

Highline Public Schools | Board.Meeting.11.3.21

So welcome, everyone, tonight to our regularly scheduled board meeting. And I'd like for people to stand up for the Pledge of Allegiance, please.

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

So with that, I'll ask Adrianna for roll call please.

Director Van.

Here.

Director Howell.

Here.

Director Garcia.

Here.

Director Bradford.

Here.

Director Alvarez.

Here.

And to my left is our superintendent, Dr. Enfield. And with that, I'm going to call for any changes or additions to tonight's agenda.

Have none.

I have none.

None.

So with that, we'll move on to school presentations. So, I'll hand it over to our superintendent.

Thank you, President Alvarez. So we have principal Mike Sita. Mike, so this is sort of all things new starts night. So we've got the school presentation, but we're also honoring our wonderful sharp garden volunteers and our student of the month. In what order would you like to do these things, Mike?

[INAUDIBLE]

Perfect. That's just perfect. Then I cede the floor to you. Welcome. But let's get you a working mic first.

Yeah, [LAUGHS] before anything.

There we go.

Good evening.

Good evening. There we go.

President Alvarez, directors, Superintendent Enfield. I am here to present to you, and I think these are biannual presentations we do, for our schools around the district. So I am Mike Sita, and I am the proud and very honored to be principal of New Start High School. I'll be presenting in short order, a little bit about our school, our mission, our vision, some of our strategies that we--

I want to start with reminding everyone of our promise here, that every student in Highline public school's known by name, strength, need, and his graduates for the future that they--

We have a superstar student at New Start. And I'm going to bring up our counselor, Shawna Pearson, to introduce to you and tell you a little bit about Aurora Watanabe. And she's here as well, too.

Thank you very much. It's my pleasure to introduce our New Star outstanding student, Aurora Watanabe. Aurora joined New Start in 2019, just before the pandemic hit. She has excelled with us since that time. She founded a Women in Action club and is the Secretary of our Key Club at New Start. Aurora is a confident individual, a leader at New Start, and is a member of the school's leadership class taught by Ms. Ekana. She's also bilingual and will receive the bilingual proficiency symbol at graduation this year.

Aurora, just this week, applied for early action at the University of Puget Sound at Western Washington University. She will also be applying to the University of Washington-- that should make Ms. Howell very happy-- and to Washington State University, which will make me very happy. She will be studying to become a veterinarian.

At this time, Aurora would like to share a few words with the school board and the superintendent about herself, and what New Start has meant to her.

Hi, everybody. As you know, my name is Aurora Watanabe. I am a senior at New Start. I first came to New Start during September 2019, before the pandemic. I was able to, throughout the pandemic, meet my teachers and create a very strong bond. Something very special about New Start is that the teachers are very flexible with the students. You're able to talk to them about everything. And I'm very thankful to have people, and being welcomed into a very nice environment at New Start. They gave me a chance to start over because during my 10th grade year, I came to New Start-- I should say-- not doing well in my classes.

But now, I am an overachiever, excelling, A-plus student. And so I'm very thankful that I got to start over. And now that I am very independent, able to become strong, applying to all my 10 schools this year. So New Start is a very excellent place for anybody that's had a rough patch in their past high school years to become a great high schooler, to graduate, and to have a bright future. And I plan in my Women of Action club to help other women to become incredible people, to be successful in the future. Thank you.

[APPLAUSE]

So Aurora, we are so proud to honor you as our Student Superstar of the month. As I always say, we have just under 18,000 students in Highline, and there's one Student Superstar this month. And that is you. And so we would like to present you with a certificate that says, "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 as a Highline public school Student Superstar." And if you would come up here, we'd like to take a photo with you and the board.

[APPLAUSE]

Way to represent. Thank you, Aurora.

Congratulations, Aurora. Well done.

This is an ethnic breakdown of our student body here at New Start here. You can see that the largest portion of our population are Hispanic or Latino, and that is a consistently growing year after year.

Here's a race ethnicity background of our staff and also years of experience. I'd like to point out the years of experience across our staff here. Many of the teachers and staff have been at New Start for a long time, including myself as well, too.

A part of our work, as we have noted several years ago, that we are significantly White background. And we're looking at something that's 86% now, but even two years ago we were in we were in the 90%. So we have taken some strategies and made some decisions in our hiring practices, and we are starting to see that number come down and our diversity increase so as a staff we better represent the population of students we serve.

This is my favorite part. The New Start mission is to provide students and families with high quality learning options and creative academic structures that are personalized and flexible to meet the academic needs and dreams of every child and family.

And this is my favorite one because I love that picture. We graduate kids in front of our school throughout the year. We always have a big celebration at the end, but it really brings me joy when we do what we need to do to get that kid across the finish line.

Our foundations at New Start are the same as in the district, and here they are. We're in equity instruction, building relationships, and supporting students.

New Start High School in 2012 was identified as a school in need of improvement, or a priority school by the state for low graduation rate, especially in the four year cohort. We do receive support and grants from the state before that. And you can see we're bringing that up. We're certainly not where we want to be with graduating our kids, but the work that we do is immensely important because we are graduating the kids in four year cohorts and five year cohorts.

They come to us already behind in credits. They've had challenges and struggles at other schools. And we at New Start exist to serve these students. But even with students coming behind in credits, we're getting better and better every year getting them across that finish line. And as you saw with our student, now we're not just graduating them, which was our goal, but we're getting them to college. And that's wonderful in a part.

Oh there were my notes right there. I jumped right ahead. So we've been identified. A big part of our work is re-engaging students and bringing them back into the system. We are highly inclusive. We have all sorts of alternative options and pathways and flexible ways for our mission statement to get students to meet the requirements that they need to graduate and get into college.

Last note on there is a care team. We have a very strong tier two and tier three wraparound services who help students that are struggling in ways that are outside of school. Very intentional intervention system, identification, and screening.

This is the five year cohort graduation rate.

Our smarter balanced assessment in ELA, this is where students are. And I think I can go to math as well, too, and you will see, actually rather consistently there, our students historically do not do well on standardized state tests. That is not how they are best at demonstrating their proficiency and their learning, but we do get them to do that through other alternatives and approved alternatives through the state. So we used to have a collection of evidence force, but we also offer higher level classes, college classes, like a bridge to college class for English language arts and math, so we can use that as an alternative to them passing.

Our students also go to running start and they can take those classes as well, too.

Average daily attendance-- looks like it goes back to just before the pandemic. And that's where we are right now. They are coming back. Certainly at the beginning of the year, they weren't coming back in the huge masses we had hoped, but we have we've doubled our numbers basically from what we saw in September to what we saw in October and now. So we're getting there.

This is our behavior data. I don't know what other school behavior data slides are looking like during the pandemic, because basically our suspensions and expulsions went to zero during the pandemic. You can see over time, that while we pressed it for a while there, our work in making sure kids were not put out of school was continually going down right before the pandemic.

