

I'd like to welcome-- OK. Now, I'd like to welcome everyone to our regularly scheduled board meeting tonight. And I would like for everyone to stand as we say the Pledge of Allegiance, please.

I pledge allegiance to the flag of the United States of America and to the Republic and one nation under God, indivisible, with liberty and justice for all.

Thank you, everyone. And with that, I'll ask for role call please.

Director Van.

Here.

Director Hal.

Here.

Director Garcia.

Here.

Director Bradford.

Director Alvarez.

Here.

And with that, I'll be calling for any changes or additions to our agenda tonight. Changes or additions to the agenda. He is saying we have none. And with that we'll move right on over to school presentation. So I'll pass it over to our superintendent.

Yes. Good evening, everybody. And welcome to our board meeting. And we are delighted that tonight we get to hear from our friends and colleagues at Hazel Valley Elementary. So principal Casey Jono, would you and others from your team please come up. And we look forward to hearing from you.

Hi, everybody. Thank you so much for being here this evening. What an honor and a privilege. You want to switch?

Between getting on Zoom and making sure we're sharing our screen, I'll make sure, so Hello, welcome everybody. President Alvarez, Dr. Enfield, and members of the board. We're just honored to be able to share a little bit about our Hazel Valley Community. We have some amazing staff members here today, and just want to welcome everybody to share a little bit about our school.

So we are going to start by grounding ourselves in our practice. And our promise. I'm a little nervous. OK. Our promise.

Just breathe, Casey. Just breathe.

Just like it's for me. Our promise of knowing every student in Highland public schools is known by name, strength, and need. And graduates prepared for the future they choose. And this is something that we make every decision around and we are so honored to be able to share how we live each and every day our Highline promise.

We're going to begin by sharing with you all a student who really exemplifies this promise. Alvin Argueta, come on up. You are our star student. Alvin exemplifies what it means to be a Hazel Valley Hornet. He has great social, emotional, and academic progress. And he is also one of our current 5th grade student leaders. Today he's going to be joined by Rebecca Bettridge, his fifth grade teacher. And his mom Maria. So Thank you so much for being here.

Well, Alvin do you want to read yours first? Or do you have-- OK. We're going to get some assignments. Yay.

Hi, everyone. My name is Rebecca Bettridge. And I have had the pleasure of getting to teach Alvin in fourth and fifth grade. Alvin shows many of the traits that makes our Hazel Valley students incredible. He is an enthusiastic and creative student that takes pride in his work.

He is a caring friend who uses his fantastic sense of humor and compassion to make everyone feel welcome in class. He uses his leadership skills to make our school a better place. From helping younger students when they're upset, to showing new students around, to making decisions for our school as one of our student leaders. Like all of our students, Alvin uses his gifts to make our Hazel Valley Community a better place.

[NON-ENGLISH SPEECH] I want to tell you all about why I love Hazel Valley. [NON-ENGLISH SPEECH] The first thing is that everyone-- [NON-ENGLISH SPEECH] This is one of our first friendly habits. Another thing is that everyone has a different personality, and that's what makes a school good. [NON-ENGLISH SPEECH] You can trust them most when you need them. At Hazel Valley, we agree that the more ways you can connect the people-- [NON-ENGLISH SPEECH] That's why we love Hazel Valley.

We just have one more thing to read about Alvin as he goes up to--

Yes. And is Maria's mom OK if we get a photo with him up here with his.

Yes. OK. Perfect.

So we want to read a little bit about you Alvin, from some of your past teachers. From Ms. Barbara, your third grade teacher. She shared some of her favorite memories of Alvin involved his sense of humor. He could always make me laugh with his quick wit and he always had funny comments to make the class laugh.

Alvin always had lots of friends in third grade. He is a gifted artist. I remember him inviting me to his after-school art program to see his work. So he later gave me a picture of an eyeball that still hangs my classroom. Alvin's kindergarten and second grade teacher shared what a joy it has been to watch him grow in his social emotional learning.

He's a fabulous helper and teacher. In kindergarten, when he saw another student facing challenges, he would step up and help them out. Lastly, he has a smile that lights up a room. I think we all see that. And the last one is from his music teacher, Miss Rick. Alvin's positivity is contagious.

He brings a sense of humor to our learning and music class in a respectful manner. He's always willing to take on new challenges, like joining fifth grade band this year to play the trombone. It's been a pleasure working with Alvin and music class over the year. Congratulations, Alvin.

So thank you so much to team Hazel Valley. And Thank you, Alvin, for delivering our wonderful Hazel Valley masks. I think we should all put on, so that we're perfect. But Alvin, before you come up here, we have a certificate for you. And I'm going to read it.

And I want to be clear to that everybody knows that for the month of October of all of our over 17,000 Highline students. There was one Highline Student Superstar. And that is Alvin. So Alvin, we are incredibly proud of you. And so this is what your certificate says. And then you can come up we'll get a photo. And your mom can join too. We'll get photos to her.

In recognition for going above and beyond in your studies and serving as a role model within your school and our community, we honor you, Alvin, as a Highline public school Student Superstar. Let's give a big hand.

Maria, do you want to go up? You want to go up with him? I can take you.

And we open it up for comments from the directors.

What?

Do we open it up for comments from the Director. Do they have any comments for Alvin?

Or do you want to wait until they're done with the presentation? Or do you want to-- OK. Great.

As we talk through our data that you can see on this presentation, we hope you remember the most important things about Hazel Valley Elementary. One is we are curious, considerate, resourceful, problem solvers. We dive heart first into racial equity and social justice. And we rely on our collective efficacy. Ooh, girl. The double mask.

As we focus on racial equity through work like race based caucusing, we know the story is deeper than a table of numbers. For example, the data on the screen does not take into consideration the heritage language speakers that we have at our school, as well as those of us who are actively-- [NON-ENGLISH SPEECH]

We love to now share with you-- do you want to play for me? A little bit about our school vision. We have been a dual language school for three years. And we're now in year 4. And so this has come together over the last few years. So here is our students and presenting all about our school vision.

[NON-ENGLISH SPEECH]

We embrace that our community is like none other in the world.

[NON-ENGLISH SPEECH]

We know more ways we can contact with people, the more opportunities we will have to build and show empathy.

[NON-ENGLISH SPEECH]

As such, we need all of us.

[NON-ENGLISH SPEECH]

Really truly listen to each other and speak to each other. We experience a world with joyful curiosity understanding each other and grow together.

[NON-ENGLISH SPEECH]

So we are excited to share how we're continually living our vision through some of the data that we will share with you tonight. So to begin we will talk about the smarter balanced assessment that we took quite a few years ago. And so we're just going to continue to really lean into some collective efficacy. That belief in each and every student as we work together to strongly implement our professional learning communities, and our new literacy curriculum American Reading Company.

We're really excited to see our student growth in this area. In math, we've had some deep diving into our guaranteed and viable curriculum of the San Francisco Unified School District mathematics. And one area that we're really looking forward to continuing is building our students mathematical identity to be able to see some of this growth in the areas of math.

In our science areas, we in 1819, really focused a lot on learning the Next Generation Science Standards. Through a lot of our dual language work, we integrate these Science Standards through the units of study. And it's resulted in a lot of our students showing deep excitement and inspiration for the world around us.

In iReady data, this is the results of the students who took iReady in fall, spring-- or fall, winter, and spring last year. And we're getting closer to our national median percentile growth goal. We know that students are continuing to show growth in this area and it was difficult a little bit to do this at home, but through our data analysis system we're really able to identify who needs that continued support in both reading, and then next you'll see math here.

And so we are excited again, about some strong discourse strategies. So really thinking about how we're ensuring all students have active participation to throw their learning, whether it's through talk, through writing, and really seeing how we can increase a school partnership at home to have access through personalized learning.

It's important to note that this data that was collected for attendance was affected by the COVID 19 closures both in 1920 and 2021. This pandemic did highlight, however, for us that we want to switch our focus from 100% present to 100% engaged by fully opting into school every day. With an added lens of the racial breakdown, which is not shown in this graph, we were motivated by our why of racial equity and social justice to move from a zero tolerance policy, which you can see in the spike, to fear of rioting behavior response reports because of the overrepresentation of black students, to the current system we have now that we're very proud of.

Our data inspired systemic changes like increasing our racial equity work and finding funding for more student support. Even before we had the incredible opportunity to pilot panorama, our staff was curious about how students were feeling at school. 93% of our student body believes that their voice matters, and the racial breakdown of these answers has guided our plans for this upcoming year.

We consistently live by the four pillars of our foundation. Equity, instruction, relationships, support. We want to share a little bit about how these are living throughout many areas of our school. So the first one we want to talk about is our school-wide strategies. First off, we really are focusing to decrease the racial predictability of data, and increase student and family success.

You're probably wondering why-- or I mean, sorry. Wondering how. And we are consistently working on really narrowing this. Our goals of this area focus are joy of learning. So really thinking about that collaboration work with our professional learning communities. The guaranteed and viable curriculum mentioned, also our social emotional work has been really important through our Harnett habits again. Curious, considerate, resourceful problem solvers. And our school-wide PBS work.

Our third really big important area are our family engagement and our partnerships. We've been working towards empowering our families through authentic communication, and building a PTA that reflects our community. Through all of these strategies we're really centering and making decisions around our students served by special education, our multilingual learners, and our students who have been historically marginalized.

Next, we want to share a little bit of our school culture. We're very proud and center to our school culture again around our Hornet habits. Family and community partnerships and ensuring that students feel a sense of belonging and love. We wanted to share these pictures of our rock garden that was developed last spring. It's a reflection of our community because it represents the stories, the beliefs, the connections that our students and families have within our community.

As you can see, students painted rocks that reflect things like social justice advocacy, representation of their culture, and hopes for the future. In growth and mastery, we're committed to really focusing through our professional learning communities to consistently collaborate around student learning and growth. We have some ambitious goals with our new American Reading Company, arc. That will really help us to see the kinds of needs and strengths that are students have.

Right now you'll see a lot of TBD. And that is partly because this is just the first month of implementation and we're gathering that baseline data to really know our students again by name, strength, and need.

