

2019.11.06.Board.Meeting

OK, let's do this.

OK, thank you for joining us tonight. And we'll now call to order our regularly scheduled board meeting for November 6, 2019. And if you would join me in the Pledge of Allegiance, I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible with liberty and justice for all. Thank you. Roll call, please?

Director Bradford.

Here.

Director Curry.

Here.

Director Van.

Here.

Director Dorsey.

Here.

To my left is [AUDIO OUT]. Woo. Got it? OK. And Director Alvarez has an excused absence for this evening. And so with that, do we have any changes or additions to our agenda for tonight?

Yeah. I make a motion to move action items 8.1 through 8.8 to the consent agenda.

I'll second.

Do we need a roll call vote? OK. OK, it's been moved and seconded that we move action items 8.1 through 8.8 to our consent agenda. Any discussion questions? OK. All in favor?

Aye.

Opposed?

OK, great. Thank you. And that brings us to recognition.

Yay. OK, so good evening, everybody. If I were to have favorites, which of course I do not, the Somali Parents Education Board would be on the top of my list of favorites. And I am thrilled that we are able to honor them tonight for their partnership and their advocacy on behalf of our children, families, and community for which we are very grateful. And excuse me.

Regina, are you going to speak on behalf of the group? Or is everybody going to? Would you like to come up and make some comments? Or you said you wanted to do the introduction?

Yup. Good evening. I'm here to introduce our partner Somali Parents Education Board. And Regina Elmi, the executive director, will be sharing a little bit about the organization.

What I will say about the partnership is they have been very active in pursuing a partnership with Highline over the last several years. And what that looks like is working with our families first, hearing and identifying what their needs are, what they need to support their children's education. And then connecting families with schools, so that we can partner together to support their children and pushing the system and challenging us, some of our deep seated beliefs, in what it means to support our students and families. And so with that, I'd like to ask Regina Elmi to come and share a little bit about her organization and the work.

OK, so I think you did a really good job. First, I want to thank the Board, Dr. Susan Enfield. I usually just call her Susan. But you know, we're at a board meeting, so.

Thanks.

My name is Regina Elmi. I am one of the founders and the current executive director at Somali Parents Education Board. I love South King County. It was an accident that I just landed in South King County. My family and I, job relocated us as the Greater Seattle Area became the next tech boom, like Silicon Valley.

But the last five years, I got to become really involved in a community that has welcomed me and welcomed my own children. And we built as a family extended aunts and uncles, as my own family lived back East. And that is what really has brought me personally and the community members that every day are investing back in their school systems in their communities of transforming our school systems and partnering with every teacher, every building, every district leader to really bring the best in all of us.

Because we all go in it with the right intention. It's just that not enough time, not enough resources, not enough hours in the day for us to do everything that we would love to do. But I think truly it takes beyond villages of villages to impact a child and to truly show up for each child.

So Highline School District has become one of the partner districts that we want to focus all of our efforts in doing transformative work with buildings that we know that our community members have identified as this is my school. This is where I have five children have gone through this school or are still going through it. What does it mean to really truly show up for those buildings and those educators and those principles to support them? Because we know the schools cannot do it alone.

Also, nonprofit organizations can do it alone there has to be a way that we collaborate. So this work really belongs to the community that the work emerged. I show up, and I'm privileged to be their executive director.

But I don't do anything. They do everything. They do everything. I cannot do what they do.

So the families that you see here tonight, they're the ones that are really the movers and shakers of the work. For some of us that have access and privilege, we really have the access and privilege, because they ask us to be in those spaces on their behalf. So we bring their voices when we're there.

And our work has transformed in the last year. We are not only serving Somali families. We're doing cross-cultural, cross-sector work. And we really are focusing on system change and data collection.

And that's the work that we hope to do and grow with Highline School District. So that's all I'm going to say, because I'm not going to sit here and stand here and chit chat all day long.

[LAUGHTER]

Thank you.

[APPLAUSE]

So the one comment that I would like to make is, first of all, thank you. Thank you all. You know, Parent involvement is such a big priority within the district and a value that we hold near and dear. And so we can all appreciate how much effort it takes to provide that involvement.

And so I just want to thank you. Because as a parent who was involved and still is, I don't think we can be thanked enough for that work. So we just really appreciate it. And the community benefits, because of it, so thank you.

And I'll just say thank you all for everything that you do and for being here tonight. And what I'd like to do is read the certificate, and then have any of you, all of you I hope, come up to receive the certificate and be in a photo with the board. So I will read it.

So this certificate is presented to the Somali Parents Education Board for inspiring parents to become leaders and strong advocates for themselves and their children's education by providing them with the resources and the support that they need. Thank you so much.

[APPLAUSE]

[INTERPOSING VOICES]

Thank you so much. I appreciate all your work, thank you.

[INTERPOSING VOICES]

Thank you. Come join us.

Thank you.

Thank you.

Thank you so much for your work.

[INTERPOSING VOICES]

All the workers that's sit up front.

[INTERPOSING VOICES]

Another round of applause.

[APPLAUSE]

[INTERPOSING VOICES]

No, I agree. Thank you again so much to our family liaisons, to our families for being here. And as I said, you are more than welcome to remain and join us for the rest of the meeting. But you're also welcome, we will not be offended if you want to leave and go enjoy your evening with your families. But thank you so much for your continued support. Yeah. We can do that.

[APPLAUSE]

The next proclamation is for Native American Heritage Month and Native American Heritage Day. And I'll read the proclamation. And then I believe Sara Marie Ortiz-- and I don't know who else might be here to come up and accept this? OK.

So whereas Native Americans have inhabited the area now known as Washington State since time immemorial and today 29 federally recognized Indian tribes, out-of-state tribes with treaty reserved rights and other tribal communities reside in Washington, and whereas members and descendants of tribes around the United States and First Nations of Canada also reside in the state of Washington, and whereas Native American contributions and values have helped shape the social, political, environmental, and economic fabric of the state while also enhancing freedom prosperity and cultural diversity, and whereas state law RCW 28A.320.I70-- I don't think dot was the right thing, I apologize-- mandates the teaching of tribal history, culture, and government in common schools, which will contribute greatly to improving schools history, curriculum, and better cultural understanding, and whereas the state of Washington has designated the Friday immediately following the fourth Thursday in November a state legal and school holiday known as Native American Heritage Day, and whereas Washington joins other states across the nation in celebrating Native American Heritage Month honoring the unique heritage of this continent's first people and reaffirming the commitment to respect each tribe's sovereignty and cultural identity, now, therefore, Highline Public Schools adds our voice and the proclamation to hereby proclaim November 2019 to be Native American Heritage Month and

November 29, 2019 to be Native American Heritage Day, signed the sixth day of November, 2019. Sara Marie, would you like to come up? Or who's--

[APPLAUSE]

[INAUDIBLE]

Yeah.

[INTERPOSING VOICES]

[NON-ENGLISH], I am Sara Marie Ortiz. And I Pueblo Acoma or Acoma [INAUDIBLE] from New Mexico, but I've had the great privilege of serving in my role in Highline for more than six years. And I'm just coming from Squaxin Island where I sat at round table with several of our powerful tribal leaders, tribal education leaders, stakeholders in various capacities who every day are affirming tribal sovereignty, are supporting and honoring our lives as native people and are doing everything that they possibly can to support American Indian and Alaska Native student success.