Some of our broader school-wide strategies, our kids engage by hands on and project based, or integrated project based learning. So our kids like to learn math with science. They like to learn history and social studies-- and English language art and creative writing in the arts. So integrating learning around different projects. And if it's hands on, all the better. That's how our students learn.

We have leadership programs at our school. We connect our students with community, community agencies, organizations, we have a strong community advisory board that supports our school as well, too.

Family engagement is a big strategy, especially coming out of the pandemic. And we've seen incredible gains on that. Our student and family care team, as I mentioned, is a tier two, tier three team that is wraparound that supports families and the whole student.

Little notes on our culture here. We are getting back this year to some of the basics of restorative practices. We're doing some refreshers on creating a trauma informed campus and climate for our students.

We're also, as teachers, getting our teaching muscles back going again in person, so we're learning about different classroom-based assessments and building rubrics, and student work analysis and ELC is aligned with district initiatives.

We're at one and one technologies. We're taking our SBA test today. Our classes use technology. We have also remote options for all students, even if they're in an in-person class.

And then our Learning Center is a hybrid remote learning.

As I mentioned, our bilingual bi literate rate is going up. Many students earn credits through that, but our Latino Hispanic population is increasing every year. So we have a lot of support around English language arts.

And I'm to questions or comments. Thank you.

I'm going to open it up to the directors. Any questions or comments for Principal Sita?

I may have questions. Thanks, Mike. And thank you, Aurora, again. Congratulations. Go Cougars. [LAUGHS] Just a plug.

As long as a person who definitely benefited from alternative learning through my K-12 career, I am very appreciative that New Start exists. I'm curious to know a couple of things. I think given the-- and I might be making some assumptions-- but given the pandemic, I'm imagining that many students may qualify in that term of re-engagement.

And so I am curious. It sounds like you're not necessarily seeing an increase yet from one of the slides that I've seen. And are you anticipating an influx of students that will find themselves re-engaging? And if so, how are we prepared to accommodate that?

Yes, I do. I think even if you talk with Anne Marie at our Connections Center, a program that used to be housed at New Start and then we brought it to the district, and many more referrals are coming through the Connections Center. We're getting students who are looking for something in between full on, full blown high school and something a little more flexible, smaller, more personalized that we can give them. Families are looking for that as well, too.

I do anticipate, as the year continues, our population is going to go straight up as it does every year prior to the pandemic. We are prepared for this through our Open Doors Program, which isn't necessarily New Start, but we have a network of other re-engagement programs. The 1418 legislation is Open Doors.

And in fact, I can bring some of those directors down some time to present to you, but we do have a network. I'm sure you're familiar with some of the Open Doors programs. There's one out of the ESD there. So we are able to handle that influx, especially for students that are getting older and maybe aren't looking for a different setting like a college campus to complete their high school work. And we're connected and supporting those programs.

That's great. Thanks, Mike. And one last question that I have is knowing that perhaps maybe the profile of a student that might be at New Start is also at the traditional or comprehensive schools, are there opportunities for the New Start staff to be in professional learning communities with other staff at those comprehensive schools as well?

We do some-- Good question. We do some good cross networking between our Choice Academy as well, too, which is an alternative school as well, but it's a little more traditional in terms of instruction. And we are building PLCs and they're connecting a lot.

Also, our teachers connect with the specialists at the district in their content-specific areas. So maybe we have a department of one in our English department at New Start, but that teacher is extremely connected with what's going on around standards-based instruction and standards-based grading and essential standards. So the students that come to New Start are getting a guaranteed and viable curriculum even though the learning might look a little different. What it is they are learning is right in line with all other schools [INAUDIBLE].

Thank you, Director Bradford. Director Garcia?

Oh, yeah. Mike, would you be able to give us a sense of how many students who are referred to-- and this could be for all the alternative programs-- but specific to New Start, how many students go to some of these alternative programs have some stability but then end up going back to their home school? Is that a significant number? Does that happen often? Or is it usually they stick with New Start?

So the question is the number of students that re-engage through New Start or one of our alternatives, and then their re-entry into a more-- like they go back to a home school?

Does that happen often?

It does. More often than not, what we see is students come to us from a large-- let's just say Evergreen-- come to us from a larger school. They complete their education with us, and then they want to go back and graduate-- actually go through the graduation process. So we see a lot more of that, but even that isn't really significant. So I wouldn't say it's a large amount, but there are students that do end up going back to their home school from alternatives.

Would it be possible-- I don't even know how this would look, but would it be possible to see how the-- so is that graduation number just the New Start graduation students? Because if some students decide to leave New Start and graduate from their home school, then that wouldn't be reflected in the New Start graduation, correct?

When they come to New Start, New Start is its own school, so it's not a program that's supported by another school. So the number that you see are in our graduation rate are students that have transferred from their home school to New Start. The thing is they may have transferred, but they're already a year, two years, in some cases three years, behind. They're on track to graduate in the four year cohort. That's why we also look at a five year cohort, a six year, and a seven year cohort. Did that answer the question?

A little bit. I'll follow up once I flesh it out a little bit more.

You and I can talk about it, yes.

Any other things, Director Garcia? Or are you good?

Yeah, just questions related to attendance. What are strategies-- just one of the things that I've noticed is because of the pandemic, a lot of our students have opted to go work. Find an alternative. They have just other responsibilities. They've got to look over family members. And I think that might be one of the driving forces around attendance that's happening right now. Just what are some accommodations or things that you've done that's working? What are things that could be better that we could support?

Yeah. Well I mentioned, we did get a grant from the state every year, and we work with the categorical office. Actually we just hired, we're bringing him on next week, but it's going to be a re-engagement specialist that's focused on student attendance. And that is going to be this person's job. They're going to be making attendance calls. They're going to be engaging with families to make sure that kids don't fall into that chronic absenteeism because we want them to come to school. We want them to be there. And we think about our staffing and how we use our resources, but the re-engagement specialist that we just hired is using the OSPI grant funds is an example of one of our strategies.

Again, we want students to feel-- a broader strategy is we want students to feel safe. We want them to be comfortable, and we want to empower them to take ownership. Again, Aurora-- sorry, you're on the spot-- is a good example of creating an environment where students have not just a sense of belonging to the New Start community, but they have opportunities to grow and thrive in that. So that's what we try and create in the smaller and more personalized environment.

Thank you. And Aurora, are you willing to come up to the mic and answer some questions from us? Yeah. Awesome. No dog in this fight, but I know that Wazzu has a really, really good veterinary program, so--

[LAUGHTER]

Please, let me turn in my applications first.

I wanted to ask-- just this a great opportunity for us to hear back from students.

Of course.

What were some things that our school district did really well during the height of the pandemic when you were doing distance learning? And you appreciate that we've continued doing this practice? And maybe what is something we could have done a little bit better?