Our students are curious by speaking up at their Zoom meetings using the hands up feature or the emojis. They're considerate by sharing their celebrations through our online assemblies. They're resourceful by using their Zoom tools to share their thinking and problem solvers by accessing all of their online tools. To do their job, not only in person, but also at home and for our three remote classes this year.

We also embody the four pillars of dual language. Critical consciousness by deepening our work with instruction on race and identity standards. Bilingualism and biliteracy by rolling up third grade and our dual language program. Grade level academic achievement by implementing our iReady Spanish assessment and reviewing the side by side literacy data. And sociocultural competence by pouring time and energy and money into our grow your own bilingual teaching Fellows program, while making sure we are positioned to learn from those coming from the communities we serve.

We help students to envision a bright future by focusing on celebrating milestones, like completing preschool, kindergarten, or fifth grade. We have also historically created welcoming and celebratory posters for high school seniors around the district who went to school with us, as well as celebrating students graduation years at asamblea. We hope that throughout this presentation you heard the most important things about our Hazel Valley Community.

We are curious, considerate, resourceful problem solvers. We dive heart first into racial equity. And we rely on our collective efficacy. Thank you. Oh, questions and comments.

Open it up-- Yeah. It's amazing. We'll open it up to our directors and we could start Director Garcia. Any comments, questions?

Yeah, can we get our Student Superstar on the mic real quick. I have a question for you.

Definitely. Come on up. Come here.

We're all answering questions. It's your turn first.

First, thank you. Thank you. Thank you so much. We are so proud of you. And you are amazing. Everything we heard about you just shines for how amazing you are. The question I have for you is if I gave you a magic wand to do anything that would improve learning in your school. What would you do with this magic wand?

Give everyone in here Hazel Valley masks.

Awesome. Thank you. And I guess the same kind of questions I asked Hazel Valley staff. I'm always curious around what are strategies efforts around supporting wellness for your staff and students. What are areas of focus that have been happening this year. Especially, I know what folks are-- there's just a lot of stress going on right now.

And I'm just a little curious if you could talk a little bit more about the math curriculum and how that's coming along, and what are some strengths you're seeing. What are some areas that you're like maybe this ain't it. This isn't really what we were hoping for with this curriculum. So those are just some questions. I'm not sure if we want to pass it on and ask some other questions. Or how we want to do this.

It's up to you. If you guys want to answer the question.

We stay ready.

Cool.

I take the mic. OK. Great. I can speak to staff wellness. Like I said, one of the core values of Hazel Valley is our collective efficacy or our interdependence. Our ability to lean on one another's power. And that has come up over, and over, and over, again, not only this fall, but also throughout last year and the year before.

We also try to make sure that we give time and energy for teams to have the opportunity to meet together. Not only to plan the important work of academics, but also just to phrase that I learned from someone is check on the tomatoes. Just ask how we're doing. Throughout, especially the closure while we were in remote, we had opportunities to have Wellness Wednesdays. Where we would meet up and go through some really specific purposeful curriculum with the staff members. Now that the school year has started that work has been held mostly within teams.

And then to answer the question about math. It's been something that's been very important to us throughout the pandemic, but also even though we have a new reading curriculum and literacy curriculum that it doesn't get pushed off to the side by any means. And so that's where we are really focusing, as I mentioned, on thinking about how we're integrating student voice, and talk, and identity.

We're actually partnering with the University of Washington to think about how we're developing students mathematical identities with a real race lens. And so that's been helpful to just keep that conversation going through the pandemic to think about who are each of our mathematicians, but also what are the ways that we're looking at our data to be able to help us really do that analysis of the growth. So we're excited about these specific strategies.

Teachers are actually expected to videotape themselves in the next three weeks. Probably ask one of the staff members, but we really want to privatize our practice. And do that through our PLC work to ensure that we're not just behind our four walls even though we might be masked and filling six feet apart. We're really making sure that as we're back in person that we're helping each other grow and learn.

Thank you.

Yeah.

And with that, Director Bradford, any questions or comments.

I did want to just say thank you to superstar Alvin for this fabulous mask. It's always good to add something, a new mask to my collection. And Thank you. Thank you. Some of my favorite people are at Hazel Valley. I mean, just legit, right. Students and staff.

And it certainly sounds like from you all's presentation that it's a place where students and staff and the entire community is seen affirmed and respected for the funds of knowledge that they bring. And so I really appreciate that type of culture that you all are really cultivating there. I am curious-- considerate, resourceful--

That's right.

And I want to hear about this problem. Maybe not a problem, but certainly a curiosity that I have is I think I saw from the SBA data, which I recognized might feel like many moons ago that it was trending down in both math and language arts. And we'll have to hear about some of the interventions. I think I heard principal Casey, that you were the mathematical identities. I love that really, really bringing joy to math. But I would love to hear about any other interventions that you all are focusing on in the school.

So with our new American Reading Company we have a new intervention system. And so we're really using the time within our professional learning communities to be able to go through a real data analysis opportunity that we haven't been as prepared to do so in the past. And really been trying to do more intervention and fill the opportunity gaps versus the acceleration process.

And so I think the more that we've learned from some of the research that we're working within our principal networks, and within the school district around the TMTF research that we really know how much the standards within the grade levels are extremely important for students to be able to have consistent access to. And I think that's a big mind shift and a big practice shift to ensure that we're not trying to do a lot of remediation, and a lot of teaching backwards. But really teaching forward at a pace that is doable for each and every student.

And so that each student get what they need. But also giving them the tools to be able to see how do I continue to go forward. And so I think just that big piece that was really a detrimental when the data went down to be honest. And I think what we learned is how acceleration has to be the key for us to move forward.

Thank you.

Thank you, Director Bradford. Director Hall?

Wow, I'm so excited. I just love hearing about your school. I really felt the warmth of the learning community as well. I love the expression heart-- was it heart first? That's fantastic. I'm very excited to hear you talking about other ways of tracking data.

It reminds me a book I read called Street Data, which is really pivotal for me. And a lot of the data that you showed, which I understand why, is this satellite level data. That while it is good for some things, it isn't really good for the day to day. And doesn't really tell us much about our students or where we need to go, especially since it's not timely, or nor does it give us specific feedback.

So I'm curious about what sorts of Street Level data you'll be collecting on students, and how you plan to process that and use that in your daily practice.

I'm so glad you brought up Street Data. What a great book. What a great present that you could give to a second year AP if you were thinking about potentially giving her a present.

I got street data.

Yeah, I'm so glad you brought that up. And it's something that we talked about a lot while working on these slides. We look at those big overarching data points when we're talking about systemic level changes. But when we're talking about students in their day to day, those data points become irrelevant. And so we really lean into common formative assessments throughout our grade level teams.

And we make sure that the way that we're collecting data, especially about students as social emotional learners is relevant to who they are as people. And so when we created our own cell data collecting procedure before we had access to Panorama, we did a lot of critical thinking about small groups of kids that could represent our school. Asking them questions, giving them time to respond to us as opposed to giving them just a survey to click through.

And we're really excited to see how we might be able to integrate that same type of thinking process as we move towards panorama. So that we can have both the overarching view of our data, as well as this very specific student to student or small group to small group picture.

Thank you so much.

I'm just going to add one tidbit that we've really shifted mindset from students being a number or a color to students individual stories. And I think that mindset has been a game changer for how staff is also looking at data, because some of that data can feel not as useful in the day to day.

Thank you. Director Van.

Thank you very much. Alvin, I just want to congratulate you on being our superstar of the month. We're really proud of you. Thank you so much for coming here and presenting tonight. One of the things that I saw there was around your family engagement. How is that-- I mean, with what you were talking about what Director Bradford's-- and those are numbers that we're seeing. How are you engaging our parents so we they can support you and around that. What is the strategy?

Well I'll celebrate our first coffee chat. It was under our wedding tent, which we call our new lunch provided tents, which is amazing. And to be able to run on Zoom and in person this connection with our family is as just a launching point to the school year of really how can we be in partnership consistently has been really strong. And of course, the family connection meetings that staff are able to have at the beginning of the year, which is a valuable time to really get to know each and every family. That wasn't centered just around a conference or a formal open house, but really that individual time.

And so we know that as our pillars are grounded in relationships that having that knowledge of how do we best communicate with you is it text, is it email, is it calling, is it remind. Like all those opportunities that we have is just really helping us to know what are the needs, and the supports, and the ways that you as your child being your child's first teacher can support us to help educate, and support, and grow your child.

Awesome is there-- do you know what in regards to a participation rate in regards to your family engagement. How many people were under that tent.

Well we have Zoom. We have almost probably 40. And so for us, Friday morning it was kind of raining. It was like in between rain and Seattle weather. So that was a really great turnout, because it also as we know sometimes it can be the same consistent families and our goal. We have a separate family engagement team called the people at community.

Yes, Thank you. And it's really about building authentic engagement. So we have some family members on there. And then of course, we partner with our PTA to think through how to continue to that authentic partnership so it's not sometimes the families that are always just showing up. But really a reflection of our overall community.

Thank you very much.

And I just want to thank you again. I just want to echo I think great minds think alike. Just thinking about my question was going to be about what creative ways are you doing differently to engage our families. So it seems like you guys even just having a typical imunitario. To reach out knowing that our Latino population is growing and growing and continues to grow. So just Thank you.

Thank you for thinking outside the box, as they say. And to Alvin. Alvin, thank you so much. I love him reading the bilingual. I mean, that's truly bilingual. As you try to choose the words that best come to your mind as you speak. So I can relate. So again, Alvin, you are a superstar. And congratulations. So that wraps up our comments.

Thank you, President Alvarez. And Casey, Tamasha. Thank you for representing your staff. I know that-- our circumstances different we would have a full room of Hazel Valley staff and families, because I know what a strong community you are. So please give our Thanks to the team at Hazel Valley. We appreciate you being here tonight.

And, Alvin, congratulations again. We're very proud of you. And Thank you to your mom for being such a great mom and sharing with us. And we're incredibly proud and we're grateful. And our gift of thanks to you for these wonderful masks that you may now go home rather than stay for the meeting, which I think will be a long one.

You are most welcome to stay for the meeting, but I know how hard all of you are working. And I'm guessing you'd like to get home to your loved ones. So Thank you for being here tonight. We really appreciate you. Thank you.