And so what I said to multiple people today is that this proclamation was going forward tonight. It's one of many measures in the district to honor our tribal nations and honor our tribal people in the district. And we also want to honor the multiple indigenous communities from around the world that exist, have converged here in Highline.

It's so beautiful. And we celebrate them throughout the year. But if you would all join us on November 23rd, we're having our fourth annual Indigenous Peoples Story, Art, and Film Fest. And everybody is welcome.

We're partnering this year with Highline Heritage Museum. And we're just so excited to continue to support the land and people acknowledgments that are now becoming common fare in our schools and making sure that our native students are served at the highest level when our American systems of education haven't always done the best at that. So we're honoring that history and facing truth in a sometimes uncomfortable way. But it's our honor and privilege to do so.

And we're so excited for our other partner organizations in the community that are doing similar things for many, many groups in our community. And we're just so excited to be in relationship in this way with land and each other. And this proclamation is not just gestural. It means a lot.

And so we're thankful. Thank you to the board and to you, Susan, for everything you've done to support us.

Thank you, Sara Marie. Yes, thank you for your leadership. Sara Marie, what time on the 23rd?

Oh, yes. It's all day at the Highline Heritage Museum. If you haven't been to the museum, please support the museum. It's one of our communal spaces that supports culture and is a great teacher resource.

It'll be from 11:30 AM until 8:00 PM at night. But if you want to come to just the evening program, we'll have some spoken word, some native bands. It's going to be an phenomenal opportunity. And Susan will be with us.

I will.

So 6:00 to 8:00 PM on November 23rd, which is a Saturday. Thank you.

Can't wait. Sara Marie, thank you so much.

[APPLAUSE]

OK. So that brings us to the school board reports-- excuse me, schedule communications. I'm sorry. And first up is Brielle Buenarte. Pardon me if I botched that too bad. The guidelines are there on the screen behind Kyle.

Good evening, everyone. My name is Brielle Buenarte. I am a junior at Mount Rainier High School. I am currently in the first year of IB program.

Like my brother Elijah Buenarte, I have also been a part of the student body at our school serving since freshman year. I felt like it was my duty to speak on behalf of the junior with any problem they're facing. My brother has been going here since the start of summer fighting for me and my classmates to get Miss Fairchild back to our school full-time.

It has been a hard year for me and fellow juniors at our school. I went into the IB program knowing it was going to be hard. I saw my brother work hard inside and outside of school.

I knew I was getting myself into-- he's actually a really successful diploma candidate. Because instead of giving up or letting his grades drop, he continued to challenge himself and work even harder, maintaining his 4.0 GPA. So I thought I could do the same.

The difference between him and me is that he got help whenever he needed it last year from the IB coordinator, Miss. Fairchild, mainly because Miss. Fairchild was in the building the whole time last year. This year, however, is different.

If I had known that I was going to see Miss. Fairchild once a week this year, I probably would have looked into doing Running Start instead of doing the IB program. Our school is an IB school. We need people to keep doing IB for it to be an ongoing program in the future.

And in my opinion, people are going to stop doing it. Because the hard program is now even harder without the presence of Miss. Fairchild every day. Taking away a necessary tool for us doesn't make us want to continue the program.

I am lucky to have a brother who has gotten help from Miss. Fairchild last year, but also not lucky, because I see him struggle even more compared to last year. Still, he's not giving up. Being in a program where I am unfamiliar makes me doubt my abilities in succeeding in IB due to the lack of information we're getting.

Not only students are unfamiliar with IB, but the new teachers we have this year are struggling to offer us support and blindly assign us work. We have 27 new teachers at our building this year. And some of them are IB teachers.

It is not their fault that they can't help us as much as they want to, because the IB curriculum is different and challenging. Having Miss. Fairchild in the building would also help them, as she knows everything about the program. We already tried to advocate this issue a month ago through our principal, Mr. Linman, and yet no change has occurred.

The response that we received for having an advisory class for full IB students was said to be impossible, too, to many students attending Mount Rainier this year. They left us full IB students neglected.

Having Miss. Fairchild in the building would help us, full diploma students like me, to be successful and get us familiar with IB program. Thank you.

Thank you.

[APPLAUSE]

Elijah Buenarte.

Good evening, everyone. My name is Elijah Buenarte, a senior Mount Rainier High School. I am currently the senior class president, as well as a full diploma candidate.

With me today, as you saw earlier, my brother and other classmates, all of them are also a diploma candidates. Reiterating what my brother has said, I have been attending school board meetings since the start of the summer literally the first day of summer I was here. I have been fighting for Miss. Fairchild, the Mount Rainier High School IB coordinator, to be placed back in our school full-time.

I and fellow IB students have been speaking up at the school board meetings. And every time we wait to see if any action has been taken until the day before the next school board meeting where we decide if we are coming back or not. I am back. We are back.

I gladly take the time to do this, because it not only affects me or my brother, but the following years of students who possibly will enter the program. I should be at home right now writing my 2,200 history internal assessment that is due tomorrow. Or I should be writing my physics internal assessment that is also 2,200 words essay that is due Friday.

Or I should be doing my extended essay which is 4,000 words, which is due in a month, or studying for my Stanford interview tomorrow evening. But instead, here I am fighting here today at the school board meeting. I am very lucky to finally have my brother here, as I have talked about him and how the program has affected him in many of my previous speeches.

I told him yesterday that I will be attending the school board meeting. And without hesitation, he told me he wanted to come, because he has a lot to say as well. Since I am not a junior, he covered more points about what that class has done in order to speak up for Miss. Fairchild.

The IB program at our school is not working as well as it did last year. The lack of contact in our in person with our IB coordinator hurts tremendously. Mount Rainier is the only International Baccalaureate school in this district. So how come we don't even have our own coordinator at our school anymore?

As my brother mentioned earlier, we have 27 new teachers and most being the junior class IB teachers. Like the juniors, they, too, are struggling with the program. I have seen many teachers talk to my senior teachers during class about the curriculum. And I also have talked to some who ask me what to do, because they didn't know what to do.

Now that several of my classmates are seniors, the program just keeps getting harder and harder. And we are struggling. Except now it's even harder without the presence of Miss. Fairchild.

Sure, we are given the opportunity to see her once a week. But for the four other school days we don't see her, we are left with uncertainty. The rigor of the program necessitates that we see her every day. Both the senior class and the junior class needs her.

We started our junior year with 40 people in the International Baccalaureate program. And now, this senior year we are left with 29 students, half as much as last year. Please reconsider the decision regarding Miss. Fairchild's position, because it has truly impacted us students.

The International Baccalaureate program is already hard. It does not need to be harder. Thank you.

Thank you for your comments.

[APPLAUSE]

And Paulina Worthington.

Good evening. I'm Paulina Worthington. I'm an IB diploma candidate. And I'm a junior at Mount Rainier High School.

I also believe that we need Miss. Fairchild to help us with our advisory and our needs. And I believe that we need to have back our full IB advisory due to the amount of work that we have these two upcoming years. We as a whole group are so upset that we don't have Miss. Fairchild and we don't have an IB advisory.

