

## Highline Public Schools | Board.Meeting.12.1.21

---

I'd like to welcome everyone tonight to our regularly scheduled board meeting. So we'll pause for a second so we can get our tech stuff so there's no feedback. Yeah. And here we go. And with that, I'll ask everyone to please stand 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.

You may all be seated. Role call please.

Director Van?

Here.

Director Howell?

Here.

Director Garcia? Director Bradford?

Here.

Director Alvarez?

Here.

And Director Garcia has an excuse for today. And with us also is our superintendent to my left, Dr. Enfield. And with that, I'll call for any changes or additions to tonight's agenda.

I have none.

Here and seeing none, we move right along to a recognition, and I'll pass it over to our superintendent.

Thank you, President Alvarez, and good evening, everybody. Welcome to our first meeting for December. Hard to believe it's December.

For recognition tonight, we have our presentation from Highline High School, and so I would like to invite our principal, Clint Sallee. And if anybody wants to join you, Clint, you're welcome, but we'll turn it over to you.

Good evening, everybody. Just give me one second. I'm going to try to get my screen shared and my presentation up.

I didn't know the microphone went that high.

I know. Well, like I said, in a second, I'm going to call up Evelin, and she's about half my height, so I'll do that twice.

All right, good evening, everybody. Good evening, President Alvarez, members of the board, Superintendent Enfield. It's a pleasure to be here. My name is Clint Sallee. I am my fourth year at Highline High School but my first year as solo principal after three years is co-principal with Tremain Holloway.

It's been a whirlwind journey the last four years. We emptied out an ancient building. Saw it get knocked down, moved to Des Moines, moved in there. Moved into a pandemic, and then moved out of Des Moines and are back into with our student body in the heart of Burien, where our students belong. It's their community and a beautiful new building. And it's been such an exciting journey these last four years and such a high stress, but still rewarding time, and it's a great time to get an opportunity to address you all this evening.

In a second, actually right now, I'm going to cut right to the chase and bring up my superstar student, Miss Evelin Rodriguez. And to try to bring her up, I'm going to introduce Mr. Will-- Senor Will Peterson, who is not only a ducky award winner, recent ducky award winner, he's also been our EL facilitator for the last few years. And for this year, he is teaching our beginning ELL language blocks with his day and is doing an amazing job. So Will, you want to come up and join me?

This works. Good evening, everybody. [SPEAKING SPANISH] My name is Will Peterson, and I teach ELL, beginning reading, writing at Highline high school.

Thank you, Clint. [INAUDIBLE] Will Peterson, [SPEAKING SPANISH] Highline High School. [SPEAKING SPANISH] Evelin Rodriguez Mayorga, [SPANISH] superstar student [SPEAKING SPANISH] super [SPANISH] student.

This is our superstar student. We want to introduce Evelin Rodriguez Mayorga. And we'll just let her go ahead and say several words about herself, her first days at Highline High School a year and a half ago right before the pandemic began. About her story, her achievements in the ELL program in English, as well as the dual language program in Spanish. And in her future goals as a college grad and her dream and vision to become a dual language teacher. [SPEAKING SPANISH] Evelin.

[SPEAKING SPANISH]

Hi, hello, hi.

[SPEAKING SPANISH]

Yeah, thanks. So when I first got here, everything was so different. It was such a sudden change for me, and I didn't know English, and I could just say things like "hello, [SPANISH]." But there are teachers that spoke Spanish. they explained things for me, and there were students as well there. And there was quality in the people and there was in the students, the fellow students, as well as the teachers at my school.

[SPEAKING SPANISH]

Mr. Peterson. [SPEAKING SPANISH]

And I remember, I've really advanced a lot now since I came in 2020. And I remember when I first came, I couldn't really go into a store and say anything or ask for what I wanted, and I always had to ask my brother to help me out. But thanks to Mr. Peterson and the teachers, they've really been teaching me a lot.

[SPEAKING SPANISH]

Gracias, Evelin. And so my story, how and why I came here. So I came to the United States, there wasn't safety for me in my country, and especially for women. And so there's a lot of delinquents where I'm from, and my mom was always scared that something would happen to me. So it just wasn't safe for me to be able to go to school. But now that I've come here, I'm really, really trying hard.

[SPEAKING SPANISH]

Yeah, and so the opportunity now to be in a program like a dual language program as a high school student, I just thought that it's so great, and it really interests me. To take classes in Spanish is so good, and Spanish for me is like, this is the way I see it. It's a language that everybody speaks, that everybody can speak.

[SPEAKING SPANISH]

And so really for me, my goal is as I move forward is to be able to graduate from the university and to be the first person in my family to graduate from university here. That'd be such a big pride and honor for myself and for my mother. And in Mexico, I wasn't so recognized or something. But here, again, I'm really putting forth the effort. I'm really trying hard.

[SPEAKING SPANISH] in Highline High School. [SPEAKING SPANISH] Highline High School. [SPEAKING SPANISH]

So a couple of my recognitions here to conclude. I was recognized as the top achieving excellent student in the ELL program in Highline High School at 2020 to 2021. I was named part of the dual language committee that helped to hire and lay the foundation for the dual language program at Highline High School right now-- that was last year.

I was named the student superstar for Highline High School right now in November of 2021. And then now my English, I have reached a level of intermediate mid in my English, and that means that I can connect sentences, use more vocabulary, use the past and future tenses, self-correct, explain in detail and talk around and circumlocute words I don't understand. OK, gracias. Thank you.

[APPLAUSE]

So Clint, before-- yeah, so the board may have questions.

Absolutely.

If we could have-- yes-- and then we have a presentation to make to her as well before.

Directors, any questions or comments for Evelin? Director Howell?

I just want to say, Evelin, amazing job. Your story is one that I admire, and it's inspiring to me, and I'm sure it is to your fellow students as well. And I'm excited that you have had a say in what dual language looks like, not only at your high school, but as we build this program in Highline, we will look to students like you to help us, so thank you.