And hopefully Alvin can go celebrate. Oh, did he just give a balloon to his teacher. I mean, really. Does it get any better? Just unbelievable. Thank you, Hazel Valley. Go Hornets. So also in the spirit of the fact that our building leaders and central office staff and everyone is working so hard. I'm going to introduce our staff that are in New roles now. So that they too can go and enjoy their evening with family and loved ones.

And then it will be proclamation palooza. And I will read the many proclamations we have. And then we can move on. So I'm going to begin with Getty Luxon. Getty, can you stand up for us. Give her a big hand. Getty is not new to Highline as we all know. We all know and love Getty. But she is now our chief of technology services in an interim role. Since we had to say goodbye to Mark Finstrom.

Getty started her career as a student intern in technology services and has worked her way up through various positions. Most recently she was Director of data integrations and visualization. Getty is a proud graduate of Evergreen High school. Her biggest professional accomplishment is being part of a district that works so hard to support teachers and students with technology.

In her downtime she is a mom to a 21-year-old daughter, who graduated from Mt Rainier High School and is in her last year at SPU. She enjoys being with her family and reading a good book. And I can just say, I love this story so much. So Evergreen grad, student intern, and now chief technology officer. Wow. That's a success story.

So Getty, we're so proud of you. I am so grateful that you've stepped into this leadership role. And we love having you on cabinet. Getty has already proven herself to be an exceptional cabinet member. And so far she seems to be putting up with the rest of us OK. So Getty, congratulations. Welcome and Thank you.

Is Curtis Lion here?

Yes.

Curtis, you're hiding behind the screen. Curtis is our Director of infrastructure and services. He started his career in the army, and then he entered the technology field as a field engineer working with small companies and contracting on larger projects. Most recently, he spent the last 12 years working in various capacities at Microsoft.

Curtis has a Bachelor of Science in Information Systems from Western Governors University. His biggest professional accomplishment was stepping into an architect role from a junior network engineer role to lead and save a multimillion dollar government project. Well, Yeah. I'd say that's a big professional accomplishment, Curtis. Well done.

In his downtime, Curtis volunteers as a group facilitator for Lambert house and LGBTQ youth organization to better understand not only youth, but marginalized populations and show them that they have allies from all walks of life. Good for you, Curtis. Thank you so much. We're so happy to have you on our team. Thank you.

And now to another familiar face, Corbin Busby. There's Corbin. Corbin is again, not new to highline. He is the interim principal right now at Hilltop Elementary. And Corbin began his career with Teach for America in the San Antonio Independent School District as an early childhood educator. Prior to becoming the interim principal, Corbin was the assistant principal at Hilltop. So he didn't have to move far.

Corbin has a bachelor's in English and Art History from the University of Georgia and a Master's in Education from the University of Washington. His biggest professional accomplishment is the lasting relationships that he has been able to develop with students and their families. When he is not at school, or thinking about school, or dreaming about school, he is an avid reader and loves to exercise. Corbin, thank you for stepping into the principal world. We're thrilled to have your leadership at.

Thank you.

Is Michelle Jervis here? No. OK. So Michelle is our assistant Director of Health Services. We will introduce her at a future meeting, Lisa. OK. Great. But we do have Mr. Wayne Hoskins. Please stand up. Wayne is our assistant principal at Mar Vista Elementary.

He began his career teaching sixth grade in Spokane, Washington and has traveled overseas to teach English and play basketball. Most recently, Wayne served as the Dean at Shorewood high school in the shoreline school district. Wayne has a bachelor's from the Gonzaga and a Master's in Education from the University of Washington. His biggest professional accomplishment is when he receives messages from previous students about the impact he made on their lives.

That's the best, right. There's nothing better. In his downtime, Wayne spends time with his fiancée. Congratulations. And dogs, and enjoys exercising, writing poetry, and reading. When's the wedding? Nice. Nice. OK. I was 6, 5, 4. So I think you got me beat.

We're thrilled to have you on our Highline team, Wayne. Welcome. And go Orcus. And Maggie, thanks for being here to support. So please join me in congratulating our staff knew in their roles. And our gift to you is that you may go home now to your fiancée. If you do not want to stay for the meeting. You're so welcome. OK. So with that, thank you all for being here. So that we could introduce you to the board and our community.

And with that, I will read our proclamations. And we have one, two, three, four proclamations to read. We will begin with our proclamation for national principles month, which October is. So whereas principals and assistant principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special program administrators, and guardians of various legal contractual and policy mandates and initiatives, as well as being entrusted with young people. Our most valuable resource.

And whereas, principals set the academic tone for their schools and work collaboratively with teachers and teacher leaders to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives. And whereas the vision, dedication, and determination of a principal provides the mobilizing force behind any school improvement effort. And whereas, the celebration of National Principals Month honors elementary, middle level, and high school principals. And recognizes the importance of school leadership ensuring that every child has access to a high quality education.

Now, therefore, I Susan Enfield, superintendent of Highline Public Schools do hereby proclaim October as Principals Month in Highline. And I call upon all Highline citizens to honor and recognize the contribution of school principals and assistant principals to the success of students at Highline. It's always a good day to hashtag Thank a principal.

So if you have a moment, please do so. They are working exceptionally hard this year. Our next proclamation is a very important one. It is to recognize bullying Prevention Month. So whereas bullying, intimidation and harassment in schools are persistent detractors to a healthy educational environment for children to learn constructively. And whereas bullying consists of a variety of actions and behaviors intentionally designed to infringe upon the harmed party's physical and mental well-being targeting characteristics of the harassed party. Whether real or imaginary.

And whereas the actions have deleterious effects on the well-being of students to a point where they lose the desire to engage in and connect with their school classes classmates and adults. And whereas bullying continues in schools and with those students connected to school in the Highline public schools. And whereas the face of bullying has changed to include cyberbullying, where the act of such bullying, intimidation and harassment has changed to be conducted over such media, including but not limited to the internet, chat rooms, electronic mail, blogs, social networking sites, cellular phone calls, and transmissions and more.

And whereas it is recognized that the acts of bullying, intimidation and harassment can result in damage of property, physical harm, mental distress, and the death of a child. Now, therefore, I Susan Enfield, superintendent of Highline public schools do hereby proclaim October 2021 as bullying Prevention Month in Highline. And I urge all citizens to join me in this observance.

Our next proclamation is for disability History Month. And by the way, I will say that normally we would have representatives accepting these proclamations, but because of the size of our group and that we're limiting size, we didn't invite folks here. Whereas the Washington State legislature has designated October as disability History Month. And whereas people with disabilities in our district state, nation, and the world have made significant contributions to our society.

And whereas recognizing disability history will increase respect and promote acceptance and inclusion of people with disabilities. And whereas recognizing disability history will inspire students with disabilities to feel a greater sense of pride. Reduce harassment and bullying, and help keep students with disabilities in school. And whereas studying disability history in the context of the larger civil rights movement will provide important civic learning.

And whereas Highline Public schools reaffirms that learning about disability history and people with disabilities is an essential part of a complete and basic education for all students. Now therefore, I Susan Enfield, superintendent of Highline public schools do hereby proclaim October as disability History Month at Highline. And I call upon all Highline citizens to celebrate and promote quality educational programs that include instruction awareness, and understanding of disability history, and people with disabilities.

And our final proclamation is for family involvement month. I'm sorry, family involvement in education month. Hold on. Sorry. On my mask. Whereas parents and family members are their child's first and most influential teacher. And whereas family involvement in a child's learning is critical to success in school in life. And whereas the role of families in supporting the success of Highline students from preschool through college cannot be overstated.

And whereas family engagement in a child's schooling is a legitimate element of the education system. And whereas when schools parents and communities work together as partners our children benefit. And whereas Highline's educational leaders and staff are developing programs and resources to support stronger partnerships between families, schools, and communities.

And whereas the vision of hyaline public schools is to graduate all students prepared for college career. Now, therefore, I Susan Enfield, superintendent of Highline Public Schools do hereby proclaim October 2021 as family involvement in education month in Highline. And I urge all citizens to join me in this observance. And I want to thank all of our families for continuing to partner with us have patience with us and entrust their children to us. So that concludes recognition.

So thank you, Superintendent. And with that, we will move into Scheduled communications. And first step is Jessica Bit. If you could please step up to the mic. Just going to put up the reminder.

OK. Good evening, and thank you for the opportunity to address you all tonight. My children have both attended Highline public schools since kindergarten. My son is now a senior at Raisbeck Aviation High school. And my daughter is now a sophomore at Choice Academy. Both are thriving, and I'd like to think we've taken full advantage of the opportunities allowed to us by Highline. And I think the school board for your part in that.

We find ourselves blessed to be a part of this beautiful, dynamic, diverse community offered in the Highland area. Several years ago I spoke for the board to address, contact and tactile teacher changes. After the school year and had started and the collapse of the classroom and removal of a beloved teacher to another grade level. That year after I was here to address--

The year after that, I was here to address allocation of funds from Washington legislature following the Migliore decision to advocate for increase to educator salaries. I've been here as a parent to support teachers and students when needed. I've been a single mom the entire time my children have been in school. Working full time. Oh, I prioritize my involvement with PTSA, and because as a parent, teachers and students matter to me.

I was blessed for several years to be the President of the PTA at Des Moines Elementary, and then at Pacific Middle School. In the years leading up to Pacific, I had heard about this fabulous teacher program at Pacific ran by Miss Sandy. I was extremely excited when my son chose as a sixth grader design and engineering as his elective. He was 12. It was during our years at Pacific Middle School when I began to understand the dynamics and scale of the DNE program the Miss had built from the ground up.

My son was a late leader. He didn't really like school in elementary. And he would rather have been home playing with toys. He was not a confident reader, writer, and those were some tough years for him. As a parent, I was worried he was falling behind. And I wondered if he'd be able to catch up. I was nervous about him taking DNE.

I had heard about the rigorous coursework, and things like rubrics, future cities, diorama, balloon animals, special projects, woodworking, 3D printing, onenote, and so on. But off he went. And Yes, he did struggle a little at first. Up until that point, we had always done homework together. I remember one project in particular during his seventh grade year. And I was looking at my little 12-year-old child. And I thought, he can't do this.

