

Highline Public Schools | 2021.05.19.Board.Meeting

Good to go.

So welcome, everyone-- I want to welcome everyone to our board meeting tonight. At this time, we're going to have an executive session. Oh, we're going to do roll call. I'm sorry, I'm sorry, I'm sorry. Do we have to do the Pledge of Allegiance?

Director Dorsey?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez?

Here.

[INAUDIBLE]

For about two hours.

I'll second that.

So all in favor?

I.

Any oppose for executive session now, so it's all good.

You're good to go.

Thank you very much. Good evening, everybody. Welcome to our regular scheduled board meeting. May 19, 2021. It's great to see everybody out there. You guys are all smiling, so that's great. So we're going to stand up and say 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.

Board President Alvarez had to step away and she has an excused absence this evening. We're going to begin our meeting. Any calls or changes to the agenda for this evening?

Could we add, for introduction, superintendent evaluation?

Intro for so OK so 9.2 intro superintendent evaluation.

Is there a contract?

Yes.

No, not a con-- it's just the-- evaluate-- how did we-- I'm not sure of the word, the exact wording, but just introduction, the fact that we had the evaluation.

Yeah, it'll be intro, so we'll review it at our next board meeting.

We don't usually take action on her evaluation.

OK.

Oh, OK then. I was misinformed. Excuse me.

Contract-- so we'll retract that.

Thank you.

OK. If there is no other changes or additions to tonight's agenda, we'll go to recognition. And that's going to be Dr. Enfield.

Yes, so good evening, everybody. I want to thank everyone, for being here. It's good to see all of you. And our recognition tonight is a presentation by our friends from Parkside Elementary, and so I will have principal Bobbi Giammona come up, and I know she has members of her team, and we will also celebrate our Student Superstar.

All right, can you hear me OK? Excellent. Well thank you very much for having us, and thank you to the school board. Nice to see all of you today. And I'd like to introduce my team that's here with me. I'm Bobbi Giammona, Principal. This is Becky McLaughlin, my dean of students, and Ruth Baechle-Gardner, my instructional coach. And with us tonight, we also have Tiffany Diaz, fifth grade teacher, and Kiley Rivera, fifth grade student. Before we jump in-- Oh, excuse me.

I love our promise in Highline, and I just wanted to acknowledge that these are two of my former students from Cedarhurst, Jessica and Yesenia. So I love that they are featured. They were amazing kids, and I love seeing them on here every day.

All right I'd like to introduce Tiffany Diaz, fifth grade teacher so she can tell about Kylie, our incredible fifth grade Star Student.

Hi, everyone. So Kylie and I are zooming in. I wanted to introduce Kylie. Kylie Rivera, and say a little bit about what makes her a Star Student.

So Initially when Bobbi asked me to think about a star student from my class, I thought of Kylie. It has been such a challenging year for so many of our students, but through it all she's persevered. Through distance learning, through hybrid learning, she's had such a fantastic attitude about her learning. I would say she's the epitome of showing Paws at Parkside.

Kylie has shown achievement in both math and in reading. She's always asking questions if something doesn't make sense to her. There have also been many evenings and weekends when I've gotten assignments from Kylie, so she gets her work done no matter the cost.

Lastly, Kylie is kind and respectful to all. In our classroom I really value respect and kindness. If ever another student was having a hard time, or say there was a student that was new to Parkside, and being kind of-- feeling kind of shy, I would ask Kylie, would you mind working with this student or could you join a friendship group with these girls, and she would say of course Ms. Diaz. So I really just appreciate all that she's done this school year, and she is so deserving of the Star Student Award.

Thank you. Are we able to see Kylie? Kylie, can you just say Hi so everyone can see you on the screen.

Hi.

Kylie is so humble and such an amazing kid and I know that Dr. Enfield wanted to be able to say a few words to Kylie.

And I think we may have board members who want to say something, too. So Kylie, first of all, congratulations. I'm sorry that we can't congratulate you here in person, but we do have a framed certificate that we are going to give you and it says in recognition. So you are our Highline Student Superstar, so I want to be clear of over 17,000 students in Highline Public Schools, there is one Student Superstar for the month of May and that is you Kylie, so this is a big deal. And your certificate says in recognition for going above and beyond in your studies and serving as a role model within your school in our community. We honor you as a Highline Public school Student Superstar. We are so, so proud of you Kylie, congratulations!

(CLAPPING)

And I don't know if board members would like to say anything or ask a question, so stick with us for a minute, Kylie.

I'll just say Kylie we are so, so proud of you! Thank you so, so much for representing our community and representing your school and I'm so, so looking forward to getting to see you in person someday and hearing all the amazing things that make you an awesome student. So thank you!

Congratulations, Kylie! You're not driving right?

(LAUGHING)

No, congrats, and one of the things that I really appreciate is your willingness to help your fellow students. I think that's just such a wonderful thing for you to do and a great model. So please, keep up the good work. We're very proud of you.

Director Bradford?

Yep. Congratulations, Kylie. As I'm looking at the list of all of the characteristics that make you a superstar, what stands out for me is that you ask questions if something doesn't make sense. And it has taken me well into my adult years to just stop nodding my head when something doesn't make sense. Keep asking those questions, keep seeking clarity, and just keep being an overall superstar. Thank you. And thank you, Mrs. Diaz, for bringing her to us.

Absolutely.

And Kylie, this is Joe, and just congratulations. One of the things that stands out to me is being kind and respectful to all. With what's going on in the world today, that's what you can show is being kind and respectful and you know it'll take you a long way. It'll get you what you want, so continue on with that. So congratulations for being our Student Superstar. And I'm glad you're not driving.

I wish you all could have seen the smile on Kylie's face when you were saying those things to her. She's just really proud to be representing our school. And Kylie, thank you for being here, and thank you to your mom and dad for helping us with this, and you are free to have a wonderful evening, and we'll see you at school.

Yay!

(CLAPPING)

Bye Mrs. Diaz. Bye, Kylie.

All right, so we're going to jump in and tell you a little bit about Parkside. We are so excited to have a school that is growing in its diversity, and we feel that the more diverse we get, the stronger we become as a community. Our staff, if you look at the data, stays at Parkside for a long time. There's not a lot of turnover. And we are growing and our diversity slowly, which makes me very happy, and I'm excited to be getting more staff that represent our community.

So if you look on the school website there is an old vision on there. But honestly, we really have come to adopt the Highline vision and kind of put our own spin on that. So for us, we want to know every child by their name, their strengths, their many strengths, their cultures, their families, their needs, their hopes, and their dreams. And we want every adult in our school to know every child, so every child feels loved by everyone they come encounter-- they come across. And we want to go through a formal process with our families next year to make that our new vision.

All right, so if you look at some of the data, we'll go through this really quickly since I know you've had a chance to see it. In our first year that I was there, we made modest growth on the SmarterBalanced in ELA, and we are so grateful to have a new literacy curriculum next year, that we really believe is going to help us accelerate our students learning in great ways, and get them curious about the world.