OK, thank you so much.

Director Van?

Evelin, what Dr-- Director Howell stated, the word is inspired, that your story is great. Continue on with that. In addition to that, I just want to thank the teachers and staff at Highline for supporting Evelin to get her to that next level and to what her dreams are, so thanks to the team as well.

Evelin, [SPEAKING SPANISH] Highline. [SPEAKING SPANISH]

[SPEAKING SPANISH]

So I was just told her how proud I am and how lucky we are to have her in our district, and what an amazing opportunity for us. And we're here to continue to support her in her district and also thank her parents or her family for supporting her to reach her dreams. So, Gracias, Evelin. [SPEAKING SPANISH]

Gracias.

[SPEAKING SPANISH], Evelin, I am, as President Alvarez said, we are so proud of you, and we can't wait for you to come back to Highline after college so we can hire you as a dual language teacher. She has already had a meeting with Steve Grubb, our chief talent officer. We recruit early, we recruit often, and so we are serious, Evelin, You have a job here when you are ready, and I will come back years from now and visit.

And we also have a certificate to present to you, and I'm going to read it in English and pause and ask President Alvarez to translate as I pause, if that's OK. So Evelin Rodriguez, in recognition for going above and beyond in your studies,

Evelin Rodriguez, [SPEAKING SPANISH].

And serving as a role model within your school and our community--

[SPEAKING SPANISH]

That's right. We honor you as a Highline Public School student superstar.

[SPEAKING SPANISH]

And if you would like to come up, we'd like to do a photo, and your family is welcome to join you please join us in congratulating Evelin.

[APPLAUSE]

One more round of applause.

[APPLAUSE]

OK, Clint, top that.

All right, well, I only have 10 minutes, so I'll set my timer right now. All right, thanks again to Evelin for being here and also Will Petersen and Don Miller, who's there in the purple. I will just say right now--

[APPLAUSE]

The quality of instruction and programming in our beginner EL program has just-- it's night and day over the last three years, and it's a credit to those two gentlemen in leading that charge, and they deserve round of applause too.

[APPLAUSE]

All right, and thanks again, everybody, for being here. I'm so happy to be here. And Evelin, representing Highline High School is really appropriate for a whole lot of reasons. She's not only a superstar student, but really she represents a group of students who increasingly over the last five to 10 years have become students who are not on the outside-- but they are our students.

Highline High School's demographics over the last five to 10 years have changed really rapidly. We have the statistics up on the board for this year, but I just wanted to share to give a sense of how much as Burien has become the diverse and multicultural community that it is now, Highline High School has gone along with it.

In the last five years, our EL population, as percentage of our student body, has doubled. We've increased in terms of our non-white population by 10% in five years. And we really are becoming an international school. I'll use a term from my previous stint at Chief Sealth, we are an international school in terms of the communities that we serve, and we're growing along with those shifting demographics, and it's a very exciting time.

With that, we also have a growing and diversifying staff. You can see in the presentation our percentages. We continue to be a staff that's overwhelmingly Caucasian. We came in-- but we have over the last couple of years made some real progress in terms of diversifying our staff and building a professional community that really looks like the students we serve, increasingly looks like the students that we serve.

I want to shout out that 2% number in terms of bilingual. Because even this year, we've invested in adult Spanish education after school twice a week in which our Spanish teachers are teaching any staff member who wants it Espanol [SPANISH] is what we are calling it, because we want to raise that number. And we also want a model for our students-- and I'll talk about it later on-- we want to model for our students language learning across our entire community.

Here's our vision. Highline High School, we expect all students to challenge themselves academically, creatively, physically, socially, and to take responsibility for their actions. We will provide a safe, enriching academic environment, assess each student's needs, and help students achieve their maximum potential.

Now this is the mission statement on our school website, and it's the one that was there when Tremain and I arrived as co-principals four years ago. And we've really through this journey started to plot out how we want to engage with students and families to revision, especially in light of the district's commitment to anti-racism, and in our building where we return community responsiveness in the second half of this year.

We plan a revision, and we want to involve our students and our community and really create a vision and a mission for our school that has some real ownership within the community that we serve now. So this is our mission now and our vision, but this is definitely one that's going to evolve over the course of this year and next.

These are the slides on SBA scores. We'll go through them really quickly, since the most recent ones are from 2018 and 2019. You can see them. I don't have much confidence, to be honest. But we will talk a little bit later about the changing demographics in terms of the percentage of our students' bodies who are focusing our SBA scores, because a larger and larger percentage are in ELPA and WIDA cohorts.

But we've been pretty-- we were in a static place three years ago. And again, we'll see where we're at once we actually get SBA results post-pandemic. Math, we all puzzled over what was happening in '16, '17, '15, but we were definitely as a school prior to us getting here making some improvements up from pretty low achievement scores. But we don't, again, don't know too much about what was happening with those 3% and 2% in '15 through '17.

Those were the science scores, again. We won't spend much time on this because the data is really iffy with ELPA scores because of who was taking over the last couple of years. But the orange line in the middle, the emerging score, really speaks to the growing percentage of our EL population who are beginners. Who we actually have by far the largest cohort of beginner EL students amongst the four comprehensive high schools.

I think our number is 65 as of today, and it's been both a real challenge that I feel so fortunate to have the dynamic team we do have who are pushing me and pushing our school every single day to create programming that's responsive to students like Evelin, who are coming to high school in need of both wanting to be on a career and college track at the same time learning English at the same time.

Our attendance data, we've been pretty in the high 80s for obviously last year was a little bit of a blip. We've tended to-- Highline High School has tended to be slightly higher than district average or at district average and actually one of the higher schools in terms of comprehensive. And we have a lot of work as a school, but our students come to school on a daily basis, slightly higher than the average in other comprehensives. And we had the lowest or one of the lowest rates in terms of chronic absenteeism.