So being me, I called Miss Getty with my concerns. And she told me, Jessica. I'm sorry. You're wrong. He can do this. I'm teaching them how to do it. It was in that moment that something shifted in me. I started to see my son as a student who could do things, and who wanted to do hard things. His confidence changed. You could visibly see it.

He stood taller. He talked more. He worked harder. He had started to complete his homework on his own and without being reminded. Design and engineering is not just a program, and Miss Getty is not only a teacher. DNE shows kids that they can do hard things. Miss Getty inspires them, builds them up, encourages them to take risk.

In eighth grade when it came time to think about high school, Miss Getty's encouragement helped my son decide to apply for Raisbeck Aviation High school lottery and he was accepted. My son is now a senior and applying to college. The trajectory of his life was changed in the moment he stepped into Getty's classroom.

I imagine students over the years have similar stories. I'm here tonight because I want this opportunity for all children. Who would otherwise not have access to STEM and CTE. I'm here because I don't understand why it was decided to take opportunities from children to learn about design and engineering from a Title I school. In a district that is focused on equity. The website says Highline aims to reduce inequities. This created an inequity. And I will email you remarks and questions.

Thank you, Jessica. Our next speaker is Melissa Miller.

OK. You guys are a little bit bigger than a 3.5 audience I'm used to. So forgive me. Good evening, and thank you for this time to be heard. My name is Melissa. I'm a parent to two Highline students in seventh and third grade. I'm also a Highline employee, and PTSA President in Des Moines Elementary. Walking in Jessica's footsteps.

These last 18 months have been difficult for everyone. It's especially disappointing for our students whose hopes have been kicked out from underneath them countless times during this pandemic. I personally have felt the struggle in multiple areas. As an employee with nutrition services, our Department never shut down in March of 2019. And we struggled daily to continuously safely feed and distribute two million meals. But we did it.

As a parent, I struggled to keep both my students on track, engaged, and excited about school at home, but I did it. And as a PTSA President, I worked with exhausted parents volunteers to support our teachers and students, and we did it. This year, my seventh grader did not wait to dive into design and engineering. He's heard for years about this class from his friends and his friends older siblings, as well as seeing it firsthand by attending STEM festivals at Pacific as an elementary student.

To start the year, he struggled with anxiety. Something he's never dealt with prior to COVID. He immediately connected with Miss Getty. Found excitement and calmness in her classroom, and settled into a routine looking forward to sixth period every day. Imagine my surprise when I pick him up from school Friday in the first words out of his mouth were I hate school.

How can they do this to us and Miss Getty. I looked at him with tears rolling down his face in the backseat of my car and reassured him that we would figure it out. So now answer the questions that every student and parent has, how and why. How can you justifiably uproot 83 students from one teacher, and give 400 students a new schedule, including my son. School has already begun. And they are finally back to some sort of normal. Only to have yet another hope kicked out from underneath them.

Have any alternatives been considered before ripping design and engineering right out from underneath 83 students and their teacher Miss Katie. She is the teacher who funds roughly 90% of the design and Engineering program out of her own pocket. She is the teacher who created the design and Engineering program from the ground up.

Miss Gettys design and Engineering program has developed a flagship legacy class that all other schools in our district emulate. Tell me why Pacific is the only middle school losing DNE in STEM. DNE has changed so many students' lives over the years in Open Doors that most didn't know of or would have otherwise had the opportunity to walk through. Why are you removing a program that students beg to get into year after year.

You are failing these students if you take away this program, you will have broken spirits if you take away this program, you will have stolen hopes and dreams if you take away this program. Our children have developed anxiety and depression from circumstances out of their control. And now Highline chooses to remove something that would reinvigorate our students' academic strikes by choice.

Shame on Highland public schools for choosing to fail our students. What happened to knowing all their needs. Highline public schools has to continue mitigating any program at Pacific Middle School. No more disappointments for our students. They need and deserve hope. Highline, we need you to be there heroes of hope.

Thank you, Melissa. Our next speaker is Sandy.

You hurt kids last week. Highline's motto is to know students by name, strength, and need. You might know their name, but their need was disregarded. 15 times I've spoken from this podium to the board and Dr. Enfield. Each time sharing the story of successes at Pacific's future city teams. Each time I talk with tears and can barely finish.

I wanted to say it's 15 times without a pride. But tonight the tears are of shame for the actions and the insurmountable pain this decision has caused us all. 15 times you shared in our joy and our accomplishments, but not tonight. Tonight we hurt. When design and engineering were cut at Pacific, you took away one of the safe places for students that are different. Those who don't fit anywhere else.

I know they particularly care who made the decision. What we care about is the heartless decision broke their hearts and their spirits. All day long these kids cried over the loss of favorite teachers and a program they have longed to be a part of. You devalued what they care about and took away their safe place.

I wrote one post on Facebook from a position of honesty, pain, and consequences of the loss of design and engineering. I encouraged readers to reach out and share their stories, to have their voices heard. The post has been shared 19 times and received over 200 reactions. From that single post, close to 400 in our community signed the petition started by 2 of my earliest female DNE students.

You received letters, emails and posts. You have read and heard their voices. And know their anger, frustration, and disappointment over this decision. A common theme is the same as shared by this parent. DNE literally saved my son's life. You see, my son's IQ had tested off the charts. He was an old soul in a young body with a Mensa IQ.

He simply did not fit. Since kindergarten, he had been mercilessly bullied. This Mother's pleas for help. Went unanswered and unaddressed. Imagine being an awkward preteen, the tallest kid in your class, with a bit of neurodivergent brain who just doesn't fit. No one could take away the nightmare my child faced.

Miss Getty and the kids of the DNE program did. Design and engineering was the one safe place my nerdy smart boy could go and fit in. Design and engineering was an elective. Kids were choosing to take a STEM course for fun. Regardless of intent, these actions crushed a community of learners.

DNE is a family comprised of students and community. Our mascot is a Viking. And Vikings are fearless fighters that protect their own. But we are also Phoenix. The mascot of a school that continues to be a pathway for these students. Inside we are a Phoenix. A Phoenix rises from the fire and ashes of these actions. It is your responsibility and obligation to put out the fire that was started.

We will rise from these ashes, but we cannot do it alone. Again, the words of a parent, students at all of our schools deserve equitable learning opportunities. This change sets a precedent for not upholding with the Highline Community beliefs. And the impact it has will extend to all of our middle schools and beyond. I hope this is strongly reconsidered. Thank you.

Thank you, Sandy. With that, our next speaker is Stephanie Simmons.

Of course, I'm going to thank Sandy for the waterworks that she started for me. But we'll go anyway. Good evening. My name is Stephanie Simmons. And I'm a proud parent to a Racerback Aviation sophomore. My child received the greatest gift a student can hope for-- Inspiration. Not going to do this.

Yes, inspiration can come in many forms and at many times in our life. However, this inspiration came in the form of Sandy Getty. And the introduction to engineering and design and Engineering program offered at Pacific Middle School. School does not come easy to some, and in many ways it's filled with hurdles and difficulties. It can be very challenging, especially in middle school.

When a program and a teacher are given the means to make an impact in a student's life, and it should be encouraged and fostered to help even more students. Electives are areas of learning outside of the core curriculum. They give opportunities to students to learn a bit more than math, reading, and social studies. My child, with artistic interests would have three options for electives at Pacific.

My STEM interested child would have none. This new limitation to the variety of electives at Pacific is greatly detrimental to the student population. What is important to remember about this particular collective it is that it is founded in science and STEM. It can engage the learning process for those who need hands on experiences.

The lessons taught in the DNE program capture the inquisitive minds that perhaps don't succeed in book learning or in the arts. Digging in, getting dirty, planning, creating, and building things that capture a scientific creativity. With the goal to make the world better for everyone. This is the inspiration that DNE can provide, and specifically Sandy Getty's program.

DNE is taught to all students who are interested. It's only been more recent that STEM has been actively encouraged for the girls and minorities. The beauty of the Pacific DNE program is that it is available to anyone who is interested. My then seventh grader came home thrilled with the hands on lessons taught by Miss Getty. Each opportunity was an adventure in lessons never dreamed of by our daughter. Girls don't build. Girls don't like engineering. Girls don't like science.

How many times Miss Getty DNE classes broke these barriers for her, I can no longer count. Each one was a stepping stone to build her love for all things engineering. Raiser aviation meant hardly anything to her as a seventh grader, but by the start of eighth grade you can bet that was her biggest dream. And that's Thanks to Sandy.

It was a school where her love in DNE could literally take flight. Sandy and the DNE program inspired this dream, inspired that interest, inspired that girl to do what girls don't always do. They get in and get dirty, and design and create a world that they want to help build. Future city was an amazing experience for our daughter only through Miss Getty's program.

The concepts of creating new and improved ways for our communities to build a better future with such a wonderful opportunity, an opportunity only available because of Sandy. Her focus, and determination to instruct and inspire her students to do more, be more, create, plan, and build more. Be the future and be the change. How inspiring. To have created a program and funded a classroom with amazing tools and equipment to be more and do more.

Her program is creating the future, and creating the change we need in this community. We need our schools to invest in our students fully, not just to set benchmarks, but by evaluating who we are sending out into this world. I know many parents can speak to this, but this program is likely the stepping stone for their child to proceed in an education or career it was based on engineering and STEM.

And jumping around-- I speak today on behalf of all future parents who will not know what this loss means to them. Thank you for your time.

Thank you, Stephanie. Our next speaker is JC Harris.

Good evening. My name is JC Harris. I am a member of the Des Moines city council, but I'm just here tonight as me. And I've got to improvise based on what I heard, so forgive me. I'm from Ireland. And I came to America with about a year left in high school. And there's a point here, things did not go well. And I quit. And it was my good fortune to go to trade school, and it was inspiring and transformative to me.

And I did end up going to college and obtain a Masters of Science and Engineering. Thank you, State of Michigan. And the reason I told you that is we have this kind of thing in American education where you go through the thing. And I guess, the goal culminates in college and so on. And if you find any aspect of it challenging, it seems that the preferred remediation is to double down on the very things that you are not finding thrilling.