A lot of us are lost in the fact that we can't get information that we need in order to be successful. We have so many upcoming assignments here, and we can't even understand our tasks. For example, we have a CAS in junior year, which is Creative Action Service that we have to do.

And I'm still so very confused what's going on, because I only get to see her two days of a whole week. And I have much more questions than that will cover two days out of a whole week. I was here last month fighting for the same topic.

And I haven't gotten my answers of what's going on. And no one has told me if we're getting our IB advisor or if we need to stop fighting and if we're finally getting our needs. But I haven't gotten it.

My principal still hasn't acknowledged the fact that this is important and this is a huge part of our IB lives. For example, as I've stated before, that we have CAS for Creativity Service in Action. We only get to see Fairchild twice a week.

This isn't helpful enough. And her being that many times on campus won't help at all. We aren't able to understand what we need to do when time comes if we're actually starting all of these assignments.

Last time, I had gotten 25 signatures of people who voted for IB advisory. And now, with more people standing up for it, we have around 50. We have plenty more people fighting for this need. I disagree, and I believe that our system that our principal created having split advisory between diploma candidates and students in other programs this isn't helpful, as the teachers also have many other students in that advisory and not giving us enough of the attention that we truly ourselves need.

With Fairchild only being here two times, we aren't able to receive information, ask questions. So we don't know how to write this. Prompt we don't know what the rubric for the essay. And we don't know what we need to be successful for upcoming IB exams.

When Fairchild isn't at the school, we desperately need help. We try to talk to our advisor teacher. Unfortunately, due to the advisory teacher being a math teacher and not someone who specializes in IB, she can't help me with anything.

Emailing is not enough, as we need someone that's face to face and explain what do we need to do for future assignments. This is serious-- with someone who is here 24/7 and be able to talk to and communicate in a preferred way. I will not stop until, as a whole class, we are satisfied and our needs are obtained.

Because this is very important. And I will come here every single time again and again, so we can all be satisfied in a happy IB class. We are all fighters. We are all determined. We are all inquirers.

As an IB class, we are thinkers, communicators, and risk takers. We are all these IB traits. And we need Fairchild to help us be successful IB academic intellectuals. Thank you.

[APPLAUSE]

Thank you for your comments. OK, that concludes our scheduled communications and brings us to the superintendent's update.

Yes, thank you. So we will begin with a capital projects update. Rod Sheffer are you the lucky winner tonight?

Board president, board members, superintendent, I'd like to do the capital projects update for November. And we'll start with the Olympic. We opened on September 4th working on punch list items right now.

And we'll be starting Project Close Out soon. And Des Moines, same thing, opened on September 4th. Punch list items are mostly completed. Project Close Out will take place as soon as they're all completed.

Glacier opened on September 4th. There is still work ongoing, but landscape and interior finishes and punch list work has started. And we'll close that out when all is completed at Glacier.

Highline-- a lot of activity at Highline. The demolition is complete. I was up there today, and the site looks a lot smaller with the school gone.

And they did a great job. Rough grading has started on the new construction. Installation of underground utilities, aggregate pier installation is in progress. And this work is ahead of schedule. I'm almost afraid to say that, but it is.

Approximately 1,700 of the 2,300 aggregate piers have been installed. And what those are is about a 15 inch diameter hole in the ground 20, 25 feet deep filled with compressed, compacted rock, gravel. And they're all over the entire footprint of the school.

And the slab and the foundations set on that. And they were required due to the soil being real sandy. And so we're going to have a good solid foundation at Highline.

Structural excavation has started on the north and east side of the site. Framing steel is next to take place. Plans for the tennis courts at Sunnydale have been submitted to the City of Burien for review, as has work in the right-of-way on 152nd also been submitted to City of Burien. And school will be opening on schedule September 2021.

And then the smaller projects-- we had a composites lab at PSSC. And that was completed. And close out will start on that.

We had what we call the 60-80 classroom additions, which were classroom additions modular buildings at North Hill, White Center Heights. And everybody moved in. And they liked their new space. And punch list work is ongoing. And we're planning to start the design process for the modulars at Hilltop and McMicken Heights next.

And electronic locks, phase one base bid work was completed on October 13th. And that included new electronic locks on 400 plus interior and exterior doors at 15 sites. And they're doing some punch list work going back.

And when I say punch list, I'm not sure everybody understands that. They're small things that go wrong that need to be corrected. And the architect and the owner lets the contractor know.

And they go back and start correcting these items. And then they're checked again afterwards to make sure that the corrections were made. And that is a punch list, which is not a real word. But it's a construction term.

Let's see, electronic locks phase two, roof and wiring is scheduled to start on November 12th at Big Picture PSSC, the performing arts center, and Valley View. And let's see, we had other roofing and boiler and chiller projects at Highline. Those were completed, and everything is working fine there.

And the last one, Evergreen Synthetic field and I have good news for a change on that instead of we don't have our permit, which is probably about the last four reports. I reached out. We're having no luck with King County.

I reached out to Long Pham. And he came through, as he did when we did the reader board projected at Evergreen, and made contacts with county officials. Actually, I think and one of the councilmen he got a hold of to get the ball rolling.

And at present, we are told relatively certain that we will have our permit on November 20th for the Evergreen fieldwork. So that's the good news part. Any questions?

Well, I believe Joe was at the oversight committee meeting. And there was some good news shared there. Do you want share anything from that, Joe, as it relates to this?

Well, I think Rod can share that. I had called into the meeting on Monday night, the capital oversight committee. On all of our products, I'm so proud of how we are great stewards of our taxpayers' money, making sure that most of our projects are on time and under budget. So I want to thank you and the rest of the team for making this happen.

[APPLAUSE]

So, thanks.

Thank you, Rod.

Thank you very much.

All right, nice.

And now, Rebekah Kim is going to come up and share some information on our redesign that [INAUDIBLE]. Rebekah Kim is going to come up and talk about our data redesign project that we have received some Gates money for, a grant, so that you are aware of what that work entails. So Rebekah, I will turn it over to you and the team.

Yes, thank you. Good evening, President Dorsey, members of the board, and Doctor Enfield. Thank you for allowing my colleagues and I an opportunity to share an update on our exciting data design work and how the Gates grant will be an asset to building what has been under design under the last several years in Highline.

This work supports our strategic plan and Highline promise to our students and families. The data design process has been a collaboration that includes a partnership with Design Lab 2 under Meredith Honig's leadership and could not have taken place without the cabinet sponsorship and strong leadership of some of the team members with me this evening. You will hear about how other stakeholders have and will continue to engage in our design work.

So first, I'd like to introduce to you Pete Misner, instructional leadership executive director of South Elementary Schools. He is going to be sharing some updates this evening. Evan, who is our human resources teaching and learning and leadership project manager. Manager? Yeah.

[INAUDIBLE]

OK. And Kathy Emerick, who is director of pre-K and elementary success. Not with us this evening, but an integral part of our work, is also Kristen Percy Calaff, and Katie Luksan, who's been representing our department of technology. So with that, Pete is going to get us started.

So our use of data is closely linked to our growth and mastery strategic goals, as we use data to plan, implement, and monitor. Similarly, our use of data is closely connected to our Highline promise. The effective use of data increases knowledge. And that knowledge helps ensure that every student is known by their name strength and need.