Behavior data, again, a little funky, but one of the things that we can see pre-pandemic from '18 to '20 is that we as a team, both Tremain and myself and Dr. [INAUDIBLE], our assistant principal at the time, really invested in alternatives to suspension. And we saw really significant declines in suspension both in-school and out-of-school in our time last year as pandemic data, we throw it out. I will say one thing on that is that we also had significant declines in incidences that might have historically resulted in suspensions.

So sometimes people point to zero suspensions and say kids are still doing all the things they used to get suspended for, you're just not doing it. We've seen that really reinvesting in restorative practices made a big difference in not just lowering suspensions but also lowering incidences that might have resulted in suspensions in the past, such as fighting or other forms of significant disruption.

School-wise strategy is you're really focusing on this year, and I realize as always, as Jacqueline, who is one of my ILDs here always know she now tells me she puts a buffer 30 minutes after each meeting with me because I go long. Really, school-wise strategies this year, we've got to really continue our focus on anti-racist practices and a special emphasis on universal design for learning strategies. Again, we know as our demographics have changed, we need to make all of our classrooms that are inclusive for our EL and special education and a diverse student body. It's not a program that is in a couple of classrooms. It's in all of our classrooms, and we have to invest in the universal design for learning strategies.

This year we built-- or last year, we started with this weekly advisory check in process, which essentially tries to equip our advisors to be real advocates for students and an important cog in our MTSS structure. And so every Friday, our check in teams meet with advisors. We share information, and we and we help use that as a structure that facilitates our MTSS, and that's an exciting structure.

And a couple of years ago, pre-pandemic, and one we will continue now that we're post-pandemic, we use an instructional rounds process, which is actually a structure in which all teachers observe all teachers, and we use a common tool to focus in on both instructional strategies or school focus. The theory being that our teachers are going to grow most rapidly when they learn from each other and sometimes when they feel a little the pressure of having their colleagues in their rooms and wanting to show them their best practices.

This year, we are really zeroing in on our-- we have data and a lot of our schools have data around Panorama, with from the Panorama Survey, around us as a whole district needing to grow our strength and our supportive relationships. And so actually, our first rounds that are running this week are focusing on just that. And when we're asking students, what are the features of a classroom that you feel supported in, that you feel that it's safe to self-advocate, to feel a connection, and we're organizing our first rounds around just that question. And again, it's every teacher observing every teacher, and then we share that tool and we share that information as a staff, and we organize their professional development around it.

School culture-- we want to continue to maintain and reduce our suspension rates or exclusion. We don't believe it changes behaviors, and we felt a high degree of success of improving the school culture without relying on it, and we continue to want to invest in restorative practices there. This year, as we've come back in-person, because in response to student feedback, we want to also invest in increased student leadership, more extracurriculars, more participation in clubs, because we just want students to feel really connected to this brand new place that they're at, and we're going to really invest in doing that.

Growth and mastery-- we're continuing our transitions towards standards-based grading. This year, we are doing three times monthly PLC meetings to look at student work. And again, we are completing the implementation of the instruction, the Inquiry by Design curriculum. How am I doing on time? Oh, 23 seconds.

Digital media literacy-- I will just say, we're a brand new building with amazing technology, and we probably have one of the older staffs in the building. So it's a growth process for all of us to use all the brand new tools that we have. But there's been a lot of excitement around those with the one to one but also with the Promethean boards in every classroom. And really, our teachers have risen to the occasion to really leverage that technology. Sorry, I'm almost done, so it's good. Leverage that technology to connect students with 21st century skills.

Bilingual and biliteracy, our dual language program, launched this year. Over 100 ninth graders are in social studies in Spanish as well as Spanish language arts. We can continue to increase our world language credit by proficiency numbers, as more and more of our students access that test to get their syllabi literacy, but also to get those extra credits.

And like I said earlier, we've launched this year a program which long term we hope to involve some of our DL students as student leaders and TAs, in which we are investing in adult Spanish education so they can model language learning in all their classes. But also, in my case, as I take my twice weekly, I'm in the parrot level. Try to become increasingly accessible to my students in many of their preferred language.

And lastly, high school graduation, it's been hovering around 80% for a number of years, and it took a little bit dip during the pandemic. And I will say, we continue to want to push upwards. And right now, one of our most pressing challenges is how do we both meet the language needs of our increasing population of EL learners at the same time we get them progressing towards a diploma and a graduation that is meaningful for them. And I feel really great about where our team is and where we're going from here, so it's pretty exciting time in Highline High School. Questions, comments?

Thank you so much for the presentation. So I'm going to ask the directors, and I'm actually going to start with Director Bradford. I want to apologize. It's not in my vision I didn't call her to make comments on our superstar. She is on Zoom this evening. Any questions or comments, Director Bradford?

Yes, thank you, President Alvarez. And Principal Clint. Thank you so much for you all's work. I cannot imagine the multiple transitions that you've had in the time that you've been principal and co-principal.

And now, even still in the midst of this pandemic, which I wish was post, I do have a couple of questions. Just curious, how does the assessment data correlate to the graduation data? That's one of my questions.

Also wondering, how it is maybe the ELPA data assessment correlate to the graduation data, and maybe that's one and the same? I am curious about the other ways that you all are assessing learning and knowledge, especially during this time of remote, hybrid, and now in-person and still continued remote learning. And then lastly, just curious about the emergency waivers, the graduation waivers, perhaps what percentage did you all see from your building?

OK, so I'll take the simplest question first, which is the ELPA scores don't have a direct correlation to graduation. It just speaks to their language level at the time that they took the test. And we want to see more and more of our students go from emerging up to progressing over their time, and I think we've had some really great success there. Our challenge becomes doing that at the same time as students are getting all the credits they need to graduate and continue that progress moving forward.

I think from in terms of the '18, '19 assessment data and as it relates to the graduation rate recently, I think by and large it hasn't been a major barrier to student graduation for a whole host of reasons. One could be the waivers, but also students we've enrolled students in Bridge to College language arts and math if they fall short on the assessment. They can reassess. We've really invested in getting students to apply for two or four-year colleges. And when they do that, they can use that to waive that as a graduation requirement.