OK. Thank God I found a venue for hands-on learning and it changed my life, but it should be the case that be available without having to wait until you're 18. Design engineering program has that transformative power. And it changes people. And reason I told you I'm on the Des Moines city council is because it is one of the joys everyone looks forward to in joining the council.

That every February, you're going to get that future city's presentation. And you can just see-- I can. How those kids are heading in the right direction. You just go, wow, Yeah. This is going to turn out good. And I did a little bit of research, because I am that kind of bloodless engineer guy, before coming here. And I could not find any kind of outcome research.

And I respond to budgets, and not tears. It's a tough thing you do, but I'm just going to suggest to you that making decisions based on head counts, and moving these pieces around, and cost control. Without that outcome data it's preventing you from making the right decision, because the truth is that design and engineering has a greater transformative potential than any of the more immediately popular programs.

OK. So the right question to ask is, how many lives are changed? You know what I mean? When they get to be 35 and 40. I can just tell you it's probably more than some of the other electives. So if you're really talking about equity, think about it in terms of-- Yeah, it cost us these dollars and so forth. But this number of people turned out to be engineers and plumbers, and because it doesn't have to be a college thing. Just success.

What is the power of the program. I'll avoid talking about the equity and civic middle school to Des Moines and all of that. But I think you should reconsider the program, but for your successors into the future. You should have that outcome data, because I'm pretty sure the program would have sold itself if you had that information.

How about that-- Thank you. And by the way, OK. So as a part time elected, bless you. People do not understand how much-- Yeah, so Thank you. Thank you. Thank you.

Thank you for your comments JC. Next is Deborah Lip.

Before I came here, tell Van Thank you for talking to Devon this week, and we appreciate you talking to us last week out here. It did mean a lot. Please, pray for Janine, my daughter 44 has COVID, and her boyfriend right now. I will not be at work the next two days. I'll be cooking and taking care. Will not see her, we'll leave it at the garage.

But I need to be there for her. So it's just been tough. Been tough. They're going to save a whole lot of money here soon, because they're going to lose 110 years of service because we don't want the tyranny in not getting the vaccination. There are people here with over 110 years of service at transportation that will be gone. You want to keep your people? Really? Yeah.

So my thing got exempt. My exemption-- religious. Got denied. Three of us got denied. Since when do we not have our religious rights. Everybody here, you're worried about kids, you're worried about jobs, and all this stuff they're going to teach. You're not going to have kids to teach.

You know what I put? Let's see. I didn't bring my glasses. Joseph, where's my glass. Please. Religious affiliation exemption. All records that relate to or contain personal information about my religious beliefs, practices. Thank you. It's my wonderful husband. Just retired, we're going to go together. Practices or affiliations are exempt from disclosure under this chapter.

I wrote a RWC 42-- religious affiliation exemptions. They denied that letter, that part. The next one they denied is the conflict as simple, I love Jesus. You are not changing that for nothing. I know where I'm going. To live as Christ to this game. So I do know my word.

I don't need a building to tell you where my Jesus Christ is. He's right here. He lives with me. He goes everywhere I go. It's not a building. So Yes, you need to accept our religious exemptions. Conflict is simple. I'm to glorify God in my body. My body is a living sacrifice for God alone. And this is my spiritual worship. I am confident that the proposed injections are not right for me, my body based on my religious convictions before God.

If my people who are called by my name will humble themselves to pray and seek his face and turn from their wicked ways he will hear our cries and heal our land. And that's what he's doing. He's hearing our cries and he is going to respond. If any of you know the Bible, if any of you are religious, you would know this should be accepted by Highline school district.

But the one they did accept on my three questions that they asked me-- I wish to request an exemption from the August 13 2021 Washington State emergency proclamation 21 through 14 COVID 19 vaccination requirements. The vaccine mandate and any vaccination requirements imposed by my current employer, whether as a result of this mandate or any other company or government mandate for the following reasons. Civil rights, Title VII of the Civil Rights, and they're denying everything except for that one, because they know it's true.

So I got 22 seconds. Pray for us. Pray For our nation. You're not going to have a nation soon. Your jobs are going to be just as well as ours. Over 110 years of service, and we're going to not give you our resignation. You can fire us all.

Thank you, Deborah. Our next public speakers Joanna Rodriguez.

Good evening. So I am going to be writing a written letter from me. I am a Maritime high school teacher. And then from Raquel son Aval Gonzalez, who is a STEM engineering teacher at Sylvester Middle school. So good afternoon. I'm writing to express my concerns of the sudden changes happening at Pacific in regards to the Sandy Getty's assignment change.

She was the only CTE design and engineering teacher at Pacific, and is now a science teacher. I understand that the changes in enrollment are beyond our control and not always predictable. I won't pretend to know how hard it is to manage these changes. Informing teachers of last minute shifts of their assignments, or all the other work that goes into reconfiguring the assignment to meet the needs of the regular classes.

I don't believe that-- I don't believe that my concern and that of many others are less valid. I will begin explaining how this matter will impact all the middle schools across the district. Sandy is a veteran teacher and a valuable member of our middle school CTE team. In fact, she was our middle school Department lead for our district.

CTE programs are part of the electives, but as you may know or may not know, we operate differently than any other content area. Whereas other contents are able to collaborate on site and have common planning, we rely on the district where I collaborate in order to ensure that our courses are aligned, and students are receiving viable curriculum. Sandy is the person that our middle school counterparts rely on. And she works to ensure that our goals are aligned with district wide and that are receiving the information that comes through our Director Chance Gower.

On top of this, she also manages our connections with our advisory board members, plans, lead our district collaboration time, plans our state required student leadership opportunities, and also does so much planning of events for students across the district and that are able to attend. For the last two years, we have been resilient and adapted to the unexpected changes as teachers.

Our students and our programs have been impacted enough as without uprooting one of our pillars that holds us together. And moving her assignment with little to no notice. Second, I want to address the issues of inequity in the very clear of dismantling that STEM program over at Pacific. For most of our marginalized students, our classes are the first exposure they receive to STEM Careers.

We, as women of color, with STEM degrees and years of experience in the STEM field, we are appalled that this program would be completely disband. We would not be who we are today or have the experience that we had if it were not for teachers who supported our passion in STEM. Even so, as a first generation college student coming from migrant parents, Raquel Sandoval, her parents only speaking English. We struggle to find our place in the STEM field.

It was never even on our minds that we could become engineers, let alone any other place in STEM beyond medicine. CTE courses are vital in bringing the racial and gender gaps that exist in STEM fields. I could provide you with the data and research that supports the needs of our diversity in STEM, but I'm going to assume that our highline equity policy is sufficient.

Our scholars need access to STEM courses beyond the required math and science classes in order to explore the interests and build the passion that will empower them to step into the pathways that they have designed-- They have been denied to generations before them. Eliminating Sandy Getty's course not only goes against we claim to believe in Highline. I will strongly argue that it also creates further inequities in our students and our communities of color. By allowing this to happen, we are taking a vital learning opportunity from our female students, black and Brown students, and all our students who don't have the privilege or access to hands on problems based on opportunities that their parents can expense, such as time and financial need.

Students at our schools deserve equitable learning opportunities. And this change sets of precedent for not upholding the Highline Community beliefs and impacts as well as extending our middle school and beyond. I hope you strongly reconsider this change. Thank you.

Thank you. Just a reminder that we do have a mask rule. So I'd ask that everybody please keep their masks on. Thank you.

Thank you. Thank you, Joanna. With that, we have the next two our written comments and our last direct Van to read them, please.

Thank you. This is from Stuart Jenner. Hello, these comments are for the search firm contract. These comments are a follow up to my emails sent to the board members on Sunday evening. Thanks to Kerry Howell for responding to my comments with the suggestion of looking at the proposals included in the board agenda.

These proposals are helpful and have answered some of the questions I've asked. Looking over the proposals I have a few observations and concerns. First, I am wondering if any of the firms recruit non-traditional candidates. For example, people who have extensive private sector or non school district experience. Each of the proposals seem to indicate communication and networking is only to people currently in Educational Administration jobs.

Second, each of these firms mentioned vetting candidates through background checks. However, I did not see any of that mention assessing academic outcomes. In the presentations during these search firm work study sessions, there seem to be very little discussion on how the search firms evaluate academic outcomes achieved by the candidates. Obviously, there's a lot beyond the control of any single person.

However, I think it's helpful to know that what the data is for the situation from which a candidate is coming. And know that there are not some surprises, such as candidate and having claim about an outcome but then finding data that undercuts that claim. Third, one of the firms seems to have a focus group, which with stakeholders in the area. Maybe others have this also.

I definitely think that these would be a helpful way to gather community input and would go beyond what can be learned through surveys. Finally, it is interesting to see how one firm lists work done for both his own firm and for one of the other firms submitting a proposal. I get the sense this is a very close industry with lots of connections. I am wondering if these firms are all thinking the same thoughts using the same criteria for looking at people.

And essentially, following conventional wisdom or if the firms are made up of independent thinkers. Who is most likely to ask tough questions, tackle hard issues, and think outside of the box. That's who I hope you'll choose. Thank you, Stuart. And the next written comment is from Andrea O'Farrell.

Please remember the world is getting hotter. The last five years have been the hottest on record. There's no reason to believe that this trend will reverse. The last time I spoke I was very emotional about what I had to say. Now that I got over the scariness of speaking the issue that threatens our very existence, I can talk about a plan.

I have heard from talking to a school board member that there are no plans. So let's get started. What's a school district to do. First, is to own the climate and ecological crisis is here. And we need to do something about it. Our students need to learn that the American lifestyle is not normal.

A typical American pollutes the air each year with 20 tons of carbon. The average European generates 10 tons, and an African citizen a half a ton. Second, the plan. From what I hear, best practices for social justice have incorporated into all of highlights operating procedures. That's amazing. It's wonderful.

Now let's add the climate and ecological needs for a Livable feature to these operating procedures. Then the plan will be complete. Climate curriculum is in the works so I'm not going to talk about that. But wouldn't it make sense to create a climate change advisory group. I have many ideas and would love to be part of it. Here are some of the potential things the school district can do.

