.

They're not through-- the systems level planning is great. And of course we want to be addressing learning loss with our students. But that isn't going to happen unless they have those relationships, and they're feeling that personalized service from their teachers and other educators in the building. So I really appreciate that.

I do have an email set up to ready send to you about ventilation. And I'm glad Scott's here. You're cc'd on it.

I have community members reaching out to me because that's a big concern in the community. And I have ventilation scores that are posted with OSPI that community members have been collecting and asking me questions about. And I felt it would be important to pass that along to you because, again, this ESSER money has really been set aside for mental health, for counseling, and for improving ventilation.

And there is some very low scores at some of our buildings. And we really are hoping that can be addressed with this new special round of funding that is very exciting to have and put to good use. So thank you for your time today. And happy to answer questions if you want to email me after you get my report.

Sandy, thank you. President Alvarez, before I turn it back over to you, I do just want to say we absolutely are looking at all of the things that Sandy mentioned for our ESSER dollars. But I need to emphasize again what Kate said, that this is one-time money that we must spend over the next three years, and then it goes away. So committing money to ongoing salary costs commits us to an ongoing investment that, given enrollment uncertainty, we may not be able to sustain.

So we are looking at increasing counselors, but these would be two to three-year contracts, not ongoing because, to Sandy's point, we have to be good stewards of public dollars. And so it's just really important that people keep that in mind. And with that, President Alvarez, I am concluding my remarks for tonight.

Thank you, Superintendent.

Can I just say one-- the legislature has allocated more money for counselors. So there is the opportunity to do a stop gap for it because they're actually adding .5 counselors. So anyway.

OK, thank you. OK. Thank you. With that, that concludes the superintendent's update. Thank you, Superintendent Enfield.

And we'll move straight into our school board reports. Director Dorsey and Director Garcia, any legislative reports?

Nothing.

No.

All right, so we move on to director reports. We'll start with Director Bradford. Any reports? Anything to add?

I think I just want to also just acknowledge thanks and gratitude for all of those that we have proclamations for. As Superintendent Enfield was reading the proclamation specifically for Teacher Appreciation Week, I just couldn't help-- my mind went to my first Black teacher that I had in Washington after moving from Chicago. And so just what a difference that teachers make and what a difference that representation makes.

I remember that this teacher, Wanda, is what we-- we went by first names at the alternative school that I went to. And it was just the first time that she-- by seeing her, I felt seen in my school. And so I couldn't help but to think about that and really smile that she looked like me. And so, again, I just want to express my appreciation for all of those that proclamations are here for and all of those that have just gone above and beyond this school year in particular. And so I think that's all I had for that.

I also wanted to welcome Pedro, Juan, and Kyle to their new positions. I know that Juan's not coming new to the district but to this new position. And so just thanks, and welcome, and look forward to meeting and just seeing each of you.

Yeah, I think that I just want to-- for us to continue the thinking, whatever that thinking is, outside of the box around the what our needs are going to be. What are we anticipating are needs for our children, for our staff and whatever it is-- not whatever it is, excuse me, but just even as we continue to look at our budget dollars. And even if it means that we've got to do some things in the short term, then I just think that we need to be very intentional about that. And I know that as a district, we are fiscally responsible. And I also know that we can always stretch and do more.

And so if we're going to-- we're in a radical time now. We're in a time of opportunity to reimagine. And I know that there's-- everyone is talking about that. And so there's-- in my mind, there is lots of things that I can see that I would love to be done.

And I also know that the reimagining is going to need to be paced at a cadence that the system can support as well. But I just want us to continue on with a very great sense of urgency and to not move away from the opportunity to reimagine. And so I think if we always think about and do what we've always done with our dollars, with our resources, with our-- with whatever it is, then we are always going to continue to be where we are.

And so this is my first in-person meeting back. Oh, I guess I was at the board retreat as well. So yeah, good to be here.

Thank you, Director Bradford. Director Van?

Thank you, President Alvarez. A couple things, I just want to echo what Director Bradford said. Thank you to all the proclamations, our teachers, the nurses, school lunch heroes. Thank you for all that you do.

I would also like to thank our cabinet and Sarah for our cabinet board retreat that happened on the 24th. It was a great retreat. And for Gordon James, and his presentation, that was fantastic. So I was-- it was a very productive meeting. I learned a lot that day.

And the packet that I was sent home with was highlighted as well as it was passed on to my kids. So they have some studying to do and some learning and just learning of what our Native Americans have went through and gone through and how we can support them moving forward. So thank you to cabinet. That was fantastic.