So it hasn't been the significant barrier to get kids graduated at four years. But to the extent we can go on and on about what the SBA says or it doesn't say, but we want students to read and do math-- read and write and do math really well. And so not a lot of students who do math really well fail the math test, and same with the LA test. And so it is a marker of continual challenge that we want-- we look at the '18, '19 data, and then plot forward.

I will say one of the things that we've done with real great abandon this year is invest in our PLC. So students are looking-- or not students-- well, they're students of sorts. Our teachers with their growth mindset as lifelong learners are looking at student work constantly, developing formative assessment, and trying to be responsive to student needs so that they can improve on these assessments when they get back into their typical routine of taking those on a yearly basis.

Any other questions, Director Bradford?

No, thank you.

Thank you, Director Bradford. Director Van? Any questions or comments?



Yes, thank you so much, Clint, for being here tonight. Also Thank you for sharing those-- your data in regards to other students are doing. A little bit lower than I would hope, and hoping that when our SBA comes back that our data is going to show the increase. What are you implementing-- I know there's been-- you've been moving back and forth and just adjusting to that. But what other implementations are you doing with staff to increase those numbers?

Well, I see both right before the pandemic we did the implementation for the district math curriculum. And right now, we're in the process of investing in IBD for ELA and for both improving our reading and writing scores and organizing that around with a real energized PLC structure, in which teachers are collaborating weekly in analyzing student work, collaborating and planning together. I'm pretty hopeful that we'll see those improvements.

Additionally, they focus on using our instructional round tool. Because I believe pretty strongly that as administrators, we only have so many capacities-- so much capacity and so many observations in a given year that we're going to leverage instructional improvement amongst our staff most powerfully when staff are engaged in those observations and that learning together. And so that structure, which we really intentionally tried to build for the first three years over there that we have in place now that we're jumping back into post-pandemic, I see it as a real lever in terms of driving our instructional practice in service of student achievement.

I greatly appreciate it. I really like the peer to peer-- I think that us as adults, we love to challenge our peers, and we take on that challenge, so that's awesome. That's it for me.

Thank you, Director Van. Director Howell?

Hi, Thank you. First of all, I'm so impressed with the culture of learning and support that you've really intentionally cultivated, you and the team. And I know based on an experience that when you have a culture of learning that extends from students all the way up through adults and everyone's learning together that ultimately you start to see that growth.

I'm going to keep saying this over and over again, but I was really impacted by a book and a workshop I took called *Street Data*, and you've probably read it or heard of it. And so we have this satellite data of these SBA scores that's really far away and just captures one moment in time with this very narrow measure. And then we got some really good street data tonight with our student, this very rich experience.

I'm wondering about that middle level MAC data. What sorts of things are you using to assess the growth? It sounds like these instructional rounds are definitely part of it, coming formative assessments. Already, are you starting to see growth? What are you noticing in terms of patterns there?

Yeah, I mean I think in our PLC structure, that's that on the ground data as we're looking at it. And also building our formative and summative assessment practices amongst our teachers so they have more responsive information. Additionally, I think our continual support of standards alignment and moving towards standards-based grading has really pushed staff to really, really feel the need to hone in on standards.

I want to just-- I don't know if this totally answers your question, but I do want to piggyback about something I said in the presentation around, we looked at our Panorama data and what students are telling us in the whole district, but also at Highline High School is that they asked the question, do you have an adult in the building who you can count on to help? Do you have a sense of belonging? Do you have an adult you can be ourselves with?

I believe pretty strongly, we believe pretty strongly that we can engage in all kinds of instructional work, but if there is a huge gap between where our students and where our teachers at, it's going to have a limited effect. And so we actually pivoted in our instructional rounds from looking mostly at UDL implementation to one in which, let's just look at on the markers of the supportive classroom. And we started with the Panorama questions. We've done focus groups with students to say, what would make you answer Yes to the question of, I feel supported by my teacher, and I will get help from them?

And then we asked our teachers that same question, and we're using that to shape our first common instructional round tool. I think that if we make real progress in the sense of social connection and support and also push our adults to continually be responsive to what the students are saying that they need socially, emotionally, mental health-wise, and et cetera, that that's going to pay dividends in terms of academic gains.

Absolutely. I have a really specific question, and it's about IBD and the math curriculum. Do they have Spanish texts? Do they have-- is the curriculum available in Spanish or other languages the students can use those parallel with English?

The IBD materials is mostly for our typical ELA comp. But one of things I've talked about is trying to embrace some of the features of IBD in terms of that critical inquiry by design. We can put the materials that we use, the text that we use to teach in those classes in one box, and then we can also look at how do we structure our classes to go deeper and to really push students to critically engage, and that can be done in any language. And it's a constant-- and I will also say that there's been real work in our Spanish language arts classes in the dual language program to have good alignment between what's happening in ELA that is with the inquiry by design and what it looks like in our dual language Spanish language arts classes.

Great, thank you.

And last but not least, thank you, Clint, for being here tonight. I was just a little bit more curious about-- you talked about engaging our students in more clubs or more programming so they can have a sense of belonging and learn more about their school. What kind of clubs or programs are there now or you're trying to start?

Yeah, I mean, we have BSU, Latinx, an Asian Student Union. I mean, what we really want students to feel like is, I think right now, and frankly, sometimes our clubs have existed with the permission of the adults in the building, like the adult wants to host the club. And it's not permission is maybe not the right word. But we want students to feel empowered that says, hey, there's something that's my jam at the school, and I want this to happen, and we will pair you with the advisor so you can make it happen.

I mean, one of the beauties of the new building is we can't get kids to leave, so they might as well be engaged in a club instead of just hanging out. And so we're in that process of also building up the understanding of our students that they can propose the clubs that fit their interests and their affinity groups. And if they feel empowered to do that-- because the other thing is we still have a lot of growth in terms of having a staff that's representative of our students. And so if we're going to have a school that serves the student body, the multicultural, diverse, international student body that we serve, we have to create increasing space for our students to take the center, and that's why we want to invest in those opportunities.