Not in order of importance. Number one-- is making sure buildings are operating as efficient as possible. Number two-- add solar panels on schools with the most appropriate roofs. Number 3-- is divest school district money from fossil fuel. Four-- is from looking at King County green schools website, I see that Highline is a priority district. Do all schools have the Green Team? Could they use some help getting started?

Number five-- food waste. Make sure every school is composting. I got the program going at Shorewood. Kids got the hang of it with minimal supervision. Number six-- start worming composting. I have worm bins that I can donate to a couple of the schools to learn about this way of dealing with food waste. Number seven-- put milk and dispensers. Put in milk dispensers and washable cups. No more milk cartons for recycling and less milk waste.

Eight-- let's get rid of single waste single use plastic silverware. This would teach students that it is better to reuse than throw away. There is a cost to using cheap plastic utensils. Just because it isn't paid directly by the school district doesn't mean it's there. Number 8-- is to continue to offer plant based meal.

Nine-- support local farmers by buying their produce. A healthy future involves more interactions with nature not fewer. 10-- plant more trees on elementary school playgrounds. The kids need shade. We need to work with nature to cool our environments. 11-- I am planting a native plant learning garden at Shorewood. Kids should be able to identify local plants and learn about local ecosystems.

12-- get rid of grass whenever feasible. It is a legacy of colonialism and not healthy for ecosystem. 13-- support programs to connect with children and nature. I have become friends with the forest Steward at North c-type Park. She would love to engage students in forest restoration. 14-- there is a gardening program at New star high school. Maybe they can learn how to propagate native plants and sell them to the community to cover their costs. If can create school partnerships with groups, such as Earth.

We need to be rewilding areas and planting more native plants, not putting in synthetic turf fields. Number 17--

Thank you, Joe. The rest to Evan. Thank you for that. Next public speaker is Joe Lip.

I want to discuss basically the State of the Union. You know I struggled on how to begin this, but I'm going to begin with what the word of God. The only thing I know that is true anymore. First Peter 5 says five eight-- be sober, be vigilant, because your adversary the devil walks about like a roaring lion. Seeking whom he may devour. Resist him. Steadfast in your faith. Knowing that the same suffering are experienced by your brotherhood, all the Christians all over the world.

We don't know what real persecution is in this country. But we're starting to get a taste. And if you don't believe it, you need to watch the news a little closer, and get both sides of the story. We say we care about our children. Little Alvin. Great little kid. But I'll bet my bottom dollar, that God is in his home.

Because God is in here for him with all his friends playing their video games, and bullying other people, and hanging out with things and doing stuff that they shouldn't be doing. He's making a difference, but God is making the difference in him. And that's what's going to change this country and our schools.

On October 18, 2021 the government or our leaders, I use that very lightly, are getting ready to turn the lives-- ruined the lives of thousands of people. Over a vaccination. 60 million babies have been murdered in this country. Over the pretense of my right, my body. And you're going to fire my wife over a stupid vaccine? Really?

That vaccine-- if you've been listening to the news has killed 60,000 people. The vaccine. That's supposed to be so wonderful. Here we are, all the people that got the vaccine. Here we are wearing masks, why? What are you afraid of? It's not supposed to be-- you're supposed to be protected. No.

I've had COVID. My wife has had COVID. I'm better protected than anybody that's gotten the vaccine. One and done. Now you have to get a booster, and then the booster will come again, and the booster will come again. So get on that ride. My body, my right. Without consent you cannot make someone do something medical that they do not want done.

Not even the President of the United States, he said in his mandate speech, this is not about freedom and personal choice. And don't tell me murdering a baby in the womb doesn't affect people. It affects the mother. It affects the fathers that don't have a choice in it. We're getting mad at Men from running away from a relationship, but the women are aborting the babies.

Thank you.

I just want to thank you for the opportunity.

Thank you. And with that our next public speaker is Mr. James Payne.

Good evening. I'm James Payne. With two boys in North Hill Elementary. I'm here tonight to call attention to what I see as an alarming and unethical district policy, which will inevitably lead to racial and political violence at a school district that just defunded all of its school resource officers. Now let me be clear and unequivocal with everybody here.

I want the best for everyone. I want all of our kids to succeed, but unfortunately, your praxis of critical race theory. What the district calls instruction on race and identity or IRI short, infringes upon all of our children's future prosperity. Why? Because the Revolutionary tenets of CRT and therefore, IRI, logically lead to anti-American outcomes.

And intend to overthrow the very principles of the Declaration of Independence, and the US Constitution, and consequently, the vast prosperity and opportunity of America. The trendy religion adopted by the district called anti-racism, which is rooted in CRT is just another intolerant system of intellectual segregation. Despite the nice sounding rhetorical name.

Indeed, anti-racism is racism. At its core. Your unfair assumptions of systemic racism rely on racial stereotypes by insisting that racism runs through all white behavior and thinking. Rather than condemn these obvious over generalizations, you have treated it as a moral imperative with your policy making. Like, we must treat-- we must view all whites as racists, and we must view everyone else as their victim.

So the district is zealously embedded some of the most radical caustic and divisive ideas into school curriculum under your utterly impossible equity policy, which essentially requires equal outcomes for every single unique and diverse student. This is sheer hubris. You cannot achieve equity without violating the inalienable rights of certain students. You can't.

Under your agenda, kids must think of themselves as a collection of group identity traits and tribes, not as individual human beings. Folks, this thinking is a racial regression, inherently biased, and again, your policies go against our national values of individual rights. IRI is vilifying innocent kids like mine, who had absolutely nothing to do with the wrongs of the past.

Gaslighting them into thinking that they are somehow guilty of those wrongs, and therefore, denying them the dignity, prosperity, rights and freedoms that they deserve as American citizens. And we will not tolerate that. Apparently blame shifting and collective punishment have become the official policy of this district. The vengeful and primitive ideologies you're teaching through IRI will not drive our diverse society together or achieve equity, but they will give intellectual license to tribal style violence.

Which by the way, is not particularly conducive to learning. Telling some kids they're inherently evil, and then expecting them to unite with their accusers is abject foolishness. In conclusion, I call on the school board to immediately cease the implementation of your IRI curriculum, suspend the IRI community advisory council, and deracinate critical pedagogy from every single class lesson K through 12. Get rid of it.

Now, I recognize your time and emotional investments in IRI are significant. Likely implemented as an excuse for an academically failing district, but regardless, your bigoted premise is profoundly wrong. And it's dangerous to our children and our diverse society. So investing no more in this unethical and anti-American behavior.

Thank you. And with that, our next public speaker is Joanne Morfitt.

Mine is going to be short and sweet. We are hearing that only certain religions would be approved for exemption. If this is true, this is a blatant religious discrimination. Thank you.

Thank you, Joanne. And our next and last public speaker is Jennifer Aurorae.

Members of the school board, in particular Miss Bradford, who represents District 5, and Dr. Enfield, Thank you for this opportunity. Some of you may have heard about the movie Field of Dreams. And in it, a farmer gains inspiration to build a baseball diamond in the most unlikely place, his cornfield. To attract baseball's greats to come and play.

So the whisper which kept him going was if you build it, he will come. Our school district in its own way also has the idea that if we build programs, the students will show up and play. When my daughter was in seventh grade, she walked into Miss Getty's design and engineering class. The Field of Dreams was also in an unlikely place, Pacific Middle School.

Over the years, over the next two years, I can see how much of an impact this program made on how my daughter began thinking about her place in the world. With Miss Getty's inspiration and encouragement she applied for Raisbeck Aviation High school. She's currently a student there, and she's found her people.

When I learned that design and engineering course has been disrupted I was upset and frustrated. It just feels unjust. I've been an educator in a neighboring school district for 26 years, and I understand the complexity of building a master schedule based on FTE. As Department chair, I understand the feeling when of course is dropped for the greater good.

I also know that we make huge concessions to protect programs that reflect our values of equity and opportunity. Students cannot become what they cannot name. To have design and engineering on the master's schedule Pacific means that students can try, explore, and possibly become engineers. And the magic of becoming does not wait for high school.

Curious to find out whether other middle schools were also impacted in this Pacific way, I looked at their course catalogs, I saw the things, and I called their offices. Even if they just had to adjust the number of courses, all of the other middle schools in the district have some kind of an engineering program. The OSPI report cards also show us that middle school-- Pacific Middle School students make up 81% of students make up-- sorry, let me start that again.

We can see that the program differences are different at Sylvester Middle school. At that school OSPI shows fewer lower income students, fewer students of color, fewer linguistic differences, more rigorous courses. As educators, while we work to address the term achievement gap, and what many school scholars claim as a racist construct, we can definitely work to protect our courses to give students opportunities. We can close the opportunity gap, not by watering down coursework, but by providing more innovative opportunities for all learners.

It's important for our Pacific Middle School students who are often called flight path kids to not feel like they are getting left in the contrails as others take off. They need to see, dream, and do. I appeal to the board to protect this program that Miss Getty has built. She has built it and those future engineers will come to it. Thank you.

Thank you, Jennifer. And with that, that concludes our scheduled communications. And now it's our superintendent's update. So Dr. Enfield.

Thank you, President Alvarez. I want to begin by publicly acknowledging and expressing my deep appreciation to Berrien police chief Ted Bowe, and the Berrien police Department who were instrumental in helping us address a credible threat to Highline high school. The threat came in via Snapchat, and so we don't have the means to determine who that is, but chief Bowe was able to connect with the FBI. And we were able to identify who the student was.

And thankfully, there were no weapons at hand. And there was not an imminent danger to the school. And because chief Bowe's commitment to helping our youth get on a good path and not letting mistakes determine the course of their future, while doing his due diligence and reporting as he did, we all agreed that no charges would be pressed. That we wanted this young person to get some counseling and support and to figure out what was going on there.

So we were fortunate that there was no imminent threat in terms of access to weapons, but it was still a credible threat. And I think it's just a good reminder that we have some incredible law enforcement partners here in Highline, who work with us and who share our commitment to keeping our children safe, and to using a restorative versus a punitive approach. So I just want to publicly Thank Chief Bowe, and the Berrien police Department. And we will continue to partner with law enforcement and make sure that our schools are as safe as possible for students and staff alike.