The design team is intentionally using an equity lens throughout its process. We are using an article written by a researcher Eve Tuck that helps us identify when our approach with data becomes damaged centered, which means the data describes only deficits and needs and can perpetuate deficit based narratives. So very intentionally and instead, we are designing our data system with a desired centered approach, which essentially means the balance between strength and need, which, of course, is a very close connection to our Highline promise.

OK, so our data design team will continue to come together for its third year. We have Mike Sita, who's sitting out there, too, who's part of it. This year we will continue to design the content that will inform the data system that we will build with our Gates grant.

The work of the team includes staying grounded in the research as we build this desire based and equity lens. The team will also provide ongoing input to review and refine each of the data profiles that you will soon hear about. The work of the data design team has been funded in the last year by the generosity of the Biller grants.

So we are continuing to engage the voice of stakeholders across our system. We will continue to engage the team members, which include central office and school-based administration. And then new last year was our certificated staff.

We are also excited to partner with Kisa and team to bring in community partnership voices around the kind of data they collect to measure their program impact. Our goal is to create a more efficient way to provide access and the ongoing data. You will hear about the profiles that have been under design for the last two years.

So again, this work has been led by Kristen, Pete, and Kathy. And this year, we have the pleasure of adding Evan to our work group leadership and data design leadership. He's been an integral addition with his strong connections between teaching and learning and leadership and human resources. So Evan is going to get us started in providing an overview of what these work groups and profiles are all about.

Thanks. Thank you. So as Rebekah shared, we have three-- let me move this up a little closer. So as Rebekah shared, we have three design work groups currently underway. And they are a student profile work group, teacher profile work group, and then a work group that's focusing on AAP progress monitoring as we think about school improvement here in Highline.

So within the student profile work group, this specific group is charged with really thinking about how are we delivering on our promise to know every student by name, strength, and need through the data we look at and what we use to drive a lot of our conversations about our students. And with these examples that are listed here, we aim to shift from a conversation that focuses on fixed data points, such as summative assessments and solely demographic information, to that in addition to more formative ongoing data points, such as ongoing assessment and interactions with students, as well as knowing students' hopes, aspirations, and experiences to better know their name, strengths, and needs here in Highline.

Similarly, we were working with a subgroup last year to really look at our Highline promises that fits with adults and teacher profile, knowing our teachers by name, strength, and need, really so that we can generate the right kind of data to answer the right kinds of questions for who are teachers are, what kind of experiences they're seeking in Highline, and how we can best support them through our systemic efforts. And again, we're looking at desire-centered data collection that's allowing teachers to tell their own stories, so they can drive their own learning and then more responsive to their learning.

With AAP progress monitoring, we're putting together the student profile along with the teacher profile. And we're using implementation data that we do what we said we would do in our plans. And we're collecting data about the initial impacts of those school improvement actions on the adult practices that are linked to the targeted student outcomes that comprise the school improvement plan.

And schools are already in process. We've developed tools, routines, and supports. And it's been in motion since spring. And we're continuing to grow in that as we learn to make smarter decisions collaboratively.

And so in that spirit that Pete was sharing about growing and this work underway, we wanted to share some of these next steps that are ahead of each of our groups as we get more concrete for the school year. So specifically, each of these groups is reviewing the available data that we actually have in alignment to these charges and these efforts underway. And we're considering to build the data literacy within our groups, as well as within our district as a whole as to how we view and utilize this information, as well as consult with different education technology groups to get clear about how to build these charges into concrete action and sustainable action for us all.

All right. And last, an item for approval this evening is the data infrastructure grant from Gates. And the design content that you just heard about, the profile work, will inform the data system that we have a vision to build. And what the grant will pay for is listed here.

Amazon Web Services is a vendor that will help to build the structure of the house, if you will, and the cloud storage that's required. It will be very important that we work with Mark's team, the data and assessment team, to get the consultation that we need to build something that doesn't yet exist. It will also pay for some FTE, such as a data scientist, that will help us to think about the necessary coding to build this house.

We also have been in conversation with Design Lab 2 and seeing if there's potential need for having a research assistant working here part-time with us. And then there is other technical items, such as the visualization costs for licensing and then the importance of the professional development and training that would be required for the end users when we eventually roll out the system. So with that, we are open to any questions or feedback that you might have.

Tyrone, you got any questions?

No.

No? Good, OK. Joe?

I'd like the title, the data scientist. That's pretty cool. This is a two-year grant. I know that we put that on the consent agenda tonight. So it's a two-year grant. How are we going to sustain that after if it's something new?

So with Gates, they now just do two-year increments. And the communication that they've shared with us is that, if the work will require ongoing grant funding, that that's a conversation that we can continue to have. So two years doesn't mean that's where it will stop. It just means that we just need to stay connected, of course, and share our progress to see if the grant would need to be renewed or extended.

Dr. Enfield also knows about the importance of the work and the sustainability. And we've also talked about the importance of identifying what will it require to sustain this. And the biggest cost really is just going to be updates in the cloud infrastructure and then, also, the ongoing payment for storage.

Yeah. So I just want to say that the bulk of the money in this first phase is to build this. We're building it out, right? And that's a one time thing.

And then what I don't know that we're clear on is yet what sort of ongoing maintenance costs will be. But as we build this and see what it becomes, we'll get clearer on this. But it's not like other grants where we're bringing on a lot of staff to do things and then the grant goes away and the staff goes away. This is about building a system, so yeah.

Thank you.

Thank you all. I'm just giddy about this actually. This is what my giddy looks like.

[LAUGHTER]

No, this is really exciting, right? This is a game changer, can be. One of the things that I'm thinking about is the possibilities with the data points that we'll be able to have on the teachers, the students, and then as well as making certain that the Annual Action Plan is really doing what it says that it's going to do.

And so this is really, really exciting. One of the things I'm also thinking about is the beyond high school plan. It sounds like this will lend itself to be a great opportunity to have that information really explicitly there.

I am curious. Just still thinking about-- and I'm certainly you all are thinking about this as well-- as we get through the phases of building the infrastructure, then how are we going to make certain that staff is all trained in a real ongoing way to utilize that? And then what are going to be those data protocols for utilizing the system as well and safeguarding that data.

So again, I know that you all have a lot to think about. And I'm excited for the infrastructure. What's the-- is that two years?

Two years, yeah.

Yeah, OK. Thank you. All right, well, go forth, prosper with your little system.

So I guess that's my wonder, too, Rebekah and team. So the deliverable of the grant is to just have designed this system and provide for the storage? Or I guess I'm just looking at this two-year window. I think we all know two years goes pretty quick.

So with grants being grants and grant makers being grant makers, I guess my curiosity is at the end of those two years we end up with this beautifully designed system that we can't sustain, because maybe the grant maker's priorities change or something else. So I guess, you know, do you have a plan B, so to speak, if that were to happen?

So within two years, the idea is to first build this house.

Right.

And I'm trying not to get too technical-- identify what standards we want each of the databases to follow. So if we have Synergy, which is going to be our main hub and foundation, and it follows a set of standards or rules, the HR database or the teacher profile will also need to follow that same set of standards. And so the goal is within two years is to bring those two systems into the house.