So just something to think about for the future, I think providing space for them to really take those initiatives and be self-starters and lead some of this. But thinking about what incentives are we providing for them as far as even do they get credit for being in a leadership club? Is there a class or somewhere where they can take more leadership in and joining some other either regional or district clubs that are already starting to do-- I've started seeing that in some other districts. So just something to think about as you're creating-- just thinking about incentives that would really support them to really light that fire under them to want to take that leadership role on. So anyways, thank you so much for being here this evening.

Yeah, no, Clint. I just want to say thank you. It looks like you're having a good year of flying solo as principal. Also appreciate sporting the purple for pirate pride. Well done.

I haven't worn a tie in a couple of days, [INAUDIBLE].

But I just want to say, I was out at Highline yesterday to give Senor Peterson his ducky, and I'm still struck by just what a magnificent building that is and how deserving our students and staff are of it and grateful that you are treating it well and enjoying it. But please, keep up the good work, and don't hesitate to reach out to let us know how we can better support you and the staff and all of the students at Highline. Thank you, Clint.

Thank you, everybody.

And that concludes our school presentations or recognitions, so we move to scheduled communications, and our first scheduled communication is Graciela Lang.

Here we go, all right. My name is Graciela [INAUDIBLE] Lang. I am here at the request of the Jose Toledo family-- this is Jose by my side here. Their son Edgar, a senior at Evergreen High School, was assaulted on the school campus on September 15 of this year. The family expresses the following concerns and requests a formal written response from the school district.

It should be noted that I sent an email to the school district regarding these issues, care of Dr. Enfield on September 27, was CCed to Director Garcia with no response to date. Number one, the police were not contacted following this assault. According to the school principal, quote, "We don't call the police." A physical assault is a criminal offense. How severe must a physical assault be for the police to be notified?

What criteria is applied? What's the benchmark? And more importantly, by what and whose authority does a school have the option of not calling the police?

Number two, emergency medical services were not contacted for this head trauma. The mother was told by school officials that he, quote, "hit his head." He did not hit his head the school report states it was a fight it was an unprovoked assault, and the record should be corrected.

When Edgar's mother arrived, she took her bleeding son to the emergency room. He was evaluated for a head trauma, which included a severe eye injury. He was unable to open his eye for three weeks and sustained facial lacerations requiring sutures. The school incident report referred to as head trauma as a minor injury. As a retired Army nurse, I can assure you that a head trauma which results in a blackout is not a minor injury.

Blunt force trauma to the eye is also a critical emergency. Given that a nurse was unavailable, who determines when EMS is requested? What is the protocol in place for this decision-making based on the severity of injury?

The principal rendered first aid within her scope of practice. However, his injuries required immediate attention by qualified, trained medical personnel. Your primary role is to safeguard the health and welfare of students. This should be a wake up call to all parents in your district.

Lastly prior to this hearing, Miss Toledo was contacted by a Spanish interpreter on behalf of the principal at Evergreen. They wanted to know what I was going to discuss at this meeting. The school wanted to know the content of my address beforehand. This could be viewed as intimidation and harassment. Were other parents scheduled to speak contacted as well, or do you have a different standard for Latino families? Thank you.

Thank you. Our next scheduled speaker is Janae Williams. There was-- Rebecca Ramos? Oh, sorry. Sorry, so now it's-- I'm sorry, I was reading another one that-- our next is a written communication.

And before Director Van reads the written communication, I just want to notify everyone that previously to our COVID, all written communication just we-- our office gets it, and then it gets routed to us. It didn't get read out loud in our meetings. And I think moving forward, all written communication will go back to getting rerouted to us. It won't be read during our meetings. So Director Van, this would be the last written communication that will be read, so go ahead.

Thank you. Dear-- excuse me-- dear school board of Highline School District. My name is Rebecca Ramos, and I have a son in the fourth grade at Southern Heights Elementary. I spoke at the public hearing on November 18, and I am sending this plea today to ask that you please reconsider closing Southern Heights.

Bigger isn't always better. Our school is small but it is mighty. My son went to one of Highline's bigger rebuilt schools, Shorewood Elementary, for kindergarten, first, and second grades. He was swallowed up in that school and unhappy. The teachers were overwhelmed with so many young kids that they rarely had an opportunity to foster and encourage each child's individuality and unique styles of learning and growth.

The sheer number of students filling the hallways, the lunch rooms, and the classrooms was overwhelming and stifling. My child had little desire to succeed. My son started at our neighborhood school, Southern Heights, in third grade during distance learning, then hybrid, and now he's fully in-person in fourth grade.

Immediately felt welcomed and a sense of belonging at Southern Heights, even started during remote learning like he did. Here are Southern Heights, he has been allowed to blossom and shine and grow his desire to do well. His teachers have more time and patience for each of their students, and even the specialists work to get to know their students here, not just the stars or troublemakers.

Lunch lines are not so long that they take the entire meal to get through. The kids are happy here in this small community. They may not be receiving as much money as the bigger schools, but they are building stronger bonds with their teachers and classmates, and their test scores are rising.

Kids here have Chromebooks, just like the other elementary schools in the district, with all the same programs and applications on them. They have plenty of opportunity to use technology now and in the future. Here at Southern Heights, they are learning how to rebuild relationships and personal connections because it is a small school-- small, close knit school-- more so than I ever saw at Shorewood.

Most days, I walk my son to school, where he is greeted by name at the crosswalk. When the weather is bad, I will drive two and 1/2 blocks to school, where a staff member is always there to open the car door for him, greet him warmly, and help him out of the car. At the larger elementary schools, drop off and pick up are impersonal. The kids come and go in rushes and blurs, leaving everyone with a feeling of anxiety. This is not the way to start or end their day.