And you can see here, just looking at this data, that in general, Parkside did score right around the other schools in our district. Perhaps slightly higher, but for me any data that doesn't say 100% of kids, we're not there yet.

All right, looking at the SmarterBalanced in math. Similar to ELA we've had some modest gains, but really kind of held a pretty-- there we go. Sorry, lots to juggle. We've kind of stayed in a place where we are eager to get back with our curriculum and get our students interacting with each other so that they can really make some gains. And then a similar slide showing our work in math. We're actually a little bit higher than some of the other schools, but not where we want to be yet. Science is something that we definitely want to dig into more deeply. And I could not be happier that our new curriculum has students reading and writing about science and social studies, and really engaging as authentic learners.

I want to look at this slide, which was really interesting to learn more about. And that is that, we are getting closer as a school to the National median percentile for growth, which is usually about 56% for the winter diagnostic. We are really excited to get back and have our kids doing this at school so that we can see some bigger gains. And this year we did have really good participation rates in i-Ready. We did a lot of pumping it up, getting kids excited about their growth and still doing data chats, and we were able to have 386 of our 427 kids take both diagnostics so that we could see their growth.

And then this is exciting for me too, because we actually have a lot of growth happening in math on i-Ready. And we have been using Schoology wide motivational strategies to celebrate growth. We really honor that when students are proud of the growth that they're making, they feel motivated to keep doing more.

And this is another exciting slide for us, because that top bar that you see that shows a decrease. And that's a decrease in our students in the emerging level, because if you look at the lines below, we're increasing in the proficient level. And we have had a huge emphasis on English language development strategies including Glad, frames for fluency, and we are exiting students from ELL services, and we're really proud about that, and so are the kids. I think I jumped ahead.

OK. So on our attendance data, typically attendance is around 95% and our goal continues to be 100% of students here on time every day. On the next slide we look at our behavior data. In general, you're going to see a major decline in behavior incidents from 1980-19 because our approach has really been to be proactive and focus on the positive. When issues do arise, we use them as learning opportunities and we engage in problem solving in a collaborative way. Our goal is for students to really build a positive relationship skills.

This was a really great opportunity to just look back at our strategic plan, and I'm really excited to talk to you about the foundation and our strategies that we're using to meet our goals. And I know that in the next few slides you're going to see how Parkside is doing our part to keep our promise to our students.

So our big school-wide strategies have been to focus on supporting students with meaningful relationships, with a strong emphasis on social emotional learning, and on student and staff well-being. And as adult learners. We have really deepened our understanding of anti-racist practices with professional development led by our equity team using the Highline Public schools equity framework, the IRI tools, and the social justice standards, and this has empowered us to engage our students in the classroom. And we remain focused on reducing the opportunity gap, and accelerating learning by collaborating and professional learning communities and distributing leadership. On all of our school teams we have classified and certified on every team.

Looking at school culture, this is a big piece of Parkside. Our city SLT, student leadership team, behavior support team, and our PBIS teams focus on student and staff emotional and social well-being. As a school, we focus on empowering all of our staff as agents of change with distributed leadership. Hills's have both certificated and classified staff on them, and we strongly support and encourage professional learning. Here at Parkside we have a strong focus on family connections. And we're working to be an open door school with true family partnerships. We also have a deepening commitment and focus on anti-racism and equity led by our school equity team.

In growth and mastery we are committed to helping each student make great growth by strengthening our instruction through collaboration and IBD led PLCs. This keeps us focused on providing a cohesive learning experience while mastering priority standards and accelerating learning. We have ambitious goals in i-Ready helping every child to meet their typical growth goal and to push them to meet their stretch goals. We celebrate our student growth weekly. Thank you for the new literacy and math curriculum. We are so excited to accelerate learning and increase engagement. We are truly successful when every student-- when every single child is thriving at grade level.

We've been able to strengthen our personalized learning approach with district digital tools, and this has helped us to meet individual needs of every one of our students. Digital citizenship is more important than ever, and our librarian has emphasized this in her instruction, as well. Teachers have been accessing online resources to expand and deepen critical thinking. They've expressed a desire to continue integrating digital tools when we move to back to in-person instruction.

As shared in the slide on output, our intentionality with language learning is working. We have targeted strengthening native language with enriched language learning and after school programs. Books were purchased for all students and family use, with the goal of all of our native languages and cultures being represented in books. We want every one of our students to see themselves in literature. One way we strengthened family connections is to have monthly family meetings held in Spanish for our Spanish speaking families. We plan to expand this in the future.

And looking at school graduation, at Parkside we love to celebrate milestones. This includes grade level move ups, kindergarten, and fifth grade promotions. We believe in strong pre-K through 12 partnerships, and intentional transitions with our feeder schools. Area daycares, preschools, and with kindergarten jump-start. We have a true community at Parkside. Once a Panther, always a Panther.

Former students are always welcome. They volunteer, they hang out at school-- after school, and attend school events. Our sense of community is longstanding. We have two former students that met each other as third graders. They're now a married couple, and their two children attend Parkside, and their father is a regular volunteer at Parkside, as well.

Well that wraps up Parkside's presentation. We're really proud of the work that we're doing and the work that we get to keep doing. So thank you so much for this opportunity tonight, and we welcome any questions or comments.

(CLAPPING)

Thank you, Bobbi. Thank you, team, and I'll turn it over to board members for questions and comments.

Director Garcia, any questions?

Yeah, can you actually speak to a little bit around the new math curriculum, and how the incorporation of that is-- like what are some strengths, what are some highlights that we're seeing? Yeah.

That's a great question. I would love to try to be as succinct as possible. I'm looking at my boss on that. What I love about that curriculum is, it really encourages our kids to take risks to speak to each other. It provides support for peer interactions.

I have a young man named Amelio who has an IEP in math, and at the beginning of the year he was really uncomfortable sharing. And actually, Ruth and I co-taught, and Pete even came and taught in that class with us. And by the end of the year, he was up explaining, raising his hand, he wanted to-- it was OK to not be right, or to not know. And so that curriculum really encourages our children to just know that learning is about not always knowing, and to take a chance, and to learn from each other, and it's just been incredible. The math norms in that are what really create this environment of learning is this collaborative and kind of messy experience.

And I guess on the self front of things, you guys mentioned a little bit or on the social emotional learning and supporting students but also staff. I guess what are some what are some pro tips that you could share about what's working at Parkside where you're supporting one another, especially after we just experienced this last year with the pandemic, and just a lot of stress and trauma that goes along with it.

Yeah that's another great question so pro tips I like that. Well, first of all, despite how it was a little challenging to get the one to one connections maybe up and running, I can honestly say that that's something that we are now going to build in for a day during the days that every teacher is making a personal connection with every one of their students before they come, because that has been what has kept some of our kids coming back. That they are seen. That they matter. That someone took the time to set aside 10 to 15 minutes just to talk to them has been so incredibly powerful.