And then as we identify other applications, like it could be facilities or transportation, what other data systems do we need to live in that house based on the questions we want to answer? Do transportation pickup times impact student attendance and discipline? So we first need to, with the design process, identify the questions we want answered, and then bring in applications as needed. It doesn't have to all happen at once. And that wouldn't be wise to try to bring it all together at once.

Yeah, that makes sense.

Can I just also offer this doesn't exist anywhere else?

Yeah. [INAUDIBLE].

So we're building something entirely new, which is exciting. And it means there's some unknowns, right? That said, my belief is that these upfront costs will be substantial. The ongoing costs will not be as substantial.

And given the rate of progress in the technology world today, what will be true a couple of years from now in terms of storage and a lot of these programs, tools, et cetera, will be very different than it is today. So there are some unknowns, but I think a lot of opportunity as well. But we'll push along the way for as much clarity.

And come back to the board, and we can do like a mid-grant-- like in a year, what's the progress we're making? Where are we? And what do we project ongoing costs to be?

Yeah. That'd be good. Because I mean, I share-- although not quite as visibly-- Fa'izah's giddiness over this whole thing. But I also can see where this could really become much more encompassing than we want it to cost wise, especially when you start talking about integration of data from multiple applications.

And I think we all know that, oftentimes, these applications don't speak to one another. So we've got this beautiful data design that doesn't really achieve what we wanted to, because the applications don't. So I understand the complexity of it.

Yeah.

As excited as I am about it, I would appreciate, I think, an annual update or as you see fit. So if there are any challenges or anything, that we can understand those along the way, too. Because it

is really-- I mean, this is super exciting to have a central point for all of this data. I mean, that could be phenomenal, could be a game changer in [INAUDIBLE].

Yeah. And one of the things that I'm taking from your question and comment, Bernie, is really that the idea of perhaps getting a commitment from someone, one of the funders there or partners around continued funding for partnership along the way. And so that might not be what you were necessarily asking or saying, but that's just one of the things that I'm thinking about. How might we be able to secure along the way before we get to the end of that two years if we had a commitment from one of the partners?

Yeah, exactly. That and, also, during this process, are we designing it in a way looking towards the sustainability? And let's do that with an assumption that there aren't going to be any more grants.

How will this become part of our-- because I mean, you all heard this. Well, the grant ran out, so we had to abandon the work. And I mean, not only is it a colossal waste of time, but resource and, most importantly, of potential.

And so we'd hate to see that happen. And you know, I mean, I do think, as you said, Dr. Enfield, this is a game changer. And it's uncharted territory. And so it's exciting.

Yeah.

But it also comes with some thought towards that sustainability.

I also just-- I agree. And I'm glad you're raising it. I also want to add that I believe that we've gotten much smarter and intentional when we go for grant funding that, A, it's for what we need. And that is helping us deliver on our promise and not what somebody else thinks is the cool du jour thing to do. And two, that we have a plan for what happens after.

Yeah.

Right? So I think the days are gone where we go for a big pot of money and then it's like, well, what now?

Yeah.

So you know, our team is better than that. I think this is a little bit unique in that it is so unknown. It's not like a program or a staffing situation where we can absolutely plan on saying this position will go away, or we as a district will make a commitment to fund it. And we are preparing for that in this way.

So we're very, very mindful. And I'm very confident in this team and in this work and that there is tremendous interest on the part of Gates in supporting this work.

Yes.

And I think that if we can show good progress along the way, we may be able to secure some ongoing commitment prior to the end of the grant. So that will be my push.

Cool.

Well, thank you. I mean, it really is a game changer.

Yeah.

Well done, team.

Yup.

Thank you.

And Rebekah really did spearhead this. This is sort of her baby that she has taken to fruition. So Rebekah, thank you for your leadership on this, really, really appreciate it.

Just a couple of quick things before I ask [? Sandy ?] to come up, first of all, I was out at Puget Sound Skill Center today for an advisory meeting, got to go in and see Chef Blaylock and our wonderful students in the culinary arts program. I just wanted you to know the Class Act restaurant is open Wednesday through Friday 7:00 to 9:00 AM and 12:00 to 1:00 PM. Sometimes those hours change, so you can go on their website, but always a great experience. So if you're looking for a place to have breakfast or lunch or a meeting, it's a great option.

Number two, you might have seen out here we have a table with two name placards on it, Tyler [? Ernst ?] and Edwin Bailey. Tyler is one of our student-- he's a student reader. What days of the week is he here, Kyle? It's not every day.

I think it's Tuesday, Wednesday, Thursday.

That's what I think, but we'll clarify. And Edwin Bailey is his one on one, his partner. And so if you have a chance, Tyler has an infectious smile. We couldn't have a better greeter.

And he's really just a little bit of human sunshine sitting out in our entry way welcoming people when they come into the district. So be sure to stop by and say hello. He's one of my favorites if I had favorites.

Also, this evening probably finished up by now, we had staff at Raisbeck Aviation High School to hear from Marc Brackett, who is the brains behind the RULER approach at Yale. And as you know, RULER is in most, if not all, of our schools. We have charters. We have the Mood Meter. We have all of that.

So he spoke at Town Hall last night. And I heard him there. It was wonderful. He has a new book, *Permission To Feel*, which is really excellent.

And he is very proud of his partnership with Highline. So we were proud to be able to partner in bringing him to talk with staff. And that was a wonderful experience.

And finally, because they probably won't do it, I'm going to do it. We need to congratulate our school board for being named a board of distinction by the Washington State School Directors Association.

[APPLAUSE]

And I want to thank Holly and [? Catherine ?] for helping pull the application together, which they don't make it easy. We just wanted to say, pick them, because they're awesome. But they actually wanted a few more data points. But really well deserving, and I want folks to know that we have 295 districts in this state.

And I want to say that-- districts of distinction-- they maybe chose 20, 25, somewhere in there. It's not a huge number. And they said they had a record number of applicants this year. So you know, we know you're awesome.

But it's nice to see your awesomeness recognized externally. And so thank you for what you do. And we look forward to celebrating with you at the WSSDA luncheon in a couple of weeks. Sandy?

Thank you.

[INAUDIBLE]. Right, just like a pop machine in the back. There's no pop back there.

Yeah, congratulations. And it hasn't been said yet, but I know [INAUDIBLE] I missed some of the pre-meeting. But the election results are starting to roll in. Fa'izah is in front.

And we are excited about Aaron Garcia, although we will miss Tyrone. Aaron is pulling ahead a bit it appears. And he is an endorsed candidate of HEA, so we are hoping to have a big celebration at some point in the next few days. And congratulations to Bernie.

So I'm looking forward to-- we'll be going over to the PSSC for breakfast one morning or lunch and have an opportunity. The HEA has been using one of the graduates of the culinary arts program to cater our rep council meetings there. So that's been exciting to be supporting her career.

You know, so that's been great. I also want to call out a few folks. You know, Wednesdays are the day of the week that I'm here. I've had a great meeting with Rebekah.

And we're starting a lot of our committee work that we do jointly that are subcommittees of the bargaining team. Rebekah and I are on the assessment committee. So we're getting that work going. We have dual language.

We have special ed. A lot of programs where you need specialized expertise that isn't necessarily on the bargaining team, we do that in a joint committee that has management and teachers from those programs in there. So we're looking forward to starting up that work for this year and continuing on addressing concerns and challenges that we face as, you know, whenever we implement any program.