Yes, school costs money to run, but it's about the kids or the bottom line. We have the community of parents, parent volunteers ready to help caring teachers and staff and bright young children who need a chance to be seen. We are building back to normal after COVID shut us all down. Don't throw another curve ball at these kids just to tidy up the balance sheet. Do what's best for the kids. Keeping Southern Heights open is what's best for our kids.

So again, I encourage you to remember that bigger isn't always better, and closing this school would be a disservice to each child enrolled at Southern Heights and to the community they and we are building here. Thank you, respectfully, Rebecca Ramos, parent.

Thank you Director Van for that, and that concludes our scheduled communications. And with that is our superintendent's update.

Thank you, President Alvarez. Before I invite President Sandy Hunt up for her comments, I really want to devote my superintendent comments tonight to honoring Susanne Jerde. This is sadly her last school board meeting, maybe not sadly for her, but sadly for us. Her last day in Highline after 38 years, Susanne, it will be next Friday, December 10.

And so I wanted to give board members a chance to make any comments they have and then we have a brief presentation to give to Susanne. So I'll turn it over to board members for any comments they'd like to make. And then, of course, Susanne, we will ask you to come to the microphone and make any comments you want.

Thank you, Superintendent. Director Howell, any comments?

Yeah, Susanne, I've known you since I was a baby teacher, and you have been in my classroom multiple times. Lord knows what you saw there. But I have looked to you so many times for answers even tonight.

You know everything about Highline, everything, and it's because you care so much about this district, and you care so much about students, and you know so much about teaching and learning. And I have appreciated your expertise, and you tolerating me with patience and all my questions. We're going to miss you. The shoes that will be filled are large, and I don't know that we will ever find another Susanne, but we will do our best, and thank you so much for all you've done.

Thank you, Director Howell. Director Bradford? Any comments?

Sorry, my fingers couldn't get to the mute. Yes, I just want to say, thank you so much, Susanne. I'm sorry that I'm not there in-person to see your face, although I wouldn't see a smile because of the mask. But I just want to say thank you. Thank you for all of your service. I didn't realize that it was 38 years in Highline, so what a just great dedication. And I know that many systems are in place. You've seen many curriculum adoptions and so on and so forth. But I do say thank you, and I do wish you the best as you move forward.

Thank you, Director Bradford. Director Van?

Susanne, wow, 38 years is a long time. And the impacts that you've made on all of our kids, not just you, but your husband, Mr. Dirty has made a huge impact too. And I know that both of you guys are setting sail, retirement, the whole bit, enjoying life, but we couldn't have done a lot of this without you, and I don't want to find another Susanne we have one, and she has spent her career with us, and I'm ever so thankful. My kids are as well, so thank you.

Susanne, what can I say? I think I go back to when I first got to really get to know you was on a Panasonic trip. And I got to spend some time, I think, and just hearing you. And I remember also Rebecca being there and just talking about some of the artifacts and what was distinguished, and teachers like you guys had it down to the point where it was so awesome to see how excited you guys would get, just how well our teachers were doing and our principal.

So I took that with me to really see how much you cared about not just our district, but our individuals who work here. And I remember going home and talking to my husband about it and said, there's a lot of times that we don't get to see what close behind the scenes or behind the curtains. But to see the passion that you bring, and like Joe and everyone was saying, all these adoptions that have happened and all these systems that are in place and the critical eye that you brought to making sure that all the i's are dotted and all the t's were crossed because nothing was going to get by.

Just appreciate all that dedicated-- 38 years dedicated to making this district what it is, so thank you again. Thank you also for your kindness. I can't-- spending time when you're away from your family with people who care about the work just makes it worthwhile. So thank you for all that you've done, and I know that we'll be seeing you around I'm sure, so thank you. Thank you, thank you, thank you.

So Susanne, before we invite you up to the microphone to say a few things, I will just offer that I in my nearly 10 years in Highline have made some good decisions and some bad decisions, but clearly one of hands down the best decisions I ever made was appointing you as chief academic officer. Susanne was an ILED when I arrived.

And I have said many times over the past several years-- and Susanne has heard me, as has most people around the country-- I don't think there's a finer chief academic officer in any district in the United States of America than Susanne Jerde, and we will miss you so much. I know that you consider it a personal failure that you did not get me to adopt protocols to the level that you have, but you can't win them all, Susanne. You tried.

I also think it's a testament to your leadership how much your team loves you and will miss you. And the fact that you have such caliber of talent on your team that Jenniffer Reinig-- there is only one Susanne Jerde, and we are so fortunate to have Jenniffer's expertise and leadership stepping into the role so that the work will continue seamlessly. So Jennifer, welcome to you as well. We're grateful that you'll be stepping in as our interim chief academic officer.

And so with that, Susanne, after you give your remarks we'll invite you up. We have some flowers for you and of course, your ducky. So I don't know if people know, cabinet members are not eligible to receive duckies. It's my rule. I made it. Sometimes you can do that when you're the boss.

However when cabinet members leave, they do get a ducky, so Susanne will present that to you. But there's one more thing that you should know. At the request of your team and with the full support of the board, we will be dedicating the South classroom to you and will be erecting a plaque there that we will invite you back. So you're going to have to come back and visit because we will invite you back when that goes up so that it will be a constant reminder to people of the impact that you made and the legacy that you are leaving. We love you, Susanne, and we'll give you the mic for your words before you come up for your photo.

So your next meeting will be in Susanne's classroom, yeah.

Do you know how hard it is to come up after that? First of all, I need to say that when I was in Director Howell's classroom, she may have been a baby teacher, but I remember very clearly leaving that classroom and saying, that's the classroom I want my daughter in.

So I have two quick things to say. First of all is just I feel so much appreciation and gratitude over so many years. My colleagues are the most amazing. We have the best board in the state of Washington and I'm sure the United States supporting our work.

I have a leader that inspires me daily and I love and respect. Our schools and our staff and our families and our amazing kids. I got to be in classrooms today, and it just filled my heart. Our kids are the best.