I actually have the opportunity to connect with a couple of students from my old school Sakari and Manny and I do that weekly, and that has actually been something that they look forward to because they get to tell me about what they're doing. In terms of staff, I think it's just-- my principal colleagues and I, see my friend Kelly is here. We take it really seriously to check in on our staff. Our staff is our greatest resource, and so we check in. I was doing a weekly like a Google survey where you could do you want to talk to me, do you want to email me, what is it that you need.

And then just being present and checking in with people. So that they know it's OK to have the feelings that they're feeling during this time, because this is kind of a messy time. So I would say vulnerability and authenticity.

And if I were to give you the magic wand to be able to like intentionally support specifically staff, what would that resource be what would that product that thing would be able to reach that level of healing and support that we need to focus on right now? First of all, I really would like a magic wand so thank you. And secondly, I think just creating space for everyone to share what's really on their mind, and that when we ask what's working we listen, but we listen as much as when something isn't working.

Because what I have found, if I didn't have a team like this to really have real conversations all year long, I wouldn't have been able to do this job. So when we can be honest and say, this is working this isn't, and what are we going to do to make it better, then that's when I think people feel valued and that they're a part of making a system better.

So I would wave my magic wand, and I would create space for authentic honest conversations. They're not always easy, but they get results.

Thank you.

Thank you for those questions.

Director Dorsi?

Thank you very much. Great presentation. I love the energy, especially. But I just jotted this down because I really love this vulnerability and authenticity. I think that that's where achievement comes from, that's where continual progress comes from. So Thanks for that, I'm going to keep that note.

Thank you.

Director Bradford.

I'm just wondering how many magic wands Director Aaron has, and if I can get one.

(LAUGHING)

I want to say thank you. Parkside is in my backyard, and so I hear the children playing and have hearing them there this year. And there's a soccer ball in my cul-de-sac. I'm guessing it came from there.

A wayward soccer ball.

And I know that you all talked about a couple of times around the training and things that you all are doing around equity and anti-racism. So wondering, how are you all practicing? What are some of the things you're putting into practice towards becoming an anti-racist school?

That's a great question. So it's been a journey. And we've learned from our friends at Marvista. I think having Dr. Lopez come into her new role has been a really amazing thing for us to be able to access. And what we've done, is we started like Marvista did, with the *Waking Up White* book study. That worked for some people not for others this year we had a choice book study where staff could choose from one of three titles. And I think what has happened in that, is number one, we've done it very regularly. Once or twice a month we have talked about the work that we want to do and our goals. And we've used the instruction and on race and identity as a tool, as well as our equity framework, to really kind of pinpoint that we started year one with getting our equity team comfortable talking about this, then the next year our goal was everybody on staff is going to talk about it. And then this year things have started to become uncovered in conversations, where everybody's just moving in this direction. It gives me goose bumps when I think about it because year one, nobody wanted to talk about it, and nobody wanted to acknowledge that we had some things-- the word antiracist would have landed with a thud, and now everybody's owning it. And I feel such great hope.

Another strategy is I've bought stamped for kids by Jason Reynolds, the newest one that is appropriate for ages through 10, and a book called *This Book is Antiracist*. Every teacher and every classified staff member will have a set and third through fifth we'll have enough to do small groups with that. And the books that we purchased, we want every language, we want every different background represented, so that when our children go to look at books they can say, that-- excuse me. There's that energy. I got it.

When they go to look at books and they see that they are represented, they know that they are of great importance and that without them, we are not as strong. So I think it just, it's been an adult learning that's now moving us into being able to work with kids, and we want our kids to be able to take action. This generation of kids has a lot of work to do, and they need to feel empowered, and they need to have the knowledge to be empowered.

Thank you. Thank you, Parkside for being here and presenting tonight. I do have one question, and I like the terminology pro tip. But what is your strategy in regards to your attendance to keeping it that 93% this year 2021 school year?

Pro tip, persistence and meaningful relationships. Because if kids know that we're going to say, hey, I didn't see you yesterday, I'm so glad you're here today, then they want to come. And so I would say, those one-to-one connections. We've had an attendance team led by my Dean. They regularly are calling families if they're seeing a dip in attendance, checking in, and then I think more importantly, do you need something? Dean is there a reason-- can we help? Is there something that's getting in the way of you getting here? And we are a very nonjudgmental group. If there's something going on, let us just be by your side to help make it better so that you can be here. And if you're in person learning, and that's not working and you need to switch, we will do that.

Thank you very much.

Thank you.

Any other questions from the board? Dr. Enfield?

No, I just want to thank the Parkside team for being here. Appreciate you.

Thank you so much.

(CLAPPING)

Thank you, again. Next up on our agenda, are scheduled communications. We have two types. One is written comments that will be read by our school board directors, and then we also have community members that will be coming up to the board.

We have three types. We have one person is who going to be on Zoom.

And I apologize, three types. The one on Zoom, as well. So with that said, I'm going to call these members up. First one is a written comment, Laura White.

Numerous studies demonstrate the value of school counseling in the areas of academic development, college career readiness, and social emotional development. There are so many ways in which we provide support to students. And so many students who are in need of support. It's imperative that all schools are appropriately staffed with school counselors. We must ensure that the counselors student ratios are under 250 to one. Without lower ratios we are not able to build the relationships to provide the time to all of our students. Additionally, we need to make sure that counselors are well supported so that they may provide the services that all of our students deserve.

All right. I got it. Yeah.

Next up is Michael Hecklinger.

I respectfully cede my time to Megan Steindorf.

You can go ahead and pass those on to Kyle and he'll get those to us. Thank you.

[SPEAKING SPANISH]

This is Madrona's first year as a complete DL building, from kinder to fifth grade. And it has been a journey to get to where we are today. We have grown our knowledge of the three pillars of dual language, alongside the social justice standards, keeping anti-racism and anti-bias front and center in our service of multilingual students, 94% of whom identify as students of color. Implementing dual language has significantly increased the number of teachers of color serving our students, and research shows that teachers of color improve academic outcomes for students of color, and are high rated by students of all races.

Our school is excited to adopt our district's first ever literacy curriculum that includes authentic Spanish literacy. As a staff, we have worked so hard to build an excellent dual language program, and yet due to minimal recruitment outside our service area, and declining enrollment, our program is not serving families in the district to its fullest potential.

We believe in Highline's vision of all students graduating bilingual and biliterate. In order to achieve that vision, this is what we're asking from the district in order to implement our program more equitably, and to better serve Highline families.

Firstly, we want to address the topic of equitable recruitment into our dual language program. Highline's equity policy, 0010 states our strategic plan is our equity plan, and calls on us to disrupt institutional biases, and end inequitable practices so all students have an equal chance at success. The Madrona staff is here, in person and via Zoom, to help shed light on some of the current inequities in the dual language program, also known as DL. DL is open to any and all students in the district if the student and family can provide their own transportation, as stated in Procedure 3132.