All right. Well, this is very funny. But during the pandemic, I went to go just visit my mom in Mexico City. So basically, I think like most of the pandemic, for nine months almost, I lived over there. And how we were doing our Zoom calls and everything? They were very flexible with my schedule. And they were very understandable. Like, oh yeah, she went to Mexico. She'll be there. I came back. Actually, I think it was two times that I went during the pandemic. I don't know. I lost track over the years, if I'm going to be honest, during the pandemic. But I think they did a great job of understanding just like the student's need. And I know from like other schools that people were in my position, where they traveled to their mother's country.

You asked like what could have they done better? No, I think everything was done perfectly. There was no complaints or nothing. I was in Mexico, so I was in the sun baking. [LAUGHS]

She was happy.

And one other question. Now that you're about to transition into this really big decision, what's something we could do to better support you as you transition to life after high school?

You mean high school to university?

Oh, one word. Scholarships.

Oh, OK. All right.

Thank you. Any more questions?

So any more questions from you, Director Garcia? How about any more questions for Aurora while she's up there from Director Howell?

Hi, Aurora. Thank you so much. By the way, you make me proud to represent Highline. And your story, just the tidbit that I got, is so impressive. So I just want to commend you for all the work you've done. And UW's application is due November 15, and if you would like any help with your personal statement, Ms. Pearson can get you my email because I used to teach high school ELA and I can help you.

All right.

All right. Side note. So I used to teach high school at ELA, and there were times where students weren't finding success in a large comprehensive high school. And they would tour New Start, and they would think about it. And they would think about, I'll have to leave my friends, and I'll have to leave what I know. What would you tell a student who's considering New Start? If they're not having success at their school, what would they find there and how could it help them?

All right. Now, I would say that how, in my speech, that it's a very amazing school. Teachers are very flexible and understanding. Each teacher, I've noticed, they create their little special bond with each student. I get along with my teachers. We're like, best friends.

And so I would recommend, and I would tell them, do not be afraid. Going from a big school, high school to a small high school, kind of makes you feel like, I would say lonely and sad because you're leaving your friends. You're leaving-- not leaving memories, but like you can't go back and make the memories, you know?

But the thing is that there's a whole new chance when you go to New Start to make special memories. Like I've made really cool memories. Like I'm not even in this class, they just make me join these classes for help and stuff. For example, like we do Shark Day. And is it the leadership class? Which one? Yeah, OK.

Well, Ms. Ekana, she teaches leadership. And we do like a Shark Day assembly, and it's like once a month I guess. And we just did Halloween. And the beginning of the year, I don't know what was it called, but we did another Shark Day. And we were able to have dance parties, games, and all that. We came together and really used our leadership skills. And so I feel like going to New Start, you're able to really develop into a successful person.

And not to be afraid. You're going to be OK. You're going to make new friends and all that. And if you want to go back to your old school where you came from, it's OK. But just know that you're going to get taken care of. You're going to become successful.

Because if you're going to New Start, it's probably because of what happened in the past. And also, not to dwell in the past, to move on and excel as a student, mentally and physically.

That's really helpful. Thank you.

Thank you. Director Van?

Well, I just-- what Director Howell said. You make us proud.

Thank you.

That is fantastic. And in addition to you making us proud, I am proud of our New Start staff. What she is speaking of-- of really knowing her strength, knowing her needs, and working around that. Not every student learns the same way, but we are building support around her. So kudos to you, Aurora. Kudos to the staff in supporting. So thank you very much.

And so Aurora, I'll end with-- for you, I'll just echo everything everyone has said. Not just about making us proud, but I think you make the school, right? You are the one who-- I mean, I hear you speaking. It's like, I want to go to New Start, right? Like I want to make sure that everyone has that opportunity, right? And I heard about shameless plugs about-- Eastern Washington University is also still open. And I can help you write a statement as well.

So I do have a daughter who graduated from Wazzu and I did go for a year to UW, so I mean there's a lot of good options up there for you. So just keep in mind, you do have a lot of support. And thank you for letting us know that scholarships-- I mean, that's something that we would all love to work on and really provide that support. But just thank you again for all your hard work. And for you making that staff, amazing. Because without you, there wouldn't be staff. And without staff, there would be you. So I think it makes a perfect team. So thank you again. You're amazing.

And Aurora, I would just like to say that I was fortunate to receive an award this summer that came with a monetary component that I have at the Highline's School Foundation. And it's going to allow me to give a scholarship to a graduating senior from each of our high schools. And so I would like to here, say that I would be happy to provide you with a \$2,500 scholarship to help you on your way.

[APPLAUSE]

So you will be the proud recipient of the New Start scholarship. It's my honor to support you and your journey. And go forth, take on the world, continue to make us proud.

Thank you. I appreciate you.

No, I appreciate you. And congratulations.

Come back and give to your community.

That's right.

Come back and teach at Highline.

That's right.

Come back and work at Highline.

And Shawna, I'll connect with you about how we can make it official as it gets closer. But congratulations. We're proud of you, Aurora.

[APPLAUSE]

Thank you, everybody.

And now you can go home and rest. OK, thank you. Good evening. Have a good one. Bye-bye.

[APPLAUSE]

And so any further questions for Mike? I know that we left off with Director Garcia. So Director Howell, anything for Mike?

I guess I would just ask. A couple of things that you highlight that you do well at New Start is some of that nontraditional learning that you don't get in a comprehensive high school with 50 minute periods and six periods a day. And so as we're moving to standards-based grading and project-based learning, I hope that we can hear lessons that you all have learned about what works and what doesn't work because that would really help us as we start to expand that model outward. So if there's anything you want to share now, great. If not, I look forward to learning from New Start as we move forward.

Integrated project based learning matches nicely with standards-based grading and being able to identify standards across content that students need to reach and demonstrate. So it's a good model and more to come.

Thank you. Director Van?

Yeah. You know, Dr. Garcia really asked the question around attendance and what strategies, so looking forward to seeing those numbers climb back up once you get your new teammate in place to support our students. But also following up in regards to Aurora. Our numbers-- you know, I appreciate you sharing the numbers. They are a little bit low. But in regards to our students, they're not used to taking those tests. We build around what they know, and how to apply that into the real world. So seeing her tonight, and hearing her story, that's what makes the difference. So great job. Thank you.

Thank you.

For me, Mike, thank you for your school's-- not just accessible and just holistic. I mean, having that garden there. And having the opportunity to go and tour that. And just the students and their knowledge and their presentation, and just engagement, I mean it just goes to show the quality of instruction from all your leaders there, including yourself. So just thank you. Keep up the good work. And I am so proud of New Start.

Thank you, Mike. I will echo the thanks and appreciation, not just to you, but to the entire dedicated team at New Start. So grateful for the work that you do for students like Aurora. And thank you for gifting us some time with her tonight. And with that, would you like to introduce our recognition of our New Start community garden volunteers?