But in addition to gratitude, I have to tell you it's hard to leave after so many years. But I can because I have such incredible confidence. I have so much confidence in our teaching learning group and definitely in general. The team will lead, not just sustain, but they will lead forward and improve and strengthen. So thank you.

Please join me in thanking Susanne. And Susanne, we'll ask you to come up here for a minute.

[APPLAUSE]

Yeah, to say that there's going to be a big hole for us here is an understatement. But Susanne, we love you, and we look forward to continuing to celebrate you in the days ahead and next week. And we know that you won't be far away and that you will come back and visit, but thank you for everything that you've done for the students and staff here in Highline.

We've all learned so much from you. We're all better educators and people because of you. Thank you. OK, I can't top that, so I'm just going to let this be the Susanne Jerde update, and invite Sandy to come up and make her remarks. Sandy?

Thank you, and Susanne, it has been wonderful partnering with you the short time I've been in this role. But I do remember you in my classrooms. You were my ILED and so it was always a rewarding experience, and I myself was on Panasonic and selected for that. And actually that's what got me involved in the union, so I wouldn't be here today without your support. And we wish you well, and you did a good job of helping us transition into working with Jennifer. So I appreciate all the efforts that you're putting into making this transition for everybody, so best wishes.

There is a number of things that I could be talking about. So much has happened, and even though Thanksgiving was in there, I did want to start by a season of gratitude and thanking our board. And yeah, I show up on Wednesdays, and I'm like wow, Wednesday is a long day, but I think, I'm not on stage though. So I know that you have to have all your wits about you at these meetings, and so you're dealing with a lot.

And as Susanne said, we feel like we have the best board ever. And so not just in Washington, but how about in the history-- no, I mean, you guys are doing a great job, and it's very inspiring for me and for my members for the roles that you're playing and the activism you're showing in guiding this district. And so keep up the good work, and best wishes in this holiday season.

I did want to add one more invite to your list of things to attend, and I'll send you an email, but Delbert Richardson, who is the curator of the Unspoken Truths Museum, you may or may not be aware of, but he has been brought into the district in the past, I believe, a couple of years ago over at Sylvester HEA, and Dr. Enfield used her own little PD money pot to get that over at the middle school.

And we had a vision at the time before the pandemic that we might have every middle school get visited by the Unspoken Truths. And since then, he's gotten the Seattle Mayoral Art award, and he just got the Governor's Art Award from Governor Inslee. And so, I mean, he's really making a big impact. NEA gave him one of our awards for contributions.

So as we have heard, there are challenges around people understanding the concept of what does it mean to study the real history of the United States. And what's been so powerful about his exhibits are that there more than-- he has stories, and he has artifacts, and he has biographies, and it's a whole range of experiences that people have when they participate in his traveling history museum. And so I'll send you the details.

I recommend anybody attend-- it might even be worth the board going on a field trip there together. It would be interesting. Maybe I could bring my board, and we could go together because it is well until January that they are meeting or that he's exhibiting. And I think there is a December 10, which seems a little hard to get to in December, but it is educator day, and they're doing special exhibits.

And they're really focused on white women teachers and how we work with our students of color and how our students of color can be impacted by the way we operate in classrooms. So we really do encourage the dominant group that is our teaching force, as we heard even in Highline's presentation, that we learn our impact, and this is one way to do that.

So I guess the other thing I might comment on-- well, two other things. One is Southern Heights. The information we're getting around the size of Southern Heights, like the value of something that hides, the beauty of that small community, and of course, the expense of that small community. It's a real lesson, I think, for us to think about as we built our elementary schools and put five, six, seven, 800 students in these spaces bigger than our middle schools.

I mean, this is something that my members brought up-- my member leaders brought up when we were talking about the superintendent search the other day. What are we going to do to try to manage the size of those schools? And there may be some hard choices that need to be made around boundary drawing and that type of thing.

And I know the newspaper had how our district has shrunk by 600 kids or something like that. But they're out of proportion at certain schools, and then that creates additional stress in those schools. So I've reached out to Scott for some information around what's the demographer saying about White Center.

I'm really hoping that we can take a holistic view as you're making decisions around what's happening in the north end of the district, because we would hate to have one go down one path with this group and then have to maybe switch as we're learning how populations are growing in the area. So I don't know, I'm just encouraging us to look beyond Southern Heights in making some of these decisions that will affect where kids and the size of the schools that kids attend.

And then the last thing I would like to thank Susanne for the work that she has been doing with our remote teachers. I know that there has been challenges in getting particularly the elementary remote off the ground, and we know some of that was just really listening to our community, and making sure that everybody had an opportunity to choose remote, if that's what they needed to do for their kids.

And the union worked hand in hand with Steve's department to really pivot dozens of teachers out of their classroom and into being remote. And then the size and the capacity of the system to support them has been under strain since then.

So one of the things that just were implemented this week was teachers being allowed to work from home if they choose on Tuesdays and Thursdays. And it seems like, why is that so important? But there is a certain-- if you were a-- teachers go into teaching because of their connection with kids.

If you are seeing all the rest of the people in your building having those warm, fuzzy relationships with their kids in-person, and you are in your room by yourself talking into a screen for seven hours a day, it's just wearing on folks, for some folks. So I appreciate that opportunity.



There are still some very pragmatic issues that need to be addressed, some of which don't cost any money. So I'm hoping that we can continue to work on making sure that teachers are feeling supported, either both with their students getting the supplies that they need in a timely manner, which doesn't seem to always be happening. That the staff in the schools feel committed to the kids that are in their schools-- in their schools although not in their schools. And so some of that is a cultural issue that still needs to be dealt with.

And then because people are missing some of the curricular materials, and it's not so much the actual curriculum they're teaching from, but it's what the students have in their hands has been very limited. And so they're feeling this pressure to teach with fidelity. And I I'm like, who is telling you this?