Makia, a DL opt-in student, who is thriving at Madrona and learning her fourth language, has shared with us in a video that she has to take the freeway to get to school. We've shared her video with you via email for your reference. How is this equitable to all students? Isn't this opening the path for privileged students and families to have even more privilege? What about those who would benefit from DL but don't reside in the service area of a dual program, and unfortunately cannot provide their own transportation? How does this meet our equity policy?

Research by Thomas and Collier indicates that two way DL, the program that Highline offers, is the best instructional model for students who speak the target language. We cannot in good faith say that we are currently implementing dual language in an equitable way because so many families have not been presented with the option to enroll in DL or provided the transportation to participate if they reside outside the service area of a DL school or partner school. I yield the rest of my time to Rosa [INAUDIBLE].

Secondly, we want to address the significant challenge of declining enrollment. We know that is an issue district wide. The boundary changes from two years ago significantly reduced Madrona student population, which has meant that we have continued to lose trained and committed English teachers each year through the displacement process. And support staff, such as Perez and office assistants. We must retain English teachers who are committed to the DL model. The partnership between the English and Spanish teacher is at the core of successful dual language instruction. And this relationship takes time and investment to develop.

Thank you for your time. Thank you for your comments.

(CLAPPING)

Next up is Christine Hagerty.

Is he here?

Good evening. My name is Christine Hagerty, and I proudly serve as the counselor Moderna elementary, and tonight I'm here on behalf of all elementary counselors in the district. I want to begin by thanking you all for hearing us tonight. Earlier this week we got the wonderful news that a decision had been made to reinstate funding full time school counseling program in every elementary school. This is a tremendous win for our students, community, and district as a whole. It also brings us closer to providing students and families equitable access to social emotional education, mental health resources, housing stability opportunities, and so much more.

There's no question about the adversity we've all experienced in the last year and a half, but we've also made some important strides behind the scenes. Thanks to the support and hard work of our district SEL team, next year will be the first year that all elementary schools have a strength based, fully funded, universal student screener for social emotional competencies. Such as screener insurance counseling program goals and learning targets for the entire year. These screeners offer detailed data that informs educators about students' strengths and needs for instruction in eight key social emotional learning concepts, concepts that are now recognize as standards by the OSPI.

The district team has proved to be an important catalyst to the elementary counseling group and our initiatives. On many occasions this team has advocated for counseling programming and services at the district level, and it's a partnership we want to continue growing. In the coming year elementary counselors will continue to advocate for access to a universal SEL curriculum in every building, and small group curriculum that aligns with OSPI SEL competencies and standards.

In some elementary schools counselors are using outdated and self-composed curriculum. Not only is that an equity issue, but planning time takes us away from being visible and interactive with our students during their school day. Another major need is for community mental health partnerships to be consistent across all elementary schools. We need solid partnerships with local counseling and behavioral health agencies to get school based services in every single building. Right now that's a role many of us counselors take on at the building level, which leads to varying levels of support and access from one school to the next. This, too, is an equity issue.

Every student deserves an equal opportunity to seek support they need no matter what part of the district they live in and what school they attend. They COVID pandemic, racial injustice and global violence has contributed to levels of trauma for our students and families. The need for holistic support now is greater than ever. And due to relief funding for next year and new legislation for the following year, Highline has a real opportunity to support truly comprehensive and systematic counseling programming district wide.

Elementary counselors have a vision for our programming that requires help from District leadership to gain and maintain community partners, keep adequate funding, and give us chances for advocacy. In summary we're grateful to have regained one full time counselor at every building. Now we need help to give our vision life and build counseling services that offer culturally relevant, developmentally appropriate curriculum, as well as the permanent partnerships with local family support agencies. We're asking that in the future, district SEL and mental health stakeholders always have a seat at the table where important decisions are being made.

Our ability and efforts to collaborate and advocate across buildings and disciplines directly impacts our students access to counseling services that are preventative, supportive, and responsive to their needs and well-being. Thank you for prioritizing our students' mental health and well-being.

(CLAPPING)

Thank you, Christine. Next up, Amelia Swinton.

I'm continuing the statement that was begun by Mike Hecklinger, Megan Steindorf, and Russell Sanchez from Madrona Elementary. To continue, we share Highline's deep commitment to all students graduating bilingual and biliterate. In order to achieve that vision, Madrona educators are asking for the district's partnership to more equitably implement dual language at Madrona and other elementary schools that share our concerns. These are our solutions, which are also explained on the handout that we have provided.

To increase Madrona's enrollment improve communication and recruitment from the Bow Lake service area, and in particular among Spanish speaking families there. Madrona's enrollment has declined continuously since the boundary changes into 2019. All new families enrolling a child in Highline Public Schools must be asked, do you want your child in a dual language, or an English only program. This must be part of the standard enrollment process. Educate families at all schools in the district about DL and how it can benefit their child.

Two ideas are hosting informational family nights about DL at English-only schools, and adding a DL coordinator to all elementary schools as a 0.1 or 0.2 to position, which could conceivably be added to the job description of ELL coordinators. This position would be an enrollment process observer.

When a student gets enrolled in gets enrolled, this position would be notified and they would reach out to the family to explain the different instructional options available to their student. Creating this position would allow the School District to systematically educate our community on one of our district goals of offering all students the opportunity to be bilingual and biliterate, thus increasing enrollment in dual language programs. It would also be a resource for Spanish speaking families with concerns about how DL might impact English language acquisition for their children.

I see the rest of the time to Alexandria Skagen.

Every DL school should have multiple partner schools and the district should provide transportation for all families in the district who wish to attend DL schools. It is completely unacceptable that some English only elementary schools do not have a DL buddy school because it does not allow a busing option to a DL school. The district already does a wonderful job of promoting choice programs in middle and high school, and are offering some transportation choices to choice schools but programs like challenge, IEC, and ILC. We ask why doesn't the district do this for dual language.

The current policies and procedures are changing or changing the demographics in our DL school, and as a result advantaging certain students and disadvantaging others. As more advantaged students continue joining the program, other students continue to be marginalized. Some students who would benefit from DL or are not able to opt in. We ask that you do not let monolingual agendas, policies, and procedures lead multilingual learners. This is an equity and justice issue.

The best practice in a dual-- two way dual language implementation is to have at least 50% of the class speak the target language. We need more of those students in our schools with transportation options. The displacement process considers dual language factors such as-- does not consider dual language factors such as teaching partnerships and additional training the district has invested in DL teachers, and the impact on bilingual teachers who are disproportionately teachers of color, and who must take on the heavier teaching loads of teaching two languages as a standalone dual language teacher when English teachers are displaced.

We need to stand up for all students in this district and give them the opportunity to be a part of this amazing program that produces amazing students and global thinkers. Thank you.

(CLAPPING)

Thank you for your comment. Next is a written comment. Kristina Grundmanis.