Yes, I sure will. And I do want to thank you for the supportive and encouraging words for sure. I know in years past, a lot of staff would come to a meeting presentation like this, but I do know many of our staff are listening to you now. They're Zooming in to this presentation. They were excited to see Aurora as well.

So with that, technically, what do I do here? OK, so I just stopped sharing? All right. And I'm going to introduce to you a long time relationship, partners with the community garden. Many of you have been out there and have seen what it has done for the community, and for our students, and has provided a context for project-based learning in the summers. It's a fantastic resource for community and students. So on the board, presenting [INAUDIBLE]

Taryn Kercher is here, and she has some pictures. And we'll tell you a little bit about the garden productivity.

Good evening, everybody. Thank you for having me. It's good to give you a little bit of overview about this garden everybody's talking about. I'll give a little bit of context of what we're doing there.

The garden is on the campus of New Start High School. It was an old playing field that wasn't being used. We started out as a little school garden in 2015, and we're now separately running non-profit that operates on the campus with a use agreement with the district. And we're all volunteer-run. We've got a board that helps manage it, and then we work with the students and teachers at the school, as well as community volunteers to run the program.

So we have our own mission statement. You can see here we provide access to people of all cultures, incomes, and ages to grow food, learn, and build community through education, collaboration, and environmental stewardship.

One of the things we-- I'm sorry-- one of the things we found about a lot of school gardens that we visited before we started was that they're not very sustainable sometimes because there's nobody around in summer because school's out. So we built sort of a special, unique kind of setup where it's a three-faceted garden in this case, where we've got the school garden that operates during the school year. And we have a summer program for the students.

But we also have a community garden built in to it so that there are community members that are all summer long. And we use volunteers to work in the school garden during the summer as well to harvest food for the food bank. So I'll tell you a little bit more about that. And that means that there's somebody there all year round.

And then we also surrounded the whole garden with community art projects and a botanical garden so that there's all sorts of people interested from the community. Have lots of reasons for people to come visit us and support with us and volunteer with us, honestly.

This is what it looked like when we started. It was just an empty field there, right next to the campus. The campus is on the left of that picture.

And today, we've got quite a lot going on. We've got 75 different rental plots in our P Patch system. And the people who rent those, a lot of them are immigrant families and just local people from the neighborhood. About 75% people of color-- 74%, 75% this year.

We have 14 different specialty gardens that all emphasize edible landscaping and how to grow food. We've got some really unique ones like a Latin Americas food garden, and a bunch of Asian fruits and vegetables that we planted specifically to help welcome in the community because we know the diversity within our community in the greater Buran and White Center area's important to make them feel comfortable.

We also have a huge pollinator garden and flowers along the front. So we have that all the pollinators and insects. And we could talk about gardening for wildlife and the science around that.

And we have a stage in a meadow area for community events. We recently had an event for the art exhibition, which I know some of the council was able to attend, which was really cool.

On the outside of our garden fence, we've got 80 original pieces of art that were just installed that were made by students and community art folks from Buran Arts Association as well.

Within the school garden, which is roughly about half an acre, the whole site is 1.6 acres. We've been growing food for the White Center food bank, so they're our primary food bank partner. You could see last year we donated over 2,700 pounds of organic produce to them. And we work each spring with the food bank to identify crops that are culturally appropriate for their visitors and for our community. So we're growing a lot of specialty produce that they can't get from other sources, and it's all hyper local. It's just five minutes away from them. And it's organic, which is hard to afford for a lot of families and students.

Out of this relationship with the food bank, we also established a food pantry on campus so that we have a better partnership that's ongoing. And the students also can take-- if they volunteer with us out in the garden, they can take some of the produce home with them just like we do with our volunteers.

We have a garden education program. We started out as a school garden, and we had a little summer program that's usually six to eight weeks. During that program, King County pays for the students to actually get paid minimum wage, which is now over \$15 an hour. And they work on projects, like we talked about project-based learning out in the garden. So they're building beds, they're building things, they're maintaining the garden. But they also get math or science credit for half the day.

Mike talked a lot about attendance and graduation rates. Within this program, we've had attendance as high as 92%. If you compare it to other parts of the school year, it's pretty impressive.

This year, during the pandemic, we had a graduation with our math credit in our summer program 75%, so these kids are really engaged in a safe space. It's a green space. It's a healthy space. They're doing outdoor activities. It's kind of less intimidating than being in a classroom for a lot of them.

And we've seen a lot of changes in their personalities. At the beginning of the summer, sometimes they have a hard time making eye contact. By the end of the summer, using some of our curriculum, they're talking about their food history and recipes from their family and how to grow those crops.

And we had some really neat examples of how people connect with food and the environment. In a setting like this, it's a little less structured so it's a great experiential learning tool.

We also have a curriculum developed that anyone in the district can use at a high school level. We had a garden educator develop it for us, and it's a six week course that covers everything from food justice, to cooking, to food handling permits. You can pass the food handling exam if you're interested in food industry jobs, so it's got job skills built in.

And we also just built a new greenhouse. And inside of the greenhouse, we're going to have a robot garden. So we're going to be engaging students in robotics now on campus within the garden setting. It's going to be solar powered. It's going to have water collection, so there's a lot of STEM classes that can be taught around that.

And we also teach classes to the public for free with our grant money. We're funded by the Port of Seattle, King Conservation District, King County, a couple of other private grants, as well as local donors and businesses that support us.

This summer, one of the projects that students did was put in a taco garden, for example. We were talking about food and culture, and demonstrating how you can grow a plant and then harvest it, and then make salsa. At the end of the six weeks, they got to do that, and that was pretty cool.

We also have an herb garden that was funded by one of our grants. And they made herbal soves that they made for beauty products. That's one of the learning experiences they did. So it's a whole combination of math, and science, and food, and culture.

Here's a picture of the inside of the herb garden there-- actually, herb and tea garden. This was funded by King Conservation District, and one of the projects around it is to have students be able to make recipes with the culinary herbs that are in there, but also maybe fundraising ideas. And we put in a starter box to teach students how to propagate plants this spring as well so they could have a plant sale. Fund raise for themselves in the future, or for the garden by cultivating the herbs that are in this garden.

So lots of options for here where we can have classes. And ideally, we would like to be sort of a host site for any classes. Any schools that are in the area are welcome to come join us.

That's sort of my basic wrap up slide. If any of you are interested in coming to get a tour with us, just give us a shout at that email there. We're at the Shark Garden. We're also on Facebook and Instagram. You can follow along with some of the stuff we're doing with the volunteers and the students.

We're excited to have students back on campus, but we understand that because of their special circumstances and how they're getting one-on-one attention, they can't always come out to the garden. But community involvement and having other schools be involved is sort of the process and the goals going forward.