Graduations are coming up, guys. That's next month, less-- a little over 30 days. So if you guys haven't signed up for graduation, please do follow up with Kyle. And that'd be great.

In addition to that, I would like to pledge my support to the Highline solar project. I know that's coming down with those students. I would like to support whatever level is needed above their-- after their fundraising goals.

It is, with the return on investment on that, with anywhere from 7 to 10 years. It would be foolish for us not to be looking at that opportunity, being good stewards of our resources, our natural resources as well as our community's tax dollars. So I'm hoping to have something, some final numbers in the-- by the next board meeting or so. And we can put that to action. So that is it for me.

Thank you, Director Van. Director Garcia?

No, I'm good.

OK. Thank you. Doctor Dorsey?

I just want to echo what Director Van just said about supporting those students and that we talk a lot about student voice. And then, every now and then, we get a chance to really act on that voice. And so I'm hoping that their fundraising efforts are successful. But I also think that that's-- it's a wise use of taxpayer dollars to do something that's good for the environment, good for the students. And we can recapture those costs.

Also, again, I know we talked just a little while ago about the grant, but I did get a chance to go and look at that tool kit that they developed. And it's just so robust. I mean, you can really-- there's so much information there that my thinking when I looked at it was that that's the type of tool kit that can really create and promote some significant change if somebody is in need of or feels even that they're thinking about being in need of something.

So the other thing that I just wanted to mention real quickly is-- and I forgot to do it in the moment-- but Rachel said-- and this is not a direct quote-- but that in an effort to provide interventions, we didn't want to stigmatize students by offering or linking them to those supports. And I thought that was a really profound thing because I think we all want to help. But every now and then, in our efforts to help we can actually hurt.

So I just want to acknowledge that I think that was just a really good perspective. And so anyway, I neglected to do it at the moment. So, Kisa, would you pass that on please to Rachel? I'm pretty sure it was Rachel that said it.

And also Teacher Appreciation Week. I've been seeing on Facebook and Twitter the posts about specific teachers. And it's always fun to see teachers that you know and to be able to actually endorse that that's a teacher that really represents what all of our educators are hoping to do with the students and in the system.

And it also causes me to wonder about the number of students that teachers impact. Fa'izah, you talked about the student that looked like you. Yeah, or excuse me, the teacher. So I'm sorry.

But at some point in time, I hope that our teachers take the opportunity to really think about their career and the number of students that they've worked with and the numbers of opportunities that they've had a chance to change and impact those kids. And I know that they do, at least I hope that they do, because to me that's Teacher Appreciation, is having someone not too many years from that moment, Fa'izah, I'm sure, but obviously a few years from that moment, and still being able to reflect, and as I can reflect back on those that impacted me.

But the opportunity to impact a student is within every one of those teachers. And so that's why that's an important week, but also along with nurses, and lunch heroes, and arts education. So anyway, that's all for me. Thanks.

Thank you, Director Dorsey. And I just want to echo. I mean, you all touched on-- just thinking about Director Bradford's comment around reimagining our education. I remember a couple of years back, I had the opportunity to go present at Columbia University. And the theme was reimagining the education system.

And it was like, if you could do anything you could wanted to do, what would you do? Why do we limit ourselves? And so I love that that thinking about how do we reimagine because we don't want to go to back to status quo. And I know that we still continue to live in uncertainty times, but that can't be the thing that paralyzes to really think outside of how do we do things differently because it was never normal for many of us.

And so as we think about the Teacher Appreciation Week, I've also been reflecting a lot on my children's education and mine and the big difference that that has been. Many of you have heard my story. But just thinking about I grew up where 99% were Mexican by the border of the students. 100% were white educators.

And only some of us-- I had one teacher who I don't know what she saw, but she kept saying, man, you could be anything. And I was so gullible at the age of-- I was in third grade. And I remember being so gullible thinking, man, I could be anything I want to be.

And all it takes is someone to believe in you in order for you to succeed or think outside for yourself, outside of what you see around you. So I challenge our teachers to believe in our students in the way that they would believe in their own children, that they want the same thing for their children that they want for their kids in their classroom. I love how a superintendent that is locally always says, I have-- I can't remember-- 26,000 students. "Only one of them lives at home with me, but I have 26,000 children," is what he says.