Hello, my name is Kristina Grundmanis, and I'm a school counselor at Mount Rainier High School. While at the high school level I have worked specifically with students to create plans for self care plans for academic and social success, responded to crises, and connected families with support to meet basic needs. All of this while supporting students to a graduation rate of 92% and encouraging their future goals. My hope with this comment is to emphasize the irreplaceable role school counselors serve to meet the needs of the whole student. With SB 5030 passing, we are obligated to establish a comprehensive counseling program throughout k-12 that serves every student in our district.

In addition, we remain in the midst of a global pandemic that will impact us for years to come. If our enrollment is decreasing, this is not the time to reduce our counseling staff. This year especially, I have seen the perseverance of our students and families, I've heard the joy of our seniors making plans for the future, along with the heartaches and ambiguity this year has brought. While we work with students at the end of their Highline experience, they have already been trained in SEL and regulation skills by the counselors who have worked with them previously. I thank those counselors for their dedication to the development of our students.

If as a district goal our goal is to prioritize the whole student and to emphasize self equity and mental health you need to financially support those who are doing that work namely school counselors. Do not fund another district initiative at the cost of losing time and the people who are face to face with their family. School counselors are in the business of building relationships. Those relationships are how we know every student by name, strength, and need.

I invite you to connect with myself or school counselors in the area to serve in the areas you serve to have a conversation about what our role entails, and the dreams we have for our programs to best serve our students. Thank you for your time, advocacy, and support for a role that deeply benefits our students and aligns with our missions. Thank you.

Thank you.

(CLAPPING)

Next up via Zoom is Gail Wick.

Hi there, can you hear me? Hello? OK, great. Wonderful, thanks.

Thank you for the opportunity to speak to the board on the topic of elementary counseling programs and services. My name is Gail Wick and I'm a parent of two elementary students first and fourth grades and President of the Sherwood Elementary PTA. I'm speaking today on the importance of full time counseling and program services at every elementary school in the district, regardless of enrollment numbers. I understand that there's traditionally been a metric in place that ties the availability of counseling support to the number of students enrolled. While this may have been sufficient in the past, I feel very strongly that the situation we are facing currently and moving forward will not reflect prior support needs.

Pre pandemic I had the privilege of volunteering in classrooms and serving as an art docent I have seen the challenges teachers face under normal circumstances and managing classroom behavior and how even a few disruptive students can derail and overwhelm the academic agenda.

It may seem to adults that the pandemic is almost over, and that we're returning to normal. I would argue that due to the collective trauma we've all been experiencing for the past 18 months, returning to school full time in the fall will be the first opportunity for many of us to begin to process what we've been through.

Elementary students are particularly vulnerable because they do not have the maturity or language to express their emotions verbally. Emotions at this stage are most often expressed through behavior. I am a supporter of the social programs that the district has implemented, and value its commitment to providing kids with the language and skills to understand themselves and others while useful. I do not believe that they will be sufficient to support the emotional needs of these kids when they get back into the classroom.

I have witnessed my children before school bawling saying they don't want to go to school and why do we have to do this only to turn around in class and say that they are agreeing on the mood meter and just happy to be there. This tells me that the mood meter alone is not capturing the pain and frustration of social distancing and isolation at home, while navigating a deadly pandemic and increased violence and polarization in our communities. Not to mention those of us who have experienced other losses and are grieving.

My opinion, to limit access to counselors now or in the future, creates an unnecessary barrier for students and teachers, those who have already been hit the hardest and have had to adapt the most. Our youngest students do not have the ability to tailor their needs to partial availability of counseling services, and teachers would not have anywhere to turn during certain hours of the day when things inevitably go off the rails.

I'm sure there is tremendous strain in the allocation of financial resources, but I implore you to prioritize funding and support for full time counseling and support services universally throughout the district, especially when the need is highest and before we fully understand the impacts. Thank you very much for your time and consideration.

Thank you, Gail.

(CLAPPING)

Next is a written comment. Owen Sallee.

I'm concerned about the district's plan to reduce funding for elementary school counselors. Though we have significantly increased our resources and partnership supporting students and families, these resources will be limited in their impact without dedicated staff in school counseling roles to identify student and family needs and facilitate connections and ongoing implementation. Full time school counselors are needed in order to provide continuity for families that cannot be established through a menu of options or outside providers.

School counselors whose funding allows dedicated time in one location are equipped to know families history, preferences, and existing connections, as well as to serve as trusted bridges between needs and opportunities. I encourage the Highline School District Board to preserve funding for school counselors at the elementary school level.

Thank you.

And last but not least, Sandra Aguila.

When I notice--

[SPEAKING SPANISH]

I'm just here to kind of [INAUDIBLE] a little bit what my maestras from my school were saying before. Because we really deeply believe in dual language, and I like to restate a little bit the following solutions. All new families enrolling a child in Highline Public Schools must be asked, do you want your student in DL or English-only program. This must be part of the standard enrollment process.

Inform families at all schools in the district about DL and how it can benefit their child. Two ideas are hosting informational family night about DL at English-only schools, and adding a DL coordinator to all elementary school as a 0.1 or 0.2 to position which could conceivably be added to the job description of ELL coordinators.

This position will be an enrollment process of server. When a student gets enrolled, this position will be notified and they will reach out to the families to explain the different instructional options available to the student.

Creating this position will allow the School District to consistently inform our community about one of our district goals of offering all students the opportunity to be bilingual and biliterate. That will increase obviously the enrollment in DL programs. It will be also be a good resource for the Spanish speaking families with concerns about how DL might impact English language acquisition for their children.

Every DL school will have multiple partner schools and the district will provide transportation for all families in the district who wish to attend DL school. It is completely unacceptable that some English-only elementary schools do not have a DL buddy school because it does not allow a busing option to a DL school.

The district already does a great job of promoting the choice programs in middle and high school, and offering transportation to those choice schools. Spend programs like challenge and see and ILC. Why doesn't the district do to the DL language? We know many, many newcomers are enrolling English-only schools across Highline. Having this do this in the language will raise the level of Spanish in our DL classroom, and will benefit the students academically and social emotionally as they transition to Highline.

This student's family must be informed about dual language and provide access to DL schools with district transportation. When I noticed

[SPEAKING SPANISH]

Thank you, Sandra.

(CLAPPING)

And moving on up here as our superintendent's update.

Thank you, Vice President Van. Good evening everybody, once again. I want to begin before I go into my remarks with a couple of department updates in conversation with Director Dorsey and Vice President Van, it sort of came to my attention that there really has been and is extraordinary work happening across our departments in the district. And wanted to give my cabinet colleagues a chance just to give some highlights of the work that their teams have been doing all year long to help our systems.

And so we will begin tonight with an update from our communications team, and then our operations team. So Catherine Carbonne-Rogers, our chief communications officer, will step up and these are informal no PowerPoint, no anything. I wanted to keep it a little low tech, low maintenance. And then Scott Logan will come up to talk about our operations team. So Catherine?