I also had an opportunity to follow up. And thank you to Bernie and the school board for promoting my work with Holly. This week we have already met about Black Lives Matter.

I had a good discussion with Kisa around that as well. And then we've kind of triangulated, and we've come up with the strategy to start the process moving. And hopefully, in another two weeks or so we'll have something to report out to you.

So we're very excited about that, because we want to make sure that's something very authentic to represent what we're hearing tonight in the work that we're doing with our communities. We want that to be continued with that program and with that model. Of course, we meet with-- I don't always call out Chris Larsen, but we do meet with Chris every week.

And she's a great partner, and I really appreciate. And one of the important models that I think is starting to be picked up is our work in problem solving in the buildings. We did a training which I mentioned a couple weeks ago, and it's starting to pay off.

Well, we're looking at things either, is this a contractual issue? And you know, don't spin your wheels. Send us your questions about the contract, and we'll sit down on Wednesday and do that interpretation.

So labor management in the building are not just at loggerheads over it. Just send your question to us. We'll work it out. We'll be at loggerheads if we need to.

And so far, that hasn't been the case. And then supporting buildings in some of the more interpersonal sides of working together in labor management, and we already have several schools that we're supporting. We've been working with the ILEDs and just working on those interpersonal and policy issues that somehow come up at the buildings.

And so we're very excited to be just moving forward in addressing very specific issues and very localized places and hopefully feeling a sense of progress throughout the whole district. So thank you very much.

Thank you, Sandy. And thanks for helping Holly out with that. Thank you both actually for working on that. We'll look forward to that. And Kisa No, not Kisa Yes, Kisa Yeah.

OK, so that brings us to our board reports, legislative report. The WSSDA just published their 2020 legislative agenda. So I downloaded that. I'll send it to you, so you don't have to find it on there.

And beyond that, I really don't have anything other than as we head into the next legislative session we probably should think of our own. Or are we a little premature on that, Catherine? Or should we get on the radar?

OK, cool. So it's on the radar. Thank you. So that would be it for legislative and brings us to director reports. We could start down at Fa'izah. Would you mind?

[INTERPOSING VOICES]

Joe.

A couple of things-- Kisa I just want to thank you for the invitation to the parent university that's going to be happening. It's a lot of parents, that. So I'm going to be there.

[INAUDIBLE]

But that many parents that want to participate, that is awesome. So thank you very much. The other thing is go Sounders.

There's going to be an awesome celebration tomorrow night down at Valley View, that ECEAP center, celebrating that-- what was it-- since Toronto won? And the [INAUDIBLE] Foundation is going to donate to the school. So we'll look forward to that celebration. That'll be fun. That's it for me, OK? Tyrone?

I just want to say when Susan had her [INAUDIBLE], it's always going to be overseen. So--

[LAUGHTER]

But going through the school, the students, they're unbelievable. It's a place where we can be proud of. The students are happy to be there.

We went on a tour with student center and aviation, and we walked through the [INAUDIBLE], the demo. And the kids could answer questions for you. They weren't shy about it.

I mean, they were engaged. We stood and listened to conversations about [INAUDIBLE]. And it's a wonderful place. And if you haven't been out there, go visit. I mean, it's [? far. ?] It's a good place.

Yeah, go out for lunch. Go out for breakfast.

Yeah. Both.

Make a tour of it. So we haven't had a board meeting since the Glacier opening, have we? I don't think we did. That was the 23rd. Yeah. So that was fun.

Yeah. I mean, that really was fun. I really enjoyed that. Those openings are a blast. And that one was really well-attended.

And I think the highlight is always the kids and what they have to say. And there are big signs said, thank you, voters. And then cutting the ribbon, you know, it just feels good. Although Rod and Scott and their teams do all the work keeping those things on time and on budget, it really feels good to be able to deliver to the community what they invest in.

And Rosie makes it all happen, you know, those events.

Rosie.

Rosie.

Where would we be without Rosie?

We would be nowhere.

Yeah. And then I also am looking forward to the Sounder thing tomorrow night, another good partnership. There was something else I was going to mention, but I lost it. So that makes it easy.

That concludes my report. Yeah, welcome to my world. This was here, and it's gone. OK, so that brings us to introduction and action items.

To consent?

What's that?

To consent.

Oh, yeah. Excuse me. Thank you, Kyle. Do you know what I was going to say my director report that I forgot by any chance?

No.

[LAUGHTER]

Shoot. OK, so that brings us to our consent agenda. Do I have a motion to approve the consent agenda as amended or added to? A move that we approved the consent agenda?

Moved.

Been moved and seconded, all in favor?

Aye.

Opposed? OK. Now, brings us to introduction and action items. Item 9.1, motion to approve the Puget Sound Dispatch Contract for 2019, '20. Did you have any questions [INAUDIBLE]?

I do. I sent Scott an email earlier today. I just want to give you guys a comment of where we were at for 2018, 2019. For last year, total reported costs to [? OSBI ?] was 1.7 million.

Total round trips was about 83,000, almost 84,000. And it served roughly 690 students this last year. So as you may know, it is an unfunded mandate that we are taking care of our students. So that's it. That's just a quick comment.

OK. Any other questions or comments? OK. I move that the Highline Public School Board approve the contract with Puget Sound Dispatch for the 2019, 2020 school year for the amount of 1,400,000.

I'll second that.

Director Curry?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Dorsey?

Yea.

This motion passes 4 to 0.

Thank you, Kyle. Item 9.2, motion to approve the ALC Schools LLC contract for 2019, '20.

I have a question. I know this is just an standard for operating. But wondering, is this up to 300,000? Historically, have we exceeded that amount? And if we come under that amount, is the contract for 300,000?

It's for 300,000 exactly, yeah.

And are any of those plans reimbursable?

Rod, do you know the answer to that? OK. Kyle, can you please note that question and get an answer from Scott tomorrow for the board?

So do you need that answer before you would like--

No.

Or are you just to--

I'm just curious. Yeah.

OK. And just FYI, ALC is the American Logistics Company. So it's in partnership with the Yellow Cab.

Yeah.

Yeah, I know who it is. I'm just curious if we are on the hook for 300,000 or, if we've historically come under that amount, do we get monies back?

Yeah. It's pretty explicit in the services and the terms. But I don't immediately see any provision for overage. But we'll get that.

Or under.

Or under.

We'll find out.

OK, thank you. But, yeah, [INAUDIBLE].

OK.

Standard operating [INAUDIBLE].

Yeah, OK. It's good question, yeah. OK, I move that the Highline School Board approved the contract with ALC Schools LLC for the 2019, 2020 school year for the amount of \$300,000.

I second.

Director Curry?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Dorsey?

Yea. This motion passes 4 to 0.

Thank you, Kyle. Item 9.3, motion to approve the PetroCard Inc. contract for 2019, '20. Any questions or comments?

Nope.

No. OK, I move that the Highline School Board approve the contract with PetroCard Inc. for the 2019, 2020 school year in the amount of \$630,000.

I'll second.

Director Bradford?

Yea.

Director Curry?

Yea.

Director Van?

Yea.

Director Dorsey?

Yea.

This motion passes 4 to 0.

Thank you, Kyle. And next up are our introduction items. Item 10.1, motion to approve resolution 11-19, levy certification, any questions? Item 10.2, motion to approve policy 00101, equity, race, and identity? And I did have a question or a request.