On a lighter note, the Highline Schools Foundation Oktoberfest will be virtual this year, but it's coming up. Their silent auction went up today. And also, it is and this is just for everyone in the community to know and in the district to know that the Highline Schools Foundation annual Giving Campaign is underway. Cabinet and I have for the last several years pledged 100% cabinet participation, which we've done. And one of the things that we as employees can do is do a payroll deduction-- monthly payroll deduction, which is what I do to show my support to the foundation.

So I think as everybody knows, they do instrumental work in supporting our staff, our students, and our families across the district. And it was thanks to the foundation that and our wonderful social workers who partnered with them over during our building closures to distribute close to \$200,000 in grocery gift cards to families. So to say that the dollars that we give to the foundation go to a very good cause. I don't know a cause greater than making sure that our families and children in our community have food on the table, especially during challenging times.

And also wanted to let the board know that we will be having our very first FAC meeting of the school year. That's our family action committee. It will be virtual. Correct, chies? Virtual. Thank you. It will be, and I will put a reminder for you, but it's going to be on-- my glasses on. The 18th. On the 18th of October, from six to eight PM. All of board members are invited to attend if you would like.

Just please let me know. Especially, because if you would like to be there. And if you'd like to make a few comments, we just want to work that into the agenda. So no pressure. We meet quarterly. So if this particular time and date doesn't work out, we'll let you know when the future meeting is, but we have a wonderful group of families who give their time to help us on that committee. So it's always a wonderful meeting.

And with that, before I bring Sandy up for her comments. I just want to acknowledge as I have consistently over the last several weeks, how hard our staff is working right now. And how trying these times are for staff, students, and families. And as we were talking about yesterday and cabinet, it's more important than ever that we band together during this time when there is so much challenge.

And as I said in a post the other day that we take care of others. So they in turn can take care of us. Because we are a community. And that's what communities do. So with that, my thanks to everyone, for continuing to show up each day and give their best. And with that, Sandy, I will turn it over to you.

Well, I was clapping there when the fellow from Des Moines city council was thanking you for your service. We do appreciate, as citizens of our community, that you are here. And I think you're getting a sense of some of the emotions that are running high in our district and in our schools. And I, myself, want to apologize to the custodian of glacier middle school publicly.

She was kind enough to call me last week and just say, hey, Sandy, what's going on, what's the pressure that you're under? And so I think we're all a meeting opportunity to step back from that and think through everything we're going through. I do want to-- hadn't really planned to talk about this tonight, but for future I guess as we're moving forward in the discussions, believe it or not, of our strategic plan, which I think at some point we'll probably be revisiting.

There are some really critical implications for adopting the bilingual biliterate goal. And one of them is playing out tonight. And that is what we're seeing in our middle schools, where definitely like languages. We want our students to speak more than one language, and that is very unique in our-- I think that's probably pretty unique, if not in our state, and maybe even our own nation.

And that has played out in what we see with Sandy Getty's program. Because by placing a mandate of all students in middle school having to take a Spanish class. And that has not been really funded with extra staff. That takes away from the opportunity to offer electives that they had in the past. And CTE actually brings a lot of money in with it. So it was a bit of a shock when that program was collapsed.

And we sit at the bargaining table and fiscal responsibility is something that the union buys into. We want to be one of those districts that don't go into the hole, but there are implications for the funding stream to middle school that you can see impacts our students, not just at Pacific, but in what's available to the choices that principals have to make across our middle schools. And that leads me just to kind of preview some discussions that we are going to be having this year around dual language program at secondary.

I shared this at instructional materials committee meeting this summer. So it's not a secret to some of the leadership in the district, but our dual language program at secondary is not really a dual language program. It's some dual language classes that are being offered, and it's very challenging to create a program at secondary without fully funding it. And so the principals sort of cobbled together what they can, with the staffing that we have, and things that we saw play out here at Pacific is what ends up playing out when push comes to shove so.

I was contacted by the teachers at Glacier who also not necessarily how to lose the teacher, but they themselves are being shifted out of dual language classes and into other English language classes. And that's very common in our secondary schools, because of staffing fiscally responsibly. But I really do think we need to take a hard look at the models that we're using, and whether if we're not going to fully fund the staffing for those models in secondary, then there might be other ways of doing that.

For example, a magnet program might be more viable and have a more powerful impact. So again, these were conversations I was figuring to have further into the school year, but they've been weighing heavy on my mind as I've sat through these staffing meetings and seeing how classrooms are being collapsed, and how that impacts. In the effort of keeping our core subjects, science, or math, or reading, it's having an implication on these very viable, very meaningful programs to students.

But those are the ones then-- and those are the teachers that get jerked around. And if you would ask for the retention data for our secondary Spanish language teachers, I think you might be shocked at how the huge turnover rate that we've had among the dual language Spanish teachers in our secondary programs. I can't even get anybody into our dual language problem solving team. Because every year there's a new teacher there, and I don't really want to bug them to-- hey, you have to do union work now to save your job. Or not to save your job, but to improve your job.

Your working conditions. So it's a real struggle. And we definitely will be looking at that some of that implications for staffing as we try to problem solve some of these things in the coming year. I did meet-- and I know you've had a long evening already. So I tried to tell myself I'm not going to go on and on, because we heard about a lot of subjects tonight. But I'm excited to see the staff wellness policy.

And I wanted to really extend my appreciation to Suzanne Jody, and she also mentioned Melissa Poynter for the email that went out this week. It happened to come during the middle of my rep council meeting with my reps, who were just listed out all the things that are stressing them out. So hopefully we'll see the impact of that. And there is a policy change, which I don't know is a HR policy, or a board policy, but I did learn this afternoon that emergency substitutes do not have to have a bachelor's degree according to OSPI.

So not to-- we want to denigrate what it takes to be a substitute in the school system, but given that this is the pandemic, if it is a board policy that our emergency substitutes must have a bachelor's degree, I encourage you to maybe reconsider that policy and allow us to expand the pool of folks. For example, you know retired paraeducators. I mean, not that I want to grab the paraeducator pool, but peer educators could be emergency substitutes in our buildings.

And those types of things. But the district would have to I think change a policy to allow that to be the case, at least temporarily. Thank you.

Thank you.

Thank you, Sandy. And that concludes my update for today.

Thank you, Superintendent. And with that we're going to move to school board reports. And before we get going, we'll ask that Aaron to come up and give us a superintendent search.

Good evening. My name is Aaron Bennett. I'm the Director of special projects. I have a brief superintendent search updated. And I'm happy to answer any questions. So as you know, on September 1st the board authorized the search and approved the request for proposals for a firm to come and offer search services. We received five proposals. Three of those firms were interviewed at a work session last week on the 29th.

After the firm is selected, the next step will be to work with them to finalize the timeline and the process. There will be a work session scheduled with the firm to have those conversations and really discuss how the search process is going to lay out. A superintendent search website will be launching soon. The website will have not only the timeline and the process, but also frequently asked questions section as well as once the board has conversations with the firm around engagement opportunities, the website will also have those on there as well.

The intent is for that website to stay updated throughout the process. So that the community can know what's happening and where those opportunities will be down the line. And I'll pause there and I'm happy to answer any questions.

Any questions for Aaron at this time.

OK. Thank you, Aaron. And with that, we move to legislative report.

I'm sending out the notes from the Highline forum. And you guys want to look them over. Scott had to pinch hit for a bit, because I had to step out. So Thank you. Thank you. Thank you. One of the big things to highlight though is the Port of Seattle has a lot of different funding opportunities for different cities and organizations in the Highline area. So check it out. On the waterfront, I wanted to-- if you haven't had a chance yet, there's a new President-elect.

Ron Mabry, from Kennewick school district. And there's a runoff election. So keep an eye out for the ballot coming down the pipe. Also take a chance, if you have some time for light reading, the Wajdi General Assembly is happening at the end of October.

How light is it.

Oh, super light. Just a couple hundred pages of policy recommendations. I'm going to go with the strategy of just supporting whatever the legislative policy committee is for voting on behalf of Highline, but if there is something that you guys want me to go to bat for. Check it out. Let me know. And I'll try to voice our support or not support for any of those recommendations.

Trying to think of what else.

How did your meeting go with the board Director.

He was awesome. He really knows his stuff. He knows his stuff. So he was open and willing to share some of the legislative policies. He looked over ours and gave some great feedback. And I passed it on to the team. Yeah, one of the things that I'm interested in is actually if I can find some time or carve out time, I want to reach out to some of the other room at schools. And reach out to their legislative rep and just see if we can do some partnering around that.

There's power in numbers.

And that includes my legislator.

Thank you, Director Garcia. And so now we move into Director report source. Then to right back to you, anything to report on.

Yeah, let me pull up my things real quick. So there's something a little bit different. I reached out to some of the staff that I know at different schools and some of the parents them connected with. And just some feedback I wanted to share back with everybody around district one, full open houses were just a great success. Folks really appreciated the opportunity to come back in person, and just the shout out to the different teachers who had to do or in staff, who had do things a little bit differently to keep open house safe but accessible.

One of the areas that folks really wanted me to shout out though, is are there different ways that we can support our students and families with special needs. So that they're feeling a little bit more included during open houses. So that was just a flag that I got during it, but overall people loved it. Same with the new literacy curriculum. Folks really, really appreciate it. The flexibility that's coming down the pipe with implementation and the PD. So shout out for that.

SBA testing has come up. Really wanted to give a shout up for the tech folks who are able to respond when internet went down. And just how people were super flexible and people were-- students were able to stay patient and just keep plowing through it. So shout out to tech, staff, and another shout out for facilities for providing the tents for outside eating. Folks really appreciated this.

And I really wanted to make sure we don't lose sight of how do we keep supporting this. We don't want to just put up some tents. There's got to be staffing issues. And how do we want to transition it. This is like the long game. What are some alternatives that we can support around finding food stuff. So those are the things that came up, but just lots of love for all the hard work the teams are doing. So thank you.

Thank you, Director Garcia. Move it over to Director Hal.

Nothing to report.

Director Bradford.