Good evening Vice President Van, members of the board, Superintendent Enfield. I appreciate the opportunity to come in and highlight some of the work that the communications team has done in the last 15, 16 months. And I just want to say I'm privileged to work with an amazing team that has done, I think, some stellar storytelling over the last year and a half.

Starting with the Highline Heroes campaign at the beginning of the pandemic, that really highlighted the work of our nutrition services staff, our bus drivers, our facilities staff, and tech services staff who were on the front lines, really serving the needs of our kids and families, when the news was all about schools are closed, and people thought there was nothing going on here.

And then we did the Highline at Home campaign, where we showed our teachers teaching and our students learning from home, and use their own words to talk about what it's like, and not sugarcoating things, but really being honest about the challenges and the triumphs of making this work during a crisis period. And that kind of rolled into storytelling around the tech Levy and the importance of technology to keep our kids learning. And our community clearly got the answer because 73% yes vote on the tech Levy.

And then more recently, we've had great stories about our teachers and all the amazing things they do. To our Teacher Appreciation Week where we highlighted dozens of teachers, and then the week following that we spent a whole week on nurses and talking about people that have been incredibly taxed and stretched in this pandemic. Our nurses deserved, definitely, a full week of stories about them.

And what I love about this story telling is it really centered the voices of our kids and families and our staff in their own words, and images of them where they were. So that, I feel, is a great contribution to helping our community know what's going on inside our school especially people that may not have contact with their school.

Secondly, I just want to highlight the work that's going on right now around the selection process, where families are choosing whether they want in-person or remote learning for the next year. And of course our staff is really pulling out all the stops to try to make sure we reach everybody, and we're using all of our regular communication modes in four languages, but beyond that we are working of course with our great community engagement team to make sure we're tapping into those relationships, and our community partners, so that we are not just relying on electronic communication and robocalls.

And then my staff is putting together a mailed postcard and targeted Facebook ads, just specifically targeting the individual families that have not yet responded. So that involves pulling data and making sure that we're really honing in on the people we most need to hear from and have not responded through our normal means, and we could not do that without our friends in tech services, and Evan Mirolla in HR. It's really an all hands on deck kind of thing. But I'm very proud of our communications team for being strategic and data driven in using these strategies to make sure we are doing everything we can to reach every single family.

And finally, I just want to do a quick shout out to a couple of people on my team because all of this work in spring and fall was done during two consecutive maternity leaves on the team, and so just a special shout out to Tiffany Baisch and Rosie Eads who have been here from day one, and just working overtime and then some to make sure that we are communicating well with our whole school community, and listening to them and trying to do our best to meet their needs.

Thank you for the opportunity to share what we've been doing in our little part of the Highline story.

Thank you, Catherine. I appreciate that very, very much. And I do want to say, Scott before you come up, we really do have an outstanding communications team. And that's not-- I am biased. I fully admit that. And that is a sense shared, not just locally, but nationally. People really look to what Catherine and her team do as a model, so Catherine, thank you.

And before Scott comes up I'm going to do a little PSA. I want to thank our Madrona staff for being here and advocating, not just for your students and families, but for dual language access across the district. And I also know that given the setup you feel a little conspicuous getting up early and leaving. You are welcome to get up early and leave, and go enjoy your evening. I know that you're likely all tired, so you are welcome to stay for the rest of the meeting, but please no demerits if you choose to go and enjoy your evening. Thank you for being here, and we will definitely provide some responses to what you shared with us. So thank you very much. Enjoy your evening.

OK Scott, come on up. I should say Scott Logan, Chief Operations Officer. Well that cleared a room.

(LAUGHING)

All right, thank you. I appreciate the opportunity to come up and have this conversation. I can see I haven't lost my touch on how I affect a crowd in a room.

Sorry, Scott! Don't take it personally.

I would echo what Catherine said about, I have the privilege to work with a truly amazing staff across this district and a bunch-- in many areas. And I often tell the directors from the different departments that they have the hardest job in the district, which is an attempt to make me look good, and they do a great job at that.

So we'll start with safety and security, and I'm just going to do a couple of highlights off of each one of the departments. First of all, if you've seen safety and security out and about this school year and you'll see that they no longer are wearing black uniforms. There are no-- the only tools that you'll see on safety and security officers are radio. We're trying to create an environment that supports safety and security staff, and we always start with safety as a tool and a trusted partner with our students and staff in the community.

Lewis is doing a great job in his hiring in safety and security department, not only in assuring a diverse staff but also a staff that's well grounded in our promise to our students. The other piece of safety and security is something we're working on with a good friend Hollie, and that is a legislative bill 1214 that dictates new direction, new standards, for training for what originally was going to be an SRO implemented rule, and now it is district-wise safety and security and SRO.

So we're trying to define what that new training is going to look like it. Involves de-escalation training it, involves the equity training. There's a lot of pieces to this and we're still trying to define it and then put together the right training to, not just check all the boxes, but actually create employees that do what we're asked-- what we want in the interest of the students.

Nutrition service be the next department I want to talk about and really it's hard not to-- I mean, they're just amazing from every aspect of the work they do. They have not missed a day since the pandemic started, continue to feed the community and the students in school two meals a day, seven days a week. We are still on our summer meal program throughout the school year and through the summer, so we'll continue to do that through the end of the summer.

We're putting together the meal programs for the next school year. Right now there is we're still we will still be in a summer meal mode next school year, but there is some difference between what the USDA and OSPI define what we're doing next year, so there may be different, or less opportunities to feed out in the community. We'll have our-- I think the attempt is to refocus back inside the schools.

We're going to lobby and support keeping our program as community wide as possible. It will still remain at the no fee base for the next school year.

Capital projects department. The last big project from our last bond is Highline High School, and I don't know if you've had a chance to get out there recently. It's looking pretty impressive. It's a lot of landscape happening, a lot of finished painting happening inside, we're starting to install electronics and those kind of things. Furniture will be arriving here in the next month. It's an amazing project. It's going to be an amazing high school, and the fact that this project has happened all through during from the start and through the duration of COVID, and this project remains on time and on budget is pretty impressive for the group out there in the capital projects department.

They have stayed on top of every aspect of this project from the beginning to try and keep this thing on budget. There are impacts because of COVID, but we'll still meet our timelines, and we had plenty of contingency built into that project budget we will be addressing some, there are some costs because of COVID, but it all stayed within all contingencies. Pretty fantastic job out there.

And we have two feel-good projects that you're going to get some information on pretty soon in our partnership with Seattle Sounders, and the RAVE Foundation, and EarthGen, which used to be Washington Green Schools. We have a new mini pitch, and rain garden, and outdoor classroom, mural, and nature path that has is almost complete at Seahurst Elementary. I'll be meeting with Ashley probably tomorrow to talk about putting together a ribbon cutting and celebration on that one.

Friday we're doing a site walk at Hilltop to look at the new outdoor classroom, new student benches, playground restructure, new vegetation. They just really went through-- this was EarthGen and Seattle Sounders, went through and completely revamped that outside playground area for Hilltop, which desperately needed some work. It was nothing but a swamp.