We've spent the last six years building the garden, and now we're shifting into programming and offering free classes, inviting more student groups, and making sure that everybody is aware that we're there. So we're really proud of what we've achieved so far and that it's making big impacts on these kids' lives.

A lot of them aren't familiar with where food comes from, honestly. We've had one kid who was in a summer program who saw some cucumbers growing, and he commented that it looked like a pickle. And our board member said, yeah, that's where pickles come from. His mind was blown because he didn't have a relationship with vegetables in his life. And the same board member took him over to smell a mint leaf, and he said it smelled like bubblegum or chewing gum. So his relationship with mint was a fast food, a convenience food.

And our curriculum covers things like food deserts and ties it into culture. So it's those little moments like that and seeing our [INAUDIBLE] success rate with these kids getting the math credit each summer or the science credit. And being in this healthy environment's been really special for us. So we invite you all to come join us and check it out.

Thank you so much. I will say do yourself a favor and follow them on Instagram. The photos of the produce, the flowers are beautiful, and it is worth a visit. It's a really wonderful place. And we actually have a certificate of appreciation for our New Start Community Garden partners that says, "for providing access for people of all cultures, incomes, and ages to grow food, learn, and build community through education, collaboration, and environmental stewardship. So if you'd like to come up, we would like to present this to you and do a photo as well.

And with that, that concludes the presentation.

Yep.

And then we move to our scheduled communications, and first step is Graciela Lane. Make one more call for Graciela Lane. Not seeing or hearing her. And next is Renee Williams. Thank you.

Hello. Dear members of the board, On October 7, Dr. Enfield asked what I needed to hear from her as a leader of our school district. I told her that I need to hear that she can firmly stand behind Highline's promise of knowing all of our students, including remote, by name, strength, and need. That I need to hear that the remote school would be supported in those needs, because so far there is no fruition of this. That I need to hear solutions for the many unanswered questions all remote teachers had. That I need to hear how she is committed to finding these answers, because this is not being communicated to our remote staff currently.

After I requested these needs for my students, colleagues, and myself, there was no response. There are over 600 students enrolled in our remote school, yet we don't have a dedicated principal, administrative staff, or a point person to communicate with freely as I was asked not to email the person named as our point person. I've been directed to ask questions to my principal and HEA representative, which takes a lengthy amount of time to get answers if any are given at all. Many of our questions remain unanswered. And in comparison, my home school has about 400 students and is fully staffed.

We are now entering our third month of school, and many of our remote students don't have any school supplies or the technology equipment needed. Most of my students still don't have access to whiteboards, math manipulatives, or workbooks. And some, even pencils and paper.

A parent emailed me last Thursday with reports that her child's home school office told her that they didn't have a Chromebook for him despite the principal confirming they did a week earlier. She had to use the student's kindergarten teacher as a liaison to help her get the equipment her son needed. This is just one of many examples of the inequities that our students face in the remote program.

Furthermore, remote teachers' mental health is being jeopardized. We are isolated in our rooms and not able to be a part of the school community because it is vastly different from the remote world. There are constant interruptions in our students' learning from internet outages, to all call announcements, and this is simply not equitable. Our remote students deserve a full day of learning without interruptions much like their in-person peers.

The last several weeks of stress and strain with unstable and overpopulated internet connections could easily be resolved with remote educators having the ability on non team planning days to work from their home offices if they choose. We are highly educated, highly qualified professionals. Many of us are board certified and/or hold several degrees in our field. We act continually in the best interest of our students. Please allow us the leniency to make ourselves our best selves while working to achieve the highly unusual year.

I have four asks on behalf of remote teachers everywhere on where you can take immediate action. First, get the students the supplies they need and orchestrate clear communication between buildings, families, and remote teachers on when and where to get supplies.

Second, give us a point person who is granted the ability to make decisions and answer questions without first filtering through multiple people. We need someone in charge that we are allowed to contact as freely as we do in our in-building principals. Give principals the support they need by having this point person answer questions instead of our principals having to manage two systems.

Third, adhere to and comply with solid dates for correspondence, action items, and student parent communications. If we are held accountable for supplying our students with high levels of educational rigor, the district must be held accountable to allow for students success in all areas of remote. Establishing to and sticking with solid dates will propel this forward.

And finally, let remote teachers choose where they are most comfortable delivering instruction. For most of us, that is from our homes with stable internet connection and more time for what matters-- our students and their learning. Time is of the utmost importance so each of our students attains the education they deserve all while knowing we know them each in person or remotely by name, strength, and need. Thank you for your time.

Thank you for your comments. And with that, our next scheduled communications is James Payne.

All right. Good evening, school board. I'm James Payne with two boys at North Hill Elementary. Let me begin by reminding the district that you are failing 70% of our children who are not meeting the standard in English, math, and science. 70% are demonstrably substandard according to the OSPI. You should be embarrassed at this metric.

But rather than doing something substantive to actually improve their education, you have instead invested in the cultish canard of systemic racism and instituted your odious practice of critical race theory called "Instruction on Race and Identity" in a clear effort to deflect from your obvious failures.

But despite its popularity in academia, CRT and IRI are invalid educational constructs, and they're fraying the bonds of common citizenship in our diverse society and district. IRI is enforcing a cynical and intolerant orthodoxy by requiring kids to identify themselves and others based on immutable characteristics like skin color, gender, and sexual orientation. This insidious agenda is conditioning our children to see others' skin color first and foremost, then categorize everyone according to a hierarchy of racial privilege and then pit different groups against each other. This is madness.

Indeed, IRI is weaponizing social justice to specifically disadvantage certain kids. Your race policies, what you people have solemnly called "the work," are intentionally designed to cause more grievance and activism in the district, not the scholarship and academics that we pay you to provide.

Highline public schools has strayed from its core duty of educating into politically indoctrinating our children, and it shows in your test scores. Your "work" is picking racial scabs that need to heal. And if you're one to say, well, we don't want them to heal, well then you're just clearly seeking political power by developing ignorant, self-righteous, and intolerant child activists.

So as a start to this healing process--

Point of order, please. I would like for you, for all of our speakers, to refrain from demeaning our students. If you have an issue with that, you can most definitely speak to us one-on-one. But please refrain from speaking about our students like that. Thank you.

OK, I want my time added on.

No, no that's OK.

So as a start to the healing process, I call on you to mandate immediate removal of all political posters and materials from the district. No Black Lives Matter pictures, no rainbow flags, no hammer and sickle or Antifa symbols. No pictures of any modern day presidents, first ladies, or vice presidents. No Che Guevara or Black Power iconography. None. Ban it all. We've seen the pictures of the Highline classrooms. We know the propaganda is there. None of you would accept the Confederate flag in the classroom. Why would you ever accept these other violent political symbols?