[INAUDIBLE]

Does anybody else have--

Holly's going to give [INAUDIBLE] some presentation, too.

Oh, cool.

Good evening.

[INAUDIBLE]

OK. Good evening. I'm Holly Ferguson. I'm the district's chief policy and strategy officer. Excuse me.

I wanted to give a brief update today on some of the feedback that we've gotten on this policy and some of our next steps. I also want to say, while I am the one standing up here right now, we have received input on this policy and the procedures from hundreds of people. And we're going to go into that a little bit, but I just wanted you to know that.

So this is a new way of looking at our equity policy. Prior to this, we've had just a policy. Now, we're proposing both a policy and new procedures.

And the procedures are really an outgrowth of the opportunities section in the original version of the policy, as well as identification and iteration of a lot of the work that has been underway over the past few years. So the original policy was first approved by the board in 2010. There have been three subsequent revisions.

And then, as I say, this one has taken language from the policy into procedures. It's really updated the policy language. Obviously, this is an area where language matters and language changes quickly. So we just really wanted to recognize that as we continue the work.

We brought these changes originally to the board cabinet retreat in May of 2018 and heard from the board that we were going in the right direction, but that you wanted us to get additional input from people. So you can see up there we held input sessions with HEA. And I want to thank Sandy for doing some pre-meetings with me to prepare for those meetings. The Somali Parent Education Board, and some folks are still here I think from that. That was great.

I had a chance to meet both with Regina as part of the community partners, but also a lot of families and really talk about what this means in schools and for families. Also, met with the Family Action Committee, Leadership Forum, which is principals, assistant principals, and central office leaders. There's about 120-ish people in that group-- as well as the bilingual peer educators.

And we also put information about the equity policy into the *Highline Insider* with a link to a survey-- or not a survey, like a little questionnaire that people could fill out. That goes to all staff in the district. So we did get some feedback from that as well, which is really kind of cool.

Overall, the feedback has been really positive, a lot of comments from people really saying, this is the right work. This is good work. Let's do this. Let's move. Let's go faster.

A lot of questions about accountability-- and if you look at the policies and procedures, we talk about accountability. We don't have specific metrics identified. And that's really the work as we move forward of identifying what do we really need and want to be measured on with this work.

Obviously, we've got some metrics in other areas. Obviously, hiring and retention is an area that we already focus on. And that will continue to be a focus. But we did hear from a lot of our commentators they wanted to see more work on that. So that's coming.

And then a common theme around how needed this is by our staff-- and I just wanted to add, even though this is a different policy, we also talked a little bit at the retreat about a proposed workplace environment and culture policy. These two are really incredibly linked. And the workplace environment and culture policy has gotten stronger as we've gotten feedback on the equity policy, because they are so interrelated.

So that's kind of an outcome of the equity policy feedback that we've gotten. In terms of next steps, we've created an equity steering committee. And you can see what the subcommittees are.

Some of them are existing subcommittees, like around Leadership Forum or instruction on race and identity. Some of them are new. We're going to have a subcommittee on the equity policy. We don't really know quite what that's going to look like yet, but thinking that's also part of accountability and really making sure that we are keeping up with language changes and things like that.

And then our next steps-- we'll go back to the *Insider*. So we communicate to all staff. We'll have a button on our website. We've already talked about that.

Also, this policy and the workplace environment policy will become part of new employee orientation. We're also talking about how do we get more information out to our existing employees, like we talked about at the retreat. The revised policy and procedures require an annual report or at least an annual report.

What that comprises, we don't know yet. Because we're still new into this. But you can expect that next spring, summer kind of timeline we'll see some sort of formal report, which I'm anticipating will be growing over the years as we get deeper and better into this work.

And the policy is slated to be reviewed at least annually. And you'll see that with the workplace culture policy as well, again, with the recognition that, as we get deeper and more engaged in the work, we may want to strengthen language. But we also may need to change language based on how language in these areas is changing and does change. So--

Holly can I just add, too, that we had our first superintendent student leadership team meeting of the year last week, week before, [? two ?] things. And we talked about this workplace policy. Because I hear from students a lot, too, about they want to know what the expectations are for adults in their buildings and what the consequences for when adults behave badly, which I think is a fair question, and what we tolerate and do not tolerate in Highline.

And so one of the things we've talked with them about is having them work with us on creating a student version of that, you know, sort of getting finally to the We Are Highline that we've talked about for so long. So I think that the leadership team this year will help take that and put it in

some student facing language that we can share in our schools. Which I'm excited about. And Holly, thanks for your hard work on this.

Any questions? So go ahead. Fa'izah, did you have--

I don't know that everything that I have is a question.

Yeah.

Certainly, again, I want to thank the team for all of the great work and just be mindful about the constant iterations of the policy. As I was just studying, you know, my [INAUDIBLE] packing and things, I just was jotting down several notes. So some of it just might be my own thinking and like, hey, let's make certain that we're thinking about this.

So again, it's not any way anything that I'm picking at it or picking it apart, but just making certain that we're mindful in thinking about some things. And so we've got, again, so it's the equity, race, and identity policy. And so there's a lot in that, right?

And so there's even some potential to deflect and defer to certain things that are easier to address and approach than sometimes race and racial issues. And so I think that we definitely need to stay mindful, because we do have this policy that is inclusive of equity, race, and identity, and so that we're mindful about how courageous it is to focus and center race a lot of times. And again, as we're looking at our data, that is where we are seeing our greatest gaps.

And again, there's other data sources that we need to be looking at to identify where other gaps are really prevalent. And we need to be looking at that as well, just to make certain that we are looking at all of the possibilities for the intersectionality and where those gaps are prevalent. So again, that was just one thing I was thinking about.

And so I think the question that I just jotted down was, what data will we use to determine priorities and strategies? Will the equity steering committee include community partners and stakeholders for further accountability? And again, as I'm reading, some of these questions may be answered. But I was just jotting down my notes as I went along.

In one section where the policy talked about beliefs, the fourth bullet-- sorry, I don't have it in front of me right now. But the fourth bullet talked about-- let's pull it out. My question there or comment is we need a process of reporting and accountability for staff, especially when they are observing and experiencing practices different than their administrators or what their administrators are able to comprehend.

And so again, it talked about some type of reporting structure. And if employees or students even are reporting to someone who is not observing or experiencing the same thing and/or what's being reported to them goes beyond their ability to comprehend that, then just what are those structures that we have in place to make certain that these concerns are really being heard and addressed?

We talked about in one of the procedures, I think it was, when it started to talk about the equity lens. And just curious, you know, as we're talking about those questions, the four to five questions that are our equity lens, like who's impacted? What are the unintended consequences, if those-- and I know we've talked about this.

How do we incorporate that and make certain that we're looking through that lens? So perhaps thinking about when the bars are submitted, perhaps those questions are answered there on the board action resolutions or whatever is coming before us. If we're already thinking about and know that you all have already asked those questions or engaged those stakeholders, that would be helpful.

There was also-- I think it was in procedure two it talked about institutional practices. And it talked about fostering a work environment. Anyway, I think that was it. Thank you.