But there's a pressure that they need to perform in the same manner and to the same level and to the same degree with the teachers that are their colleagues in their buildings. And that is creating an undue level of stress that I think should be able to be alleviated through communication with the principals, through communication with the specialists in our building in the central office, through communication with the consultants that are working with them to implement, particularly the reading curriculum.

And if those things can be-- if they can be listened to and those types of things to be addressed, that would be something that I think would relieve a certain level of pressure. And right now, they're starting to think, I'm losing kids to being back in-person. And so what does that mean? Am I going to have-- what am I going to be doing a month from now or two months from now? And then they're spinning on that as well, which it's just as much as we could think about their social emotional well-being, we would all really appreciate it.

And be sure to thank them because a lot of them volunteered for this to save their colleagues from having to go through that who were less experienced instead. So anyway, thank you. Thank you. It was a little bit of a long message tonight, but I promise the next time it will be half as long. Thanks. Bye.

Thank you, Sandy, for your comments. And with that, we move to school board reports. And so Erinn, she's going to give us a superintendent search.

Good evening, directors. I hope this is an OK level. For the last month, the search firm Hazard, Young, Attea, and Associates has been meeting with approximately 25 groups, holding two community forums, and there's also been two surveys-- one community survey and then one intentionally designed for students. I will talk more into the microphone.

The combined feedback from those meetings and the surveys go into what is called the Leadership Profile Report, and that report is used in a variety of ways, including both in the recruitment process, as well as things like helping to develop interview questions that align with the feedback once we are in the process of interviewing candidates. That profile report is scheduled to be presented to the board next week, on December 8, between 5:30 and 6:00 PM.

I just wanted to take a brief minute and just express my thanks to the Highline staff who helped with all of these meetings, especially the communications and family engagement team. They have been absolutely amazing and just stepped up and moved on a very quick timeline. And so I just I wanted to express my thanks publicly to them.

So looking forward, I wanted to mention several events on the scheduled timeline. Everything that I'm going to be speaking to is also on the superintendent search website, so that timeline is also available there. We have a work session on December 15. That will be a planning session for the interview process for January and February. So a lot of conversation will happen on December 15 around that.

The semifinalist interviews are scheduled for February 9 and 10. The finalist interviews are the following week-- so currently scheduled for February 14, 15, and 17. And then the board selection of the new superintendent is still anticipated for late February, early March, with the new superintendent actually starting on July 1, 2022. I'll paused there, answer any questions that you have, and that is my update for tonight.

Thank you, Erinn. Director Bradford, any questions?

No, thank you. I appreciate the weekly updates that we do receive.

Thank you. Director Howell?

Nope, no questions. Just thank you for all the information.

Director Van?

Just a comment, Erinn. All the entire staff, thank you so much. There's a lot of work that is being done behind the scenes, but in addition to all of the focus groups and things like that. Thank you so much. And to Director Howell, in regards to her video, Melissa Poynter for helping out, that was good, so thank you so much.

And I just want to say also, thank you. Thank you to you and Holly for always keeping us updated, and that's something I really appreciate is just hearing what you have, whether it's much or whether it's not. Thank you. Thank you so much.

Thank you.

And with that, thank you. We move to legislative reports. We usually are Director Garcia's who does it. He's not here this evening, so we'll move on to director reports. I'll start with Director Howell. Any reports?

Nothing to report.

Director Van?

A couple of comments here. First and foremost, if you guys haven't heard, our superstar also is director-- Dr. Enfield. She was named superintendent of the year from the Washington Association of Schools Administration. And thank you, President Alvarez and Director Bradford, for being there to support her when she walked across off that stage and received it, so congratulations my friend. Well deserved.

Yes.

[APPLAUSE]

In addition to that, last night I had a great opportunity, first of many meetings to attend at Tyee around the mascot change for Tyee and Chinook. It was held at the library. We had people Zoom in. Community members meet on site.

Great conversation. So I just want to thank [INAUDIBLE] and Jacqueline for a run in with that. That was awesome. A lot of information to be had. But in addition to that, an opportunity-- other board directors were invited to join us at the Muckleshoot Indian tribe tomorrow for the consultation with them. I will be attending, as well as Dr. Enfield, so I'll report back from what I hear around that. And that's it for me.

Thank you so much for attending. Director Bradford, any updates?

No, I don't have any. Thank you.

You're welcome. I have no updates, but I do want to also say congratulations on receiving your Washington State superintendent of the year. And thank you. We know most superintendents usually only stay average about five years the maximum in the district, and to have you here for almost 10 has been a blessing.

I just can't take a hint. That's all.

I guess. But regardless, a lot of things, we want to implement things, and we don't really get an opportunity to really see, or things don't get implemented overnight. So it does take dedication, and the fact that you have stayed with us the strongest is impressive, but also thank you. Thank you for everything you've done.

And with that, that concludes our school board reports. And so now we're going to approve our consent agenda. So I'll need a motion to approve our consent agenda.

I motion we approve the consent agenda.

I need a second.

I'll second that. So all in favor say "aye."

Aye.

Any opposed? None, so our consent agenda has been approved. We have no action items this week. We have lots of introduction items. We actually have eight intro action items.

So being that it's this many, and normally I try to read the intro action items just in the-- to also get an idea if we want to move things to our consent agenda this evening, since we already know that when there is a board director absent at one of our meetings, we move nothing toward the consent agenda for this evening.

So on there, there are some really important items for us to consider. So please take a look at the consented-- the intro action items and ask questions, because we have lots of decisions to be made at our next board meeting. It's going to be heavy. So please, please, please, I urge all of us to really take a deep dive into these items and ask questions so we can get clarity, because big decisions will be made at our next meeting. And with that, I'll ask for a motion to adjourn our meeting.

I motion we adjourn.

I'll second. All in favor?

Aye.

Any opposed? So we are adjourned. Thank you, everybody, for tonight.

Thank you.

And don't forget your forms if you have them, if you could sign them.