Even the WEA acknowledges that teachers are speaking on behalf of the district when they're teaching and must refrain from taking political positions or espousing personal beliefs using speech, clothing, classroom decorations, or displays. Any political exhibition in the classroom constitutes forced speech to our kids, and therefore abridges their First Amendment rights with explicit partisan indoctrination in the district.

Highline, you must reacquaint yourself with the Bill of Rights and fix this immediately. I mean, otherwise, you're going to get sued for violating the students' civil rights, which would be very, very expensive for this district. I assure you.

Rip the IRI out of the curriculum, root and branch, and immediately remove all political signs, materials, flags, et cetera, from our classrooms and focus on your core responsibilities of educating, not indoctrinating. Thank you.

With that, that concludes our scheduled communications, and we move to our superintendent updates.

Thank you, President Alvarez. I want to begin by acknowledging we have the wonderful Adriana Espinoza as our new board support person, and behind her is Sharon Colby who is going to provide backup. But Adriana, we want to welcome you to our board meetings, and thank you again for stepping into this role as Kyle transitions out. So welcome.

Go ahead and tap the screen real quick.

Oh, thank you. Thanks. I thought you were just giving her like a high five kind of thing. So I was like, OK, all right.

So I, of course, have to begin this evening thanking our Highline voters for the approval of our levy in last night's ballot. The early returns last night had us at just over 60%. We dipped a little. We're at 59.98%, but I think that's probably going to tick back up since we know that a lot of times the late returns are "yes" ballots. But it was a resounding show of support from our community to our students and our staff, and we don't take that for granted. We are deeply grateful.

And humble brag-- of all of the school districts that had levies on the ballot, ours was the only one that was at 60%. Everyone else was in the 50%s. So thank you, Highline, so much for continuing to support our students and staff. I am deeply, deeply grateful.

I also want to congratulate President Alvarez and Vice President Van on their re-election, so congratulations. We look forward to continuing to work with you as well, and thank you for your leadership and your service.

The only other thing that I really wanted to speak to tonight was just to share with you-- I got some information today from Ann Slater, who works in our wonderful nutrition services team. And I think that some of you may have heard of the P-EBT, the Pandemic Electronic Benefit Transfer program, where we could provide money to students and families that were needing support in terms of having food security.

Thanks to the extraordinary work of our team from nutrition services, to our social workers and others across the district, district-wide, over 15,000 students received some form of P-EBT over the last year, totaling potentially millions of dollars.

And so I just want to thank our team here in Highline for their dedication to making sure that our students and families get the support that they need and deserve. I was just blown away by that number. So a huge thank you to our colleagues who continue to make that happen. And with that, Sandy, I will invite you up.

Thank you, Dr. Enfield, and thank you, board directors. Always appreciate your volunteering, essentially, into this role and dealing with all it entails.

I do want to speak a bit to the remote teacher situation. I will say that it's something I've been working on. I have not brought forward, but have encouraged members to help you understand their situation. I know it's something that from day one was not really well planned and thought out as much as teachers would like to have seen. And so we have been working on that behind the scenes. Efforts have been put into that, and I would just say-- I'm not I'm not going to say it's too little, too late.

I'm going to say we're making some steady progress, but obviously accelerating that and listening to our teachers here. I mean, we have one person, but she's representing many voices. There are over 600 students in the program, and we actually went so far as to elect a remote elementary teacher representative, which is an unusual situation. We do have special program reps such as psychologists, nurses, and such.

But the unique needs of these teachers should not be ignored, and we hope that the meeting of their concerns will be accelerated. But still as much as we can have point people that have the decision making power on the spot to decide to do things is definitely going to be helping smooth their situation.

I know there has been expressed, from all the remote teachers, an interest in working from home or from other sites that have, I would say, not only better internet connection, but just creating an experience for themselves where they feel trusted and valued. And unfortunately right now, the messaging that I personally have been fighting against is, "you are not valued. You are not trusted. We can't let you work from home."

And I, of course, tell them all the time, of course, that's not-- here's the reasons why we want you to be working on site. We want you to have people around you who are supporting you, people that you can plan with, and many other reasons why it's been helpful, from the distance perspective, to people to be working on site.

However, if that is landing on people in other ways, then we need to be listening to them and understanding how the experience that's being created is impacting them, and then, unfortunately, sometimes how that can roll into their motivation and roll into their mental health as they work with their students.

So we are in the middle of problem solving. We have a great relationship with HR. We hope that some of the interest that I expressed in our labor management conversations even today can be listened to and picked up on to, again, help these teachers-- I'll say many of them who did not want to work remotely. They wanted to be back with kids. So quite a few of them were either asked to move to remote because as you know, we did accommodate the fact that many students, at the end, their parents wanted them to be remote, as well as just people being kind enough in their building to take that on as volunteers. So it's definitely affecting their mental health, and so as much as we can do in this time.

I will say another group that are under a lot of strain right now, and I'm really hoping that we can think not only of supporting kids, but our adults in the system, are the teachers that work at Southern Heights. And I'll expand that and say staff.

You know, they got the word last Friday that the school would be closed. They are going through that kind of grieving stage, and I've reached out and I've gotten assurances of the support that the students are getting with their grief, but we can't forget the staff members in this. And I ask the district to kind of think through that a bit and see what we can be providing the staff at that site right now, particularly assuming the closure is going to go forward. And obviously, that is in your hands.

And then, finally, I guess I'm a little upset about WEA's name being called into question tonight and what we do and don't support in classrooms. You know, WEA is always fighting for the opportunity for teachers to be able to express their opinions. We do not support-- and it is illegal for us to support candidates using our time, our resources, our on school time to support candidates or initiatives such as the Levy. We are allowed to provide information to people around something like the Levy, but we would not be able to convince people to vote for or against it.

So when we talk about, WEA is saying we do not take political action. We're not allowed to take political action. That's what we're talking about. But when we're talking about human rights, when we're talking about social and racial justice and equity, the messages that I've been hearing the last few board meetings have been very disturbing to me, because I do not think it reflects either our students, what our students need, and the values that our members placed in trying to make our system a more just and equitable system that meets the needs of all students. So I would hope that people would refrain from speaking on the unit's behalf at the microphone. Thank you.

Thank you, Sandy. And I can assure you that we are providing extensive supports to our staff colleagues at Southern Heights. So there will be a number of folks from central office out there this week providing with them with that, and that will be ongoing. And that concludes my report.

Thank you, Superintendent. And so with that, we're going to move to school board reports, and our first step is superintendent search update. Can we have Erin come up to the podium? Thank you.

Good evening, directors. As you know, we just held our second work session with the search firm, Hazard, Young, Attea and Associates. We'll be updating the superintendent search website with the information that was gathered at that meeting tonight.

As we discussed, there are going to be two surveys going out soon. So one specifically for students, as well as one that is for the larger audience-- community members, family members, staff. It will be open to everyone. The link to that survey will be not only on the search website, but also will be messaged out in a variety of ways to families in the community.