And I think about the impact that that has just how that sounds like. When we talk about ours, when we talk about we, it's a big difference when we talk about it, when we state they or them. And so owning who we are serving and owning also our own biases, because if you can't really see our children as ours, then we really need to rethink about where we should be, in what occupation we should be.

But I am so thankful for those teachers that are so amazing and really, really encourage our students and that connection. We talk about knowing our students by name, strength, and need. I mean, that is drilled into all of us. And so, how do we really know? It's not just about knowing their needs and not just about knowing their strengths. It's about knowing them in person, who they truly are to help them succeed.

So I don't know. All this week, I've really been thinking a lot about, how do we impact also our teachers? How do we encourage them to really believe in themselves so they can believe in our students? There's so much like a snowball effect that can happen.

Anyways, I have so much to say, but I am so thankful for our teachers. I'm thankful also for our lunchroom heroes, our counselors. Today, I think, was a combination of a little bit of everything that's just been pulling at my heart. But I also want to thank cabinet for spending Saturday with us and really thinking about-- and the rest of the directors-- how Sarah and Gordon's amazing presentation and storytelling and really being able to relate to what we're going through now to what our history is.

And just one more reminder, graduations. Just like Director Van, Kyle, if you could send out one more time the most updated list that I sent you earlier to the rest of the board, that'd be great. And if you could please sign up, that way we've signed up for, I think, for four. So we can leave room for others. So if you could please sign up, that way we can fill in the blanks as needed.

And with that, that concludes my report. I'm so thankful. I am thankful our superintendent is home. I hope that she feels better because we definitely need her to stay healthy.

And with that, that concludes our school board reports. And I'll ask for a motion to approve our consent agenda for this evening. Yes?

Yes.

I need a motion to approve our consent agenda for this evening.

I move we approve our consent agenda.

I'll second. So all in favor, say aye.

Aye.

Aye.

Aye.

Aye.

Any opposed? Our consent agenda has been approved. And with that, we have one internal action item. And that is a motion to approve the Asset Preservation Program, APP annual review.

With the approval of this motion, we would accept the Asset Preservation Program Annual Board Report Scores. Any questions or comments? Hearing, seeing none, I move that the Highline School Board accept the Asset Preservation Program Annual Board Report Scores.

I second.

Kyle, roll call, please.

Dr. Dorsey?

Yay.

Director Bradford?

Yay.

Director Van?

Yay.

Director Garcia?

Yay.

Director Alvarez?

Yay.

This motion passes five to none.

Thank you, Kyle. And now we have a couple of introduction items. So the first one is a motion to approve the Hilltop Elementary easement and bill of sale. If you need more information, this-- approve this motion would approve the easement and bill of sale with King County Water District 20.

And the other intro item is motion to approve contract with Puget Sound Dispatch for 2021. The approval of this motion would approve the contract with Puget Sound Dispatch 2021 school year in the amount of \$750,000. And with that, do we want to add any items to the consent agenda?

I do have a question on 9.2. [INAUDIBLE] that? [INAUDIBLE]

Thank you, Scott.

Probably going to ask the same question I am.

Might be.

Drumroll. Let's go.

So, Scott, just curious. I mean, knowing that we haven't used any-- I'm guessing we haven't used McKinney-Vento dollars this year, is this just invoiced to us? And so we pay if we use it, or we pay Puget Sound Dispatch regardless?

No, it's pay as you go. So this is just an open PO. And it's for as services provided will be billed.

Yeah, thank you.

Same question. We're good. Thank you.

Thank you guys for asking. Any other questions, comments? So with that, I'll ask again, do we want to add anything to the consent agenda for next board meeting?

I move that we move 9.1 and 9.2 to our consent agenda if there aren't any other questions.

Yep. I'd second that.

So Joe has made a motion to add the intro items 9.1, 9.2 to our consent agenda. I'll need a second.

Second.

So all in favor?

Aye.

Aye.

Aye.

Any opposed? So then the consent agenda items or the intro items will be moved into our consent agenda. So with that, our next regularly scheduled board meeting is May 19. And if you want to know about other district events, visit our website. And with that, I'll ask for a motion to adjourn.

I move we adjourn.

I make a motion we adjourn.

I'll second.

All in favor we adjourn?

Aye.

Aye.

Aye.

Aye.

Any opposed? We are adjourned. Thank you, everyone, for the [INAUDIBLE].

Thank you all.

Thank you. Good night, everybody.

Thank you.

[INTERPOSING VOICES]

Thank you, every--