Athletics. Athletics has been a busy whirlwind this last school year, and we've had so many seasons were at the tail end of our third season for senior high school athletic programs only. There was no middle school programs this school year. We'll finish mid-june, Mt. Rainier I think has the last competition, so we'll finish mid-june with our senior high school athletic programs. We anticipate a return to normal schedules for the start of the next school year, and middle school sports also will return to normal program starting next school year.

Transportation, and that's another group who never stopped. Transportation switched from student delivery to food delivery for quite a few months during the pandemic. Did a fantastic job of flexing and pivoting as we asked for different performance from different groups. The other big exciting thing is transportation going electric. We've got our three new all electric schoolbuses buses coming.

The arrival date we've pushed back a couple of months because we wanted to make sure we had the new vehicle to grid charging systems in place, and the vendor was running a little behind on getting that equipment to us. We have to have the charging systems in place before we take delivery. We've made arrangements with the vendor on the buses to make sure it's all lined up for the new start date, so they'll still arrive this summer be ready for the start of the new school year. And these charging systems will have the ability to charge buses leave them plugged in, but then if there's a power shortage for some reason, the PUD can actually use the power from the buses back into the grid and with sold back at a higher price than we get it than we pay for the electricity.

Those are some pretty new technology, especially when you look at school bus sized equipment. These are 100% electric buses no internal combustion.

Facilities and grounds, they've been another group, facilities grounds, and maintenance warehouse, that have not stopped since the pandemic started. Pretty much everything COVID has been managed by them, whether it's sanitizing building, delivering PPE, storing PPE, ordering-- just across the board, the group has been amazing to work through this whole process. Our warehouse group is putting together the quite a few moving plans, actually, for this summer.

They'll be moving a lot of Highline High School of out of Olympic back over to the new building. They will be moving out of Maywood, Jaimie's program that's out there, for the curriculum replacement in the science kits, all that. They're going to handle that whole move out to the old Des Moines, original Des Moines Elementary, and a few other projects. So they are going to be very busy, as well.

Risk management department. There's some new legislation this year that requires a long term care payroll tax that will start on January 1. A pretty significant impact, I believe at this 0.056, if I remember right. So an average employee is going to pay somewhere in the \$60 a month on this tax, anywhere in that vicinity.

We've been working with Brown and Brown, our insurance broker, to come up with a solution that allows staff employees to opt out of that tax. There's a one time opportunity to do that, but we have to provide an alternate opportunity for employees to have a long term care program that will, what we can come up with is a much more robust long term care opportunity for significantly less money. The state program is going to be a bare bones program. So we're just in the infancy on putting that piece of it together.

I believe that's all I have for tonight. I'm happy to answer any questions. Thank you for the opportunity--

Thank you, Scott. I appreciate it and we appreciate the work that everyone across all the departments and operations has done they've really kept this district going so thank you very much. I appreciate it. Thank you.

(CLAPPING)

I do want to start out with some thank you's, and it's mainly thank you's to our families on two fronts. First of all, I want to thank the hundreds of families that joined us on our two webinars yesterday to discuss what Catherine alluded to earlier regarding the selection process for next year. We are very excited that, come fall, we will be welcoming all students back for full time in-person instruction five days a week. Yay!

And we also will maintain a virtual option for those who feel they need it, but we need our families to make that selection so that we can plan accordingly, staffing wise, et cetera. So really appreciate our families who joined us and appreciate our team for getting the word out.

I also want to thank our families and our students who participated in our spring survey. It gave us some incredibly important data. One, both data, I think, to celebrate, and data to act upon. So the first I'll share is a celebration, that 97% of our families said they have home internet and a device for their child. That is huge. That was not nearly the case a year ago, and I just have to thank our staff and our local city partners, like Burien and other providers, who really partnered with us to make sure-- frankly the devices were the easy part. It was the home internet access that was the real challenge, and so really grateful for that.

And I think that we're seeing, because of that, an increase in our family's participation in everything from IEP meetings, to other opportunities. And those are as I've shared with the board those are lessons learned during the pandemic that we definitely want to keep going once this is over. No family should have to miss a parent teacher conference or IEP meeting or anything like that because they can't get there in person. We now have the technology and ability for them to be there from wherever they are, if they're caring for a child or at work or what have you. So really excited about that.

And then in terms of data points to act upon, and this is relevant to what I will be sharing about our decision around counselor allocation. Only 52% of our families felt that the mental health supports were in place for their students in our schools, and that's troubling. That's only half. And so we know that the needs have been, are, very, very real in terms of the social emotional well-being and mental health of our students.

And while I thank everyone in this room believes strongly in the brilliance and resilience of our students, we know that when we return in the fall, some of our students will have been impacted over what they have lived through over these last 15, 16 months, and we are going to need to be prepared for that. So our decision to ensure that every school next year has at least one full time counselor was really driven by that understanding. And so that that parent survey data just underscored what we really already knew.

I think it's important to note, though, that the state allocates 36 counselors for the district. This year we have 49.5. Next year, with the nearly \$1 million investment that we're making, we will have 56. Now I know that any counselor sitting in here or listening in will say we need more, and I'm not disagreeing with that. But I think it's important that we note the delta between what the state funds, at 36, and what we will be providing, at 56, next year. And we believe that that is a necessary and worthy investment, and one of the best uses that we can make of our SR dollars. And we will be engaging with the community, families, and staff in the weeks and months ahead around other potential uses of those SR dollars. And actually we are looking at setting aside of those SR 3 dollars, in particular, to engage with community on priorities they would like us to invest in.

We have a unique opportunity right now with these dollars. And I will say, and I'll say it again, but I think it bears repeating, these are one time dollars. And so any ongoing costs such as staffing that we incur using these dollars, we need to make sure that we have a plan for what happens after three years, because we only have these for three years. So we need to be very strategic and thoughtful in how we do this, but there's no question in my mind or the mind of, I believe, the board or anyone on cabinet, that using those dollars to invest in the additional supports that our students and staff will need next year as we return to school.

I look at the use of these in a three phase or three pronged approach. First of all, I think we're doing short term triage. And I think that we're really looking at the needs that will have to address next year sort of the short term investment. Then I think we need to look at long term impact. How do we invest these dollars to have impacts that far outlasts those dollars? And then the third thing I think, ongoing R&D, in terms of research and development, and applying lessons learned, and trying new things. We've learned a lot over the last year and a half and I think that there are things many of us would like to consider doing differently, and how can we use those dollars to, for lack of a better term, incubate some of those ideas so that we can continue to be innovative, which I think is something that Highline prides itself on.

So I am I am grateful for everyone's participation and very, very grateful to our counselors and the work that they do each and every day for our students. It's never been more important. So thank you. And with that, I will turn it over to HEA President Sandy Hunt.