So the next month of the superintendent search process is really focused on engagement through both the surveys, as well as the search for a meeting with groups and individuals in order to develop what they're calling a "leadership profile" that will be presented to the board in December.

There will also be two community forums, one in-person and one virtual. And more information on the specifics of those forums will be shared shortly.

I just wanted to note, as you guys know, it is only the first phase of engagement. The board will be discussing other opportunities for engagement as we move forward through this process. We are still working towards the goal of the selection of a new superintendent by the end of February, beginning of March 2022, with a start date of July 1, 2022. I'm happy to answer any questions.

Any questions or comments? We just met. I think all our questions were answered. Thank you.

Thank you.

And with that, we move to our legislative report. Director Garcia.

Thank you. If you didn't tune into the WSSDA General Assembly, you missed out. It was two days of nonstop policy wonk kind of talk. It was amazing. One of the things that I'm going to ask after we've finalized our legislative priorities is that they are asking for us to rank sum of our preferences, so I'm going to use ours as a guidebook.

But I'm also going to ask that you guys look at some of the other approved priorities that WSSDA has done. And I think we're going to have space for five more, so if something that's not on our legislative priority, you want it to get ranked and elevated, please look at the couple hundred options that you have in front of you.

The goal is to submit our priorities by the end of the month. I think we have until the 30th, so I'll kind of create a system for us to be able to rank and land on some. They'll be cool. And I think that's it.

Thank you so much for going to that, and thank you for the updates. And thank you for the pictures. Thank you for everything.

And with that, we move into Director reports, and we'll start that this time with Director Howell.

Not much to report other than I got my kids signed up for one of the vaccination clinics that Highline is offering, and I am so excited about that. So I just want to thank all the people that worked behind the scenes to get that rolled out so that as soon as the CDC announced it, I got the email as a parent that I could send my kids up for a vaccination clinic. So I'm really excited about that.

And just keep an eye out for the student survey that will be coming out around the superintendent search, because that's going to be really important that we get a lot of student voice.

Director Howell, I just also want to make a note to thank Hesa and her team, and our partnership with UW because they were really prepared so that we could launch that page now. What we were not prepared for was the incredible response, so our clinics filled up before 6:30 this morning.

Wow.

So we had a meeting with Highland Council PTSA, and Hesa's talking with UW to see if we can add another clinic soon. We already have one scheduled for early December for the second dose for those that are going to get the first, but it will also be a first dose clinic. So early December for sure, but if we can get something sooner we're working on it. So I just wanted to publicly acknowledge that because I know Director Alvarez experienced some frustration that they just filled up so fast, which is great that there's this much interest in getting our children vaccinated. But we need more slots, so we're working on it.

Thank you.

And to add to that, my neighbor said that within 35 minutes of the site going up, it was full. She said she signed her daughter up. She went back to check to see if some other spots, and she said they were all full. So she said within 35 minutes of that opening up it was full. So anyways, thank you for Hesa and the team, and for looking into getting in.

I also ask to see if there was any other way we could do some equitable also access because not all our families have access to internet at 6:30 in the morning. And so how can we really look at making this accessible?

So I will say that I think, as you all know, that we're bound by the number of doses that UW gets, right? And I think there's concern that there's not going to be immediately enough to meet the demand, but the doses will increase. And as they increase, I'm assuming that we'll be able to have walk-up pop up clinics, where they won't have to-- the only reason that we're doing it this way now is because we're limited in the number of doses. As doses become more available, we will certainly make it much, much easier and accessible.

Sounds good. Director Van, any updates?

Yes, thank you. A couple of things. I just want to thank the community again for passing the levy last night. That's a huge, huge support. Thank you so much.

Tomorrow night, our Seattle South Chamber of Commerce is hosting their business award. And this year, we get the honor of having two of our own be nominated for educator of the year. One is Dr. Enfield and also Nick Joshi with Raiseback Aviation. So if you guys can log on tomorrow night-- it starts at 6:00 PM-- just to see what the Chamber has done for our community. Hopefully our educators win. So that's awesome.

This next comment-- as a parent of this community, I look forward to our community coming out and speaking to us as board directors, as your elected officials. We want to hear what is going on in your world and how our policies are affecting your children, OK?

My only ask is that we'd be very respectful that we don't put down our students or staff. Speak to us, OK? Please. We are your elected officials. Call us, email us. We're here to listen to you and come up with some solutions. But please do not come up to the dais and/or to the mic and put our students down. I'm not going to tolerate that. And our students are watching, and they're going to emulate that. And that, in itself, really upsets me.

So I look forward to our community coming out and talking with us and discussing their issues. I'm OK with that. But please do not put our students down and our staff. We are your elected officials. Talk to us about it. So that's it for me.

Thank you, Director Van. And with that, Director Garcia, any updates?

Yeah, I just want to give folks heads up. The letters we received from students last week really got to me, and I reached out. I'm going to be going to the school next Wednesday at 2:30, so we're going to have to adjust our one-on-one. But if anybody-- if one of you wants to join me as well, it's a great opportunity to just-- I want to be able to apologize directly to students about the internet issues that we're having, give them an update, and just hear directly from them.

Because I love that they did it, that they wrote some letters to us and they're advocating. Like this is a great lesson that they learned, and I also want to be able to respond in person. So if anybody's interested, next Wednesday, 2:30, I'm heading down to Maritime to speak to some of those students.

That's awesome, Director Garcia. I sent Tremaine an email just to let him know. Please let the students know that we hear them, and that we're working on it. So I'd love to join you.

Yeah, I might, too. I sent an email as well. So yeah, I might be in.

Thank you. We might be going.

I might be in as well. So that means that we would need to publicize it. Is that--

Yeah, if we wanted to make it a public thing then I guess we would have to send out notice.

But we're not going to be making any decisions or anything. We're not going to be voting on anything. It's just--

It's a public appearance just to hear--

But we'll have to notice it, though, if it's more than two. Yeah. So please let Sharon if you plan on going so that we can publicly notice the meeting.

OK.

That's awesome.

Here comes Holly.

Holly's jumped up.

Sorry. It is not a public meeting where you'll be discussing things. It's like attending Oktoberfest or anything like that, so you actually don't have to notice it. But you can't discuss business.

Oh, don't worry.

[LAUGHTER]

Talk to the students. Talk about the internet issues, that's fine. But then you don't have to notice it.

Thank you, Holly.

Director Bradford?

I have nothing. Thank you.

And I just want to, again, echo the thanks to the community, to our amazing families, staff who live in our communities for having that trust and passing the levy. I am excited about just seeing all that support so thank you again. And I have nothing else besides that. And with that, we move into our consent agenda so I'll ask for a motion to approve our consent agenda for this evening.