Thank you. I don't have anything to report, but I absolutely just-- as Dr. Enfield was reading the proclamation for principles, and certainly we know that that extends and spans all of our hard work that is happening across the district. Not just our administrators our staff, our families, our students. And so I really just want to just shout out or Thank you.

I think within the last, school just starting, less than a month ago about a month ago, and just the extreme work that is so much more work that is needed for this year. So much more just unpredictable unprecedented times that we continue to be in. And so I think you share, Dr. Enfield, about this community. And so I just even appreciative of the families that have come and shared their hearts with us.

And Dr. Galen and principal Banner that are here. And making the decisions for master schedule. Sandy, thank you for reaching out to me in email. And again, I just don't-- it's not easy for anyone right now. These decisions that are made are complex and complicated. And I just hope that we are just really banning together for answers, for solutions, for contributions.

Again, I was reading our Wajdi and Wassa statement a civility statement before I came today. And just this recognition that really resonated with me. That our children are watching. And so what is the best example that we can be for them is really what I'm thinking about. And so I just don't really have much as way of report. I haven't been to any of the schools. I've still been working inside of my bedroom turned office.

But I am extremely grateful for those that are getting out and able to be in the buildings and able to remain in remote and hybrid situations. And so just Thank you. Thank you all. Thank you to my colleagues that continue to stay in and listen and hear and make complex decisions. Yeah, I just want to say and Thank you to our superintendent as well.

Thank you, Director Bradford. Director Van.

No report out. But just want to Thank you Susanne for sending out the email on Monday in regards to or supporting our staff wellbeing and all of the system level changes that we're supporting our Principles. They need it. And we're here to support you guys as well. So thank you very much for doing. That's it for me.

And I just want to I think echo all our directors a gratitude for all the staffs. Everybody keeps saying this these are not easy times. And I think that I mean, everybody's feeling it from the superintendent, to our teachers, to our students, to our families, to our community. A lot of decisions that are having to be made-- and I just want to say Thank you, again. Thank you for supporting Susanne. Like Director Van said sending something and writing to acknowledge that we do need to support our staff as well.

And so with that, we conclude our school board reports. And so we're asking for a motion to approve our consent agenda for the city. I need a second.

A second.

All in favor say I.

I.

Any oppose? So our agenda has been approved. Our first action item is motion to approve highly capable student's program state formula grant application 2021 22. The approval of this motion would approve the highly capable state grant application and annual program plan for the 21 22 school year. Any questions, comment, or discussion. I'm hearing none.

I move at the Highline School Board approve the highly capable state grant application and annual program plan for the 21 22 school year. I need a second. I'll second. Title please.

Director Bradford.

Yay.

Director Hal.

Yay.

Director Van.

Yay.

Director Garcia.

Yay.

Director Alvarez.

Yay.

This motion passes five men.

We have a couple introduction and action items and the first one is motion to approve authorization to enter into a contract with the firm for superintendent search. And so tonight, we anticipate voting to select the firm the board will work during the school search-- during the search. But first of all, I'd like to Thank publicly Director Bradford.

She participated on the review team for the proposal. So a lot of things come. A lot of reading. A lot of time spent. So Thank you. Thank you for narrowing it down for us. So we were able to at least-- for all of us not having to read all of that material. And so Thank you. Thank you. Thank you.

It's on the agenda as an interaction item. And any time we had discussed anything as an interaction item, we wanted to name why. And the reason is because of the need to move quickly to start our search. So interaction. So I'll ask if anybody has any brief comments or anything that's resonating with them. This is the time for us to kind of dialogue.

President Alvarez, I can start with that. First, I just want to Thank the board for that great work session that we had. It went a little bit longer, but it was much needed. Great collaboration. I also want to Thank the three search firms hazard young athiya, human capital enterprises, and REI associates for jumping on and getting questions spit balled at them and being able to answer those. So I greatly appreciate that. And that's it.

Any the other comments or anything that's resonating with them at this time. And I'm sure that everybody-- Director Bradford.

Just I think the search firm-- I know that there were some comments and concerns. But knowing that the search firm is really going to engage in pretty broad community engagement, stakeholder engagement process, in which the community will have an opportunity to give input as to the leadership profile. And so I know that it's not just the search firm that is making that decision unilaterally, but it is that really broad stakeholder engagement process.

And I appreciate that was really something that I heard. Really something that was across the board really important for all of us was what was going to be that stakeholder engagement.

Yes. Any other comments or anything that's fascinating for you guys.

No, I feel like all three of these firms can do the job. I just want to Thank Aaron for running such a tight ship. And keeping us up to date, and just making the time. I'm not sure if they're still here. Oh, hey. So other than that. Just Thank you for all the hard work you're putting into this and making it so seamless.

Thank you, Director Garcia. And I second that. I mean, the amount of work that in the communication has been incredible. So thank you. Thank you. Thank you. All right. Any on this side.

Oh, Yeah. President Alvarez, Thank you for your gratitude, but there was also district employees as well that were part of that review team. But Thank you.

Yes, you're absolutely right. I know you were not the only one that did research. I do want to acknowledge. I just thought that knowing that it's outside-- or not outside, but it is-- Yes, it is extra work for staff as well. But I know how busy you are. Well everyone's busy. So I'll leave it at that.

No, I thank you. I just wanted to acknowledged the other folk as well. Yeah.

So Director Hal.

I just want to add that-- Yes, Thank you, Aaron. And I feel like the process that we went through, I feel like I have a really clear sense of the three firms. Their values, their process, both from the proposal and the interviews and the follow up questions and the references. I just feel like it's very thorough, and I really appreciate that. I don't feel left in the dark about anything and I feel really confident with what we know about the firm. So thank you.

So with that, I also want to say that I appreciated having the individual time with each of the search firms and really having the opportunity to ask follow up questions, and an understanding like Director Bradford said, that we have the opportunity to really also guide us to making sure that our stakeholders, our communities engage, our staffs engage, our students are engaged, the voices get elevated. So I appreciated having the time with them as well.

And so with that, well I move that the Highline School Board authorized the district to enter in a contract with classwork ganion to assist the board in conducting a superintendent search. Is there a second?

I'll second.

So with that, I will ask roll call from Kyle.

Director Garcia.

Yay.

Thank you. Director Bradford

Yay

Director Hal.

Yay

Director Van.

Yay

Director Alvarez.

Yay

This motion passes 5 to none.

And in addition, we as things will be moving really quickly will be needing the board to have a board liaison. And so with that, I have appointed Director Jo Van as our board liaison.

I would be more happy to accept as long as the rest of my colleagues will let me.

Well I'm happy that you accept. And so with that, we move to our next intro and action item. The next is motion to approve the T-Mobile agreements for student hotspots. And who is leading that? Thank you.

Katie gets represented. She's represented tonight.

Yes, she is.

So Katie, one of the questions that I would like to ask. So this is for 1,000 additional hot spots from T-Mobile. How many hotspots do we currently have before these 1,000 get approved?

We currently have 878 out with West students right now. And this is a renewal of those hot spots.

OK. Thank you for that.

Renewal.

And Katie, normally when there's an internal action item, we decided to have someone come in even just at times just to explain. Why is it intro in action. Is it because it's time sensitive, is it because-- that's the reason now. We're trying to move into that way, because there's times when things is like why is it intro in action. Why can't we wait?

Yeah, and to be completely honest. I was just trying to get that info out of Mark.

Since it's a renewal, we understand.

He said, time sensitive. So thank you, Mark. He's still watching.

Yeah, Thank you, Mark. Any questions or comments.

One question. And maybe this is a Kate question. But what's the reasoning behind using the substance versus using typekit Levy fund.

We get a special grant for this. So it will be reimbursed. So that's why. And we have a couple of different programs for them. I think we have three different programs for different types of hot spots. And we're doing a-- we're starting a new one with Digital Promise and Verizon. That will be for four of our high schools two that will be funded through grants.

Thank you.

Any other questions, comments, concerns. The nine move that the Highline School Board approve the team of agreements for student hotspots and support of student learning and instruction. I need a second.

I'll second.

Who was that?

I think somebody else said.

Joe and Katie said at the same time.

I'll take Fiza.

Oh.

Director Van.

Yes.

Director Garcia.

Yay.

Director Bradford.

Yay.

Director Hal.

Yay.

Director Alvarez.

Yay. This motion passes 5 to none.

In our next intro and action item is motion to approve Department of Health Care. Thank you, Lisa.

Hello. So the reason this is up for Intro and action this evening is because it's time sensitive. We were alerted of the opportunity to apply for the funds-- beginning of September the application was submitted September 7th. And then we were approved on the 14th. And so there is an OSPI apportionment due date of October 15 so we can start receiving reimbursement.

Thank you. Any questions or comments for Lisa.

I do have questions. So what I'm reading in here is that this grant is it's going to be-- currently we're using extra funds to fund these positions, and this is Grant is going to take some of that burden off and push some of those funds back into our absurd bucket, correct?

Exactly. Yes. Because of the work related to the COVID health response. So it's intended to be used for staffing that supports contact tracing, COVID testing, all the things that are health related. The funds will come from the Department of Health. So that we can use some of our other funds for educational responses to the pandemic.

Fantastic. Thank you.

So with that, any other questions or comments. The man I move that the Highline School Board approve the land to return grant award from the Department of Health in the amount of \$688,661. I need a second.

I second.

Roll call please.

Director Bradford.

Yay.

Director Van.

Yay.

Director Garcia.

Yay.

Director Hal.

Yay

Director Alvarez.

Yay. This motion passes 5 to none.

And so we have four intro items. And we have the motion to approve the perkins CTE grant, motion to approve the new policy 5003, the staff wellness, a motion to approve-- or intro to approve the ratification of the extension agreement to the 2016 19 collective bargaining agreement between Highline School district and Teamsters Local number 763 union, and the motion to approve Title III and State Transitional Bilingual programs as PPP funds.

A lot of intro items. So as you know, if you have any questions who can connect to get some questions answered. A lot of times we read this to see if there's anything we want to move to a consent agenda. So I'll leave it up to you guys. And we don't have to move anything to the content.

OK.

So we'll leave it that is. OK. So with that, then I ask for a motion to adjourn to this.

A move that, we adjourn this evening's meeting.

I second that. All in favor?

I.

Any oppose? Thank you.