Thank you, Director Enfield and the board, it's great to see you. We always appreciate the space that you create here for us to be able to come and speak, and I'm excited to see-- maybe not all of you realize I actually used to teach at Madrona. So it's a great little homecoming for me today to see-- I believe that's the principal behind the mask, and the teachers.

And I didn't really plan a long talk today because I knew that you were going to hear a lot from folks, and it's exciting to hear as Bobbi-- kind of tying back to the beginning. If people feel comfortable, if they feel that there's authentic space for them, and you have people who are really listening to them they will come out and share some of the most amazing ideas that some of the rest of us might never have thought of. So I think we heard some of that tonight. Specifically around the dual language program, how to build the dual language program, how to grow the dual language program and make it more accessible to all students in the district.

So I really do hope that we could take some of these suggestions that they brought to heart, and really look at penciling those out, how much would they cost. Because we I you know when I was at Madrona, there was-- this is before you Kellie. I think there's like 730 children at that school, and now it's been cut in half. And it's the boundary change, but there's also a lot of demographics that are happening in that area with the light rail station going in, and you know I spent a lot of time looking at that when I was the dual language and ELL facilitator there, trying to figure out ways to continue to beef up that program.

So I do encourage us to build up off of also what Doctor Enfield kind of just ended there with was the idea that, we got some new learning, We can bring that new learning. Highline is innovative, Highline is strong around really listening to our families. And so I think leveraging that with that voice and bringing that forward with what we did in funding counselors and knowing more money is coming for counselors from the state the following year-- so kind of bridging that gap a little bit this year is hopefully going to help.

But I think there is definitely more that we can do around the mental health services in how are we providing those in multiple languages for our students and supporting families in that regard as well. So I think we've made some great strides in the last week in terms of the conversations that I've been having with folks. Appreciate the movement that we had in and funding those counselors, and really looking forward to that opportunity for staff to have, not just families of course, but also staff really having some authentic space to bring forward ideas of things that have worked for them in the past year.

So with that, I want to really think Madrona staff again, for coming out today and other folks, and I appreciate you being here tonight. And I will give you a little shorter talk today because you've got to hear from a lot of people. So thank you all for being here tonight.

Thank you, Sandy. And that concludes my superintendent's update. Thank you.

Thank you, Dr. Enfield. Thank you, Sandy, for your comments. Next up is our school board report, of start off with our legislative reports. Director Garcia, Director Dorsey, anything happening?

Not really. I was going to suggest that we move the breakfasts to this fall so that we can draft up next year's legislative priorities over the summer, and just have something to share with folks as we gather. And then, I think hopefully by then, there's a little bit more freedom to gather.

We can meet in person, hopefully. For breakfast, true breakfast.

Like a real breakfast

Do it at the Skill Center restaurant.

Exactly. So that's a recommendation I was going to make, if folks are comfortable with that.

I think it's a great idea.

That's a great idea.

Cool.

OK, next up is our directors report. I'm going to start to my right here. Director Bradford.

Thank you, I have nothing.

Thank you. Director Garcia?

I just wanted to take a moment to just send some love to Maria Santiago, and her passing of her son, Elijah. And if anybody knows her, she's given so much to our community. So I'm sending my love and prayers to her family right now, and I just invite everyone in our community to help out, and show some love.

Director Garcia, thank you. And I did share the GoFundMe page with the board and with cabinet. I do want to-- I'm sorry, I'm sort of inserting myself. I would just want to thank you for acknowledging that. Maria is truly part of the heart and soul of this community and gives more selflessly than any human being I think I've ever met. And I can't imagine the heartbreak that she's going through right now. So anything we can do to support Maria and her family, I certainly hope none of them are watching right now. They have better things to do. But Maria we send you our love, and we're keeping you in our prayers.

Thank you. Dr. Dorsey?

Yeah, thank you for mentioning that, Aaron. I first met Maria many years ago in PTSA, so she is definitely one of the foundational parts of our district. So our hearts go out to them, to her and her family. I don't really have any report necessarily, other than I want to thank everybody for participating in the superintendent's evaluation earlier tonight. And I would like to suggest that we put her contract on our next regularly scheduled meeting, which I believe would be June 2, put it for internal action. We can discuss it at that point and make any additional comments, but it just seems like there's-- I don't see any reason for us to do intro, one meeting and then action the next. It just-- so anyway, that would be my one request is that we consider doing that. Other than that, I don't have anything else.

Thank you, Director Dorsey. I also echo what Director Garcia said. Maria, who was part of our PTA at McMicken. I know McMicken has taken-- been impacted just recently with another one of the para deceased. Maria, to the family, where we're thinking about you. We love you. Please let-- we're here for you if you need anything.

I also would like to thank all of the staff that showed up this evening it was really great to see everybody here advocating for our students and our family. It was great to see the boardroom filled with people. But also to the cabinet members, for sharing what happened in the last 18 months. I know Dr. Enfield, myself, and Director Dorsey were just discussing all of the great things that you guys have done, and we wanted to showcase without any PowerPoint without anything, just what are you guys doing, and how is your team been impacted, and what they're doing. And we are very, very thankful and grateful that we have an awesome team to support our 17 plus 1,000 students, and our staff, and our community, so on behalf of the board, thank you.

And one last thing, not biased or anything, but our Tye DECA team, two teams went to nationals. One place to second, the other one place 16th and nationals. So I just wanted to shout out to our DECA team. Thank you. Great job. Virtually, senior year, couldn't travel anywhere, but but they still showed up and they showed what Highline was all about. So great job. That's it for schedule communications.

Moving on up here is our consent agenda. Anybody have any questions before moving?

I do have one comment, and it's actually a thank you to North Hills PTA for donating \$38,000 worth of playground equipment. It's a balanced tracks equipment that, from what I looked it up it's more of an exercise type deal just, staying fit, so appreciate the PTA donating that equipment to our students and our community. With that said, can I get a motion to approve the consent agenda?

I make a motion to approve the consent agenda.

I'll second.

Director Bradford motioned, and Director Dorsey second. All in favor?

I. Any opposed?

Things good. OK. We're going to move to intro action item 8.1. Motion to approve resolution 07-21, in support of the academic and student well-being recovery plan. Any questions or comments?

I have none.

Thank you I move that the Highline School Board approve resolution 07-21, supporting the academic and student well-being recovery.

I second.

Director, does that work? Director Bradford.

Second it.

Roll call.

Director Dorsey.

Yay.

Director Bradford.

Yeah.

Director Van?

Yay.

Director Garcia.

Yay.

This motion passes forward then.

Thank you, Kyle. And then we're going to move agenda item number nine intro. Motion to approve letter of agreement funding for Highline Public schools career and technical education pre-apprentice CHIP program. Any questions? Comments?

Not at this time.

Thank you. So this is where we would vote on adding anything to the internal action, or would that be on the next one?

No we just add it.

OK, we're fine then. It looks like we are ready to go in there can I get a motion to have an adjournment?

Move we adjourn.

Second.

All in favor?

I.

Thank you everybody.