I move that we approve the consent agenda for October 20.

I need a second.

I second.

And with that, all in favor, say aye.

Aye.

Any opposed?

None, so our consent agenda has been approved. So now we move to action items. So motion to approve 2022 legislative agenda. This motion would approve the legislative agenda for 2022. Any updates?

Yes, President Alvarez. I would like to make an amendment to our legislative agenda. I would like the following three amendments or changes to be made to the legislative agenda. First is to add an asterisk to the legislative positions that align with the WSSDA legislative positions that we just approved over the weekend.

I would like to add an additional priority, world language instruction and language access service priority, which reads, "In an increasing global world, it is essential that students have support through their K-12 experience to build their skills and language other than English. We support legislation that promotes and funds innovative models for comprehensive world language instruction, including those languages indigenous to North America, legislation that provides equitable access for students and their family members who experience language access barriers."

The other priority is to attract, recruit, and retain diverse school board directors. For Highline to better serve our diverse community, we support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds and lived experiences to serve on local school boards, to simplify qualifications necessary to serve on school boards, to broaden the eligible candidate pool, eliminating the citizenship requirement to allow permanent and legal residents to serve. So these are recommendations that we'll be advocating down in Olympia this fall.

So with that, you all heard the amended legislative agenda items that wanted to be added. So hearing that, I would like to make a motion to approve with the amended legislative addition items to the agenda.

Director Alvarez? Can we make a motion first for the amendment, and then to approve with the amendment, please? Thank you.

So first we move to add the amendment, is that correct?

Is there a second for that?

So since there was a motion, now we need a second.

I have a question. When does that come in?

Now, before we [INAUDIBLE]. This is the time-- before we vote.

I guess I'm just curious just because I'm looking at what was published in the agenda, and just wondering-- that this is new publicly, and how does the public have an opportunity to see what's being proposed?

I guess point of order, one of the things that before we can answer that question, I think we have to have only discussion regarding the amendment piece.

Oh, OK.

Thank you.

That's right. There's a motion on the table to amend the legislative agenda to add these three items, the asterisk and the other to that Director Garcia mentioned. Questions around that need to happen first. Then you'll take a vote on whether or not make the amendment. Then you can have discussion on the larger document, including the amendment.

So I think the question that came up from Director Bradford is how are we giving the opportunity for others to see, especially our public or our community, the ones just presented? And so that means that we're not giving time, so is that what I'm hearing?

Yeah, I think so. The public and community hasn't seen or heard--

We may need to pull it from action and postpone it to an intro, and move it to an intro until our next board meeting. Would that--

You could pull it from action. You can pull it from action. We can make the adds. You can have it for action at the next board meeting on November 17. And there, you can discuss the totality of it and that would include then when we publicize the meeting, the proposed adds.

I should also say we made an add in between intro and action for a legislative ask for supporting the Highline High School student solar project, so that is also on there as well. But you're right, Director Bradford. What Director Garcia is proposing has not been in front of the public.

So then hearing that, I'd like to make a motion to pull motion to approve 2022 legislative agenda and the amendment that has been proposed.

Point of order, sorry. I think we would either have to-- what is it called? Oh.

I think you have to vote on the motion to amend now, and then vote to table the item. And then we can update it. Because there is a motion on the table.

OK.

I think that's what you were going for, Director Garcia.

Thank you.

Yes. I'm glad someone knows their [INAUDIBLE].

However, there isn't a second yet. So are you making the motion to add the amendment, right, for the [INAUDIBLE].

I'll second that.

Thank you.

So just a question before we vote on it. So what happens, Holly, if there are some items in the proposed added agenda items, added legislative agenda items, that we don't want to move forward or that I just have more questions about? In order to-- it's just getting complicated here. [LAUGHS] So you know what? I'm just-- because I--

Can I jump in real quick, President Alvarez?

I think the order of operations is going to be that we approve or not approve the amendment, and then we're going to have to do an additional vote for the entire thing, our entire legislative priority at which point we could vote to table it for the following meeting.

And if we table it for the following meeting, then we can by then review your additions wanting to be made, so there's no clear action taken tonight on anything.

Correct. The only action taken tonight would be adding it for public review.

Right. So you could approve the amendment. It puts it on the agenda. Then you have the full agenda with the amended language available for public review and/or questions, comments on a November 17 meeting.

OK.

Question. Are there any time implications?

That's what I was looking at. I think what Holly was bringing up with the solar project because that is also-- I think that might be time sensitive.

We won't be in front of a delegation prior to November 17, and the legislature won't have started until January 10.

OK.

I think that [INAUDIBLE]

OK. So let's go back to-- [LAUGHS] feels like "who's on first? No, who's on second? " [LAUGHS]

What's on second?

Oh, that's right. So here we go. I heard that there was a motion to amend, and that's what we're currently voting on is the amendment. So there's been a motion, so we need a second.

I second.

Joe second.

So at that point, Adriana, you could make a roll call.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Now I would like to make a motion to remove it off of our action item to this evening and put it on the November 17 agenda.

Thank you. I second that.

So there was lots of seconds here.

So roll call please.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Sorry. That motion passes five to none. Thank you.

Thank you.

All right. I'm glad we get through that one. Thank you, everyone, for your patience and thank you. Thank you, Director Garcia, and for Holly and Kate for coming up there.

So our next motion is to approve Style ZAYO dark fiber. Approval of this motion would approve the ZAYO dark fiber point-to-point service to connect broadband service for all students, staff, and administration. Any questions, concerns?

No.

I have none.

Seeing and hearing none, I move that the Highline School Board approve is the ZAYO dark fiber point-to-point service to connect broadband service for all students, staff, and administration. And just want to make a comment that it just feels, again, so like Darth Vader. I'm sorry, I just had to say that. OK.

I second.

Roll call, please, Adriana.

Director Van?

Yea.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you, Adriana. Our next motion is to approve the non-matched endorsements and limited certifications for 2021-22. The approval of this motion would approve the non-match endorsements according to WACK 181-82-110 and the limited certifications according to WACK 181-79A-231 the 2021-22 school year. Any questions or comments on this?

No questions.

Seeing and hearing none, I move that the Highline School Board approve the non-matched endorsements according to WACK 181-82-110 and the limited certifications according to WACK 181-79A-231 for 2021-22 school year.

I'll second that.

Roll call, please.

Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Howell?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

We have quite a few introduction items. And as you see them, are there any ones that you want to move to a consent agenda for our next meeting? I'll give you guys a moment.

I would like to make a motion to move 9.5, 9.6, and 9.7 to the November 17th consent agenda.

I second that.

All in favor?

Aye.

Any opposed? So those will be moved to our consent agenda. And with that, we are at the point to needing a motion for us to adjourn.

I make the motion we adjourn.

I second that. All in favor?

Aye.

Let's go home. The meeting is adjourned.