OK. So I just had a request, Holly. On the Board Action Report, there was mention of-- and you alluded to it in your presentation also-- the feedback, the formal feedback and the multiple groups. I just wonder if there is any report or minutes or anything that we could look at that. Not that we need to, but I'm just curious. I mean, you're doing all the work. But I see the formal feedback thing. And I'm always just curious about it. I like to see it.

Yeah, we absolutely have notes from I think every single one of the groups.

Cool.

So we can get those to you.

Yeah, that'd be great. I'd appreciate it. And then my last one is more of a wondering than it is a question. But does this work and the revision of this policy as we shape and form it, are there intersections with Rebekah's team and what they're doing around the data design? And is that communication happening?

Rebekah has definitely been-- and actually all the team has been part of the feedback loops, feedback sessions that we've gotten-- not all of its sessions, obviously. But, yeah, I think there's-- and that's what I think about when I think about, like, we don't have necessarily all the specific accountability measures built yet.

Yeah.

When we think about what's happening with the teacher profile and the student profile and all of that work as well as data and assessments and all of those other things, how do they all fit together? And that I think really is-- I mean, fundamentally going to a strengths based system is an equity based model.

Yeah.

Right? So it's almost that the data work that's happening is the living embodiment of the equity policy in that area of work. So yeah, we're in frequent communication. And I would expect that as we get better at this that will all continue.

Cool. I figured you guys probably had, but I was just curious-- which reminds me, by the way. I remembered what I wanted to mention in my report, how much I love this damage-centered to desire-centered. I mean, we used to call it the deficit-based versus the asset-based.

But I mean, I just love that. And I'm going to download that paper and read that, because words do matter. And framing is uber important when it comes to the work that we're doing.

And so that was what I was wanting to mention how much of a fan I am at first blush of that damage to desire. So all right, is Holly off the hook now? OK. Thank you.

OK, item 10.3, motion to approve new policy 5000, workplace environment and culture. Questions, comments? Anything you want followed up on?

Yeah. I think it's just, again, more of my note taking. And just thanking the team for-- it looks like our HR and personnel folks have been very busy. But just in 5000, there was an area where it did-- I'm always hesitant to pull stuff up here, because I still don't know how to use this computer. The more I pull up, the more I lose.

Anyway, so where it started to list some of the behaviors that can create an equitable, non-inclusive, and our discriminatory workplace environments, there was just-- again, this is great. And again, I know that this is not an end all. Again, we just get closer and closer. It's a journey, right?

And so one of the things, as I was reading through, I was just mindful. There was an area where it talked about sharing our impact versus the intent. But my note here is that we're mindful not to put historically marginalized and discriminated against persons in positions where they are forced to own the impact of those that are demonstrating fragility and sensitivity.

And so again, I don't know that that's anything to change here. It's just something that, again, we're just mindful of who's owning that having to bring that up. Thank you.

Any other questions? Joe? You good?

No.

Tyrone? OK. Item 10.4, motion to approve policy. Thank you, Steve. We noticed you were at the ready there. That was--

[LAUGHTER]

Ready to go.

Like a coiled spring, this guy. Motion to approve policy 50002, recruitment, selection, and retention of staff, any questions or concerns for follow up? Nope.

[INAUDIBLE]

I'm just excited we're seeing all this. I think that it's really-- you know, these are really such integral pieces to what we're trying to achieve here. I don't know. It's just cool.

Yeah, it's great to see the alignment--

Maybe that's the word I was looking for.

--with the policy, with 0010 and so, again, the fact that the teams are really working cohesively to make certain that the other policies are really connected and giving teeth to the 0010. So again, I'm excited for that intentionality and grateful for it.

Item 10.5, motion to approve policy 5010, nondiscrimination and equitable employment practices, any questions or concerns for follow up? OK. Item 10.6, motion to approve policy 5011, sexual harassment of district staff prohibited, questions concerns follow up, nothing? OK. Item 10.7, motion to approve policy 5280, termination of employment?

My question there is-- and this is probably just general language, but there was a distinction made, like, in the first paragraph between certificated and classified employees. And so I was just wondering what that distinction is. Let me get to it.

Yeah. The introductory paragraph where it speaks to the superintendent has the statutory authority to issue a notice of probable cause for termination to a certificated staff member, and then it speaks to classified staff members in the second sentence. So I was just wondering what that distinction is, or if that's just general language?

[INAUDIBLE]

[INAUDIBLE]

[LAUGHTER]

Sorry, I was trying to help you, Steve.

[LAUGHTER]

Certificated staff would be those employees who require certification to be employed in the capacity that they're serving-- for instance, our teachers, our nurses, our certificated administrators who have the authority and the responsibility to evaluate certificated staff, so like principals, central office staff. And then our classified staff would be anyone who's employed in the capacity where they're not required to have a certification to do the job functions that they've been hired for.

So what's the distinction that's being made between the superintendent having a statutory authority to issue a notice of probable cause for certificated staff members and then the second sentence saying that the board shall consider that termination of a classified staff member based upon the recommendation of the superintendent? I don't know what that--

It's just Washington State statute that calls that out.

OK. But both are-- the superintendent has the statutory authority for both?

That's what I'm reading.

That's what I'm hearing.

Yeah.

OK. I guess just the fact that it made a distinction-- maybe it's just redundant.

The appeals process differs. So it's, as you go through the process, if one certificated or a classified staff member wants to appeal, there's differences there. So it's not necessarily in the-- normally how it would take place is everything is approved by the board, but then the appeals process differs. And that would be-- is there any more you want to add to that, Steve?

Yeah. I'd just say that the appeal process when an employee is terminated, if it's a teacher, it's going to go up through the superintendent. Interestingly, if it's classified, the appeal process is going ultimately to the board.

Going to the board. OK. I think that's what this is saying. That's the distinction. Thank you. Sorry, didn't mean to--

OK.

That's the only question that I had on that.

Thank you, Chris Thanks, Steve. 10.8, motion to approve policy 5281, disciplinary action and discharge, any questions or follow ups? No? Going once, going twice, gone.

OK. And that brings us to unscheduled communication. Amina Nerhussen. Pardon me if I botched that. Please, educate me.

And thank you for your patience. I really appreciate that. So your guidelines are a little different, because you have two minutes instead of four minutes.

I know. Thank you. OK. The Highline Public School slogan is to know every student by name, strength, and needs. I'm Amina Nerhussen. And I'm a strong senior full IB diploma student.

And I'm here to talk about my needs. I immigrated to the US three years ago to have this education that I didn't have back in Saudi Arabia. But the new system of not having Miss. Fairchild, nor the full IB advisory, I feel like my opportunity to be a successful IB diploma student is taken away from me.

I'm not the only one who feels this way, but also my classmate who left to do their homework, other IB junior and senior students, and especially the students who have transferred from other schools to Mount Rainier to have this opportunity. Having an IB advisory is very important for the success of the students as well as having Miss. Fairchild in the building full-time, especially because Mount Rainier High School is the only IB school in the district.

The IB room in Mount Rainier High School needs to be available and Miss. Fairchild have to be there full-time for the students, not locked up most of the time during the week. Thank you.

Thank you, Amina. And thank you for your comments. And thanks for your patience.

And that brings us to adjournment. Motion to adjourn?

Make a motion to adjourn.

I second.

It's been moved seconded. All in favor?

Aye.

Opposed?