

It is 5:00, and we're calling this meeting into session.

To order.

To order. And we'll do roll call. So Aaron.

Present.

Dr. Bernie Dorsey.

Present.

Mr. Joe Van.

Here.

And Angelica is here. And Fa'izah is running a little late. And we're going to recess, and we're going into executive session, and we should return in about an hour.

So we're going to reconvene now for a board meeting. Do we call to order again? Let's start with the Pledge of Allegiance. Please everybody, stand up. I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

So roll call again. Dr. Van.

Here.

Dr. Dorsey.

Here.

Dr. Garcia.

Here.

Director Bradford.

Here.

Director Alvarez.

Here. So now I'm going to ask, is there a call for any changes or additions to the agenda?

Nope.

No.

None.

So heard. So then we have no scheduled communications. So we'll move right into our superintendent's update.

OK. And with that-- where's Mike Sita There he is. Sorry, I couldn't see you behind Steve's head.

[PARTICIPANTS LAUGH].

Wow.

Said with love. I'm sorry. I'm sorry. Just that up so please come up and give your all learning Ed presentation.

Thank you very, very much. Oh yeah, all of you. Everybody.

Please. Thank you.

Don't stand behind Steve.

All right. Everybody got it together? OK. Thank you.

All right, good evening, I guess it's-- OK. I'll shout through the microphone. I'm Holly Ferguson. I'm the district's strategy officer-- subtitle. Jeez, that threw me off. Every year, we come forward to give you an update on alternative education. And historically, those have been kind of technical updates the last few years on policy changes.

This year, we don't have any policy changes. So we thought we would actually give you an update on our alternative education review and what we're doing on next steps for that. So you can see the agenda here. We're going to talk some history, the study, and get into some next steps. And we'll also have a time for some questions, if you have questions at the end. I'm going to turn it over to Mike, who is going to give us some historical context.

Great. Good evening, directors. Good evening directors, President Alvarez, superintendent. I'm going to give you a little bit of historical context for alternative education in Highline Public schools. First, we'll start back in the 80s. And that is where we had something called satellite high school-- we still use it as an administrative house to hold people-- but it was a brick and mortar school.

There was a credit recovery program. It was a drop-in check-in type model. And it was also independent study and self-paced for students. And that operated out of the Manhattan campus satellite.

In the late 90s, New Start began a credit recovery program. New Start was a King County program in the White Center area. And one of the case managers there, interestingly, was director Linda [? Collier, ?] if you remember Linda. And she got the district to partner with King County New Start program to provide a credit recovery program at New Start.

Well, that took hold, and New Start exists today as a fully accredited school. And we've moved into Salmon Creek, and we know that. In the late 90s, with New Start up and running as the credit recovery program, the satellite school was dissolved.

And what they did with the teachers in the satellite satellite program is they moved him out to the four high school campuses there. So the teachers had a little credit recovery program in their class that was check-in type self-paced independent study.

So what happened in the small schools era at the turn of the century there, in about 2001, there was national and state accountability for No Child Left Behind, and later ESSA. What has happened was schools were being identified as low-performing schools.

And with that, a lot of research came out-- and a plethora of grants-- and there was a movement to improve schools by creating and developing small schools. What happened with Highline, we jumped right on to that, and we began to leverage grants and research. And we developed-- John Walsh called it-- a portfolio of schools. So there were new and existing schools.

There was a little boom then with small schools. And with that, other pre-existing schools, like Choice Academy, New Start, started to grow. And this gave us, in 2007, the district commissioned a study of alternative education in Highline.

So post-small school-- and we'll reference that later-- post small schools to the present day, the four comprehensive campuses have come back together. The alternative campus programs remain, and they are continuing to grow.

The connection center was used for guidance and counseling and the campus learning centers are now established on each of the four comprehensive campuses. The state also passed open doors programming with a focus on partnerships with agencies and re-engagement, getting students back into the system who have been out of school. That's 14 to 18 as well, too.

Thank you. Thank you, Mike. And so about this time last year, we had the opportunity to engage with Illuminate valuation services, who did comprehensive work on what is called our Alt Ed Review. And in that work, we've been able to actually see some connections from the previous recommendations in 2007.

And what we saw at the end of this review were six main recommendations. And they're right in front of us. And we have-- and I think Holly will mention this toward the end-- have really taken effort in working with our alternative ed leaders to really implement and really get deeper into what this review is saying.

To better create programs, sustain programs to serve our students who don't quite necessarily fit into a box of a comprehensive high school. So we've really taken heart with a group of our principal leaders and actually people who work not in buildings but here at Central Office to go on, on a monthly basis, get deeper into this work.

And as I said earlier, there were some commonalities, and you can see in the highlights some things that came up in '07 that were also brought up again in 2018. So it's interesting to see that. It was great to have the review. We made some changes, but we still have a ways to go, and it showed up again 11 years later.

Hello? It's Kisa OK. So one of the changes we made-- sorry-- to my-- December 18. One of the changes we made system-wide that was connected to the alternative learning programs is a growing of our enrollment and Connection Center. The Connection Center was previously housed at the New Start campus, supporting students who were on the brink of disengagement or disengaged/unenrolled to get them back into school and find the right program for them.

So what we did is create an enrollment team and brought the Connection Center team, which is really a counselor, to the family center so that it can be better aligned to the other supports available here at Central Office, including our McKinney-Vento liaison, our social workers, our community and family engagement teams, so that it can be one-stop shopping for our families.

The benefit to that is is that the re-engagement counselor now is becoming more aware of some of the district-wide supports, both internally and externally, that are available to families. And it also, again, for the families, creates an opportunity for them to get the supports they need without having to drive all over the district.

So next steps, Ben already alluded to this. We're leading an alternative ed review team. It's got the principals, CTE, special ed, and the counselor that Kisa just mentioned, Anne Marie Littleton, who's our Connection Center counselor. And we're really getting together. You can see they're talking strategically about how the schools see themselves in relation to our strategic plan and our promise, learning about each other's programs.

And really, now what we're really getting into is what's needed, and this gets directly back to the alt ed review. What are the barriers to what's missing? So for example, we don't have a middle school program. What are the

barriers to creating a middle school program? How do we overcome those barriers? Data and accountability. If you talk to our alt ed leaders, they'll tell you that the standard state accountability system doesn't necessarily meet their needs and talk to the type of education that they provide. So what does that look like? I already mentioned middle school as one of our barriers.

This month's meeting was just on Monday, and we brought in the-- funding is also always a question. So we brought in CTE leadership, Kate and Jackie from our business services department, Bernard from ELL, and Jennifer from special ed, and Darren-- Darren's on the team-- to really let those department leaders hear directly from the school leaders about what they need in those four areas. And I think we've come up with, so far, some-- Ben and I have had at least one side conversation [INAUDIBLE] some good next steps that we'll be able to work toward in the next couple months as we get to the end of the school year to make changes that were recommended in the alternative ed review. That's actually pretty exciting.

That's the end of our presentation. Are there any questions?

Do you have any questions? We'll start with Joe, questions or comments.

Yeah, I have a couple. So we got the two reviews. One was done in 20--

'07.

'07, and then just recently. With those two commonalities that came back up, how are you guys going to--

Move forward with it.

--yeah, move forward with it, and what is the timeline?

Yeah, thank you. Great question. Part of it is something that, as Kisa had said, is the development of an alternative education-- I'm sorry. Kisa didn't say that-- the development of a Center for Alternative Education. One of the things that we've learned in this conversation with our alternative leaders is that though there's lots of ways that we can go and support our students, we don't actually know what each other are-- what we're all doing. And some of it is going to be, if we're talking about what is the best way to say a student is best served through WELS, a student is better served at Big Picture, how can we sit down here and support not only our students, but also our parents navigate some of that system?

And we've got, as Mike's shown in the boom, I think by the development in so many different programs that it came up as needs, and we just haven't had a way to corral that and how would you put that into one system. So whether we're talking about the center or a way to house the-- and I think Brandon marked the different

alternative programs we have available, we haven't gotten quite there yet, Director Van. But those are the questions that are coming up at our alternative ed meetings.

And in there, too, comes up conversations such as the implementation for improvement. What I have come to realize, I didn't know the acronym for CHOICE was, and neither did a lot of our colleagues here. So there's so many things that were unknown.

So what is it?

Children Have Options in Choosing Education.

Thank you.

Yeah. So that said, in terms of improvement of the program, it becomes this whole idea that we need to get better with some of the things that we can use data to articulate our own story, but not only just to articulate the story-- and I said this to our alternative ed leaders. But also, what's the data that we need for improvement? So I wasn't too worried about the story we want to tell, but what can we also use data to help improve our own efforts? So I think those are still questions that are still really real in this alternative education group. So it's been really taking this increased stance and trying to figure out what we really need to do. And the recommendations are right, but we also don't think we should just jump into something without really being clear with what we want to have happen.

Thank you.

Questions?

I had along the similar vein. It's always interesting for me to see something from 2007, 2018, and then similar recommendations. So it causes the question of what did we do for a decade. And so where's the low-hanging fruit? And it sounds like we're on the path for that. But one of the things that I'm curious about is, Ben, your comment of the program's understanding what each other does. And is that going to be part of yours and Holly's assessment? And if so, then how will they learn? I mean--

We really did an exercise with the leaders, and I didn't know what CHOICE meant. So--

Yeah, I didn't either until right now. Thank you.

Yeah, and I still don't remember it-- is we're really working with our leaders in terms of understanding the programs. Kids can go from program to program, or they can bounce around a little bit, especially if they've disengaged from school. And we want our school leaders to know when a student comes in and says, hey, I'm

really interested in exploring this. Oh, you'd be awesome at WELS because WELS does that, even if the student walks in to New Start. And so it's really getting that baseline understanding for all of us around what are the unique characteristics of students who are successful in these programs, and also getting to what are the things that are really similar about these programs so that we can leverage strengths and also shore up weaknesses that might happen.

So if someone says, well, I do this, and someone else says, well, I do this, well, let's look at your data. How is it working, and can we learn from each other? And that's a piece that I don't think we really had before because there was-- like Ben said, things started up because of a need and that ends up unintentionally siloing schools and programs. And so really bringing everyone together so that they see themselves as part of the Highline School District, although a unique side of the Highline School District.

I guess that's the part that I'm most curious and, frankly, excited about is that coordination where we talk about the vertical learning and all of that. Well, I think it's a really similar strategy here. So yeah, good. Thank you. I appreciate the report.

Fa'izah?

Thank you. I appreciate the report as well. I think that there's some regional efforts also around looking at this and how are we making certain that we're getting better. I think that we can probably take some of those highlighted areas and probably see a need for those across the region. And so I think my question here is really, are we utilizing opportunities where it's relevant and makes sense to also convene with others throughout the region to see what others are doing well? What other challenges and opportunities are being had?

Yeah, I mean, I think any time we have an opportunity to do so, we do. I know a couple of years ago, Mike and I met with the principal of Interagency school up in Seattle. It's kind of a similar model, and so we wanted to learn from her. We're now actually partnering with her in another area of work, so we still have her to be able to leverage. So yeah, I mean, with conferences and things like that, absolutely.

Thank you. And then the other thing is I would love to see again-- and this may be at a board retreat or a future time where we're actually seeing the data. The student outcomes would be wonderful as well.

Absolutely.

Thank you all.

Aaron, any questions?

Yeah. Just to piggyback off of the data piece, I would be curious to learn more about who are the students who are going to our alternative ed, what's the profile, what are the neighborhoods that they're coming from, and I guess having an analysis of-- and I don't want to conflate these two things. But the middle school idea stemmed an idea of, if we build it, then they'll come. Are we building systems that are now putting students in alternative ed versus creating systems that keep our students at their home schools? So I want to flesh that idea out more in my head.

Yeah, I think as it relates to the middle school need, what's happening is is that with some of our middle school students, some of the behaviors are pretty severe. And what we're learning is that they're just not being served in their home school campus. We also have students who have pretty severe anxiety, and just being in that large setting, it's just not working for them. And so we totally hear, if you build it, we will come. But we know that in the same way for high school students, sometimes the comprehensive setting isn't the best setting for learning. We're seeing that at the middle school level as well.

The need is growing this year, just with students and their behavior, because some of these programs are serving students just for a short period of time, not for ongoing. And without a place like the learning center that can serve students who are on long-term suspension, we know that there is a need for students who are on long-term suspension.

And please know there is a team that reviews the long-term suspension, the need and what it is. So it's not for students who didn't take their hat off and they're out of school for a semester. It is not that. It's pretty serious, extreme behaviors where it has been determined that they're not safe to be on campus until there's some sort of a plan of support. But while they're out of school, they still need to be able to have access to their education and academics. And so that's a huge part of it and not to minimize also, like I said, the need.

We have a lot of students with anxiety. We have the King County grant. And we have seen a lot of anxiety with these middle school screeners that we're doing. And so one might be able to, at some point, think about our number of absences and how that might correlate to some of the anxiety that we're seeing coming up in the screeners as well.

The other data point that I would like, is it possible to get a head count of how much we're spending on an alternative ed student versus a general student? Just my assumption is these are populations that have higher needs, and are we necessarily funneling our resources to the higher need to meet that demand, or are we using the "each kid gets the same amount" approach? And it would just be good for me to be able to figure out how much that pencils out.

I also have just-- CHOICE, I had heard it be called the best little kept secret in the district. And recently, I heard it

say it was the best little kept secret in the regions by someone. But I think one of the things that I-- I was just asking Susan because I know Mr. Sita oversees all those programs. And I think, to me, that's a plus because then, as you guys are moving forward with all of this, he's able to have his finger on the pulse around-- he's had all schools and being able to make sure that they're all aligned and moving forward. So I appreciate that.

One of the wonderings that I had was about moving the center out of Running Start. What impact did it have on the students, families, or the staff, the one that was moved here to Central?

I mean, we haven't been intentionally collecting data, but what I've been able to observe with Anne Marie Littleton, our re-engagement counselor, is that as she's learning more and more about resources that are available, she's better able to support the families and students with their needs. She is able to connect with the ILEDs now, and I don't know that she was doing that before. So then when we think about, particularly for middle schools, what might be a better placement for this student if it's not working at their home middle school-- so they have meetings where they collaborate with Mike as well about where the student might be placed.

Just being a part of the larger student support and family engagement team, she's able to connect with our school social workers, can walk down the hall, talk to Antonio. If we need to grab an interpreter, ZZ sitting there. So I think the positive is that she's been able to access more resources for families and students who are coming in with the need. And I don't know if you've seen anything on the side from New Start.

Yeah, I was just wondering, did it have any impact on staff or even our students at New Start? Because I know that there was a lot of [INAUDIBLE] a lot the Connection Center there. So I was just--

Yeah, well, when the Connection Center was located at Salmon Creek/New Start, on that same campus, we also were, just by proximity, able to use the collective expertise of additional case managers and the counselors that were there. So when Anne Marie moved down here, we lost a little bit of that. I would say that was probably the biggest and most notable impact.

OK. Well, I was just wondering.

But we still see Anne Marie at least once a week. She comes up and does-- we call it a warm handoff to get students that are coming to the learning center. So we do get to see her.

Well, good. Good. With that, I think-- Another question?

Yeah, sorry. There was two things. I have a comment that I wanted to plug along with CHOICE. I found out recently CHOICE-- there's a student who's at Running Start, a Running Start student from CHOICE who is the current AS president for Highline College. So just a shameless plug. I want to make sure everyone knew about

that.

The other part though, too, is making sure-- I guess I wanted to know where along in this process are we going to make sure that we're getting some of the young people who are part of these programs involved and getting their input in making the decision-making process in the future of these recommendations and projects. How does that look like, especially knowing that this is a population that has a rough schedule adjustment?

Yeah, I think that's a good question. I'm going to give you two answers because I'm a lawyer and that's what we do. One is I think we don't know yet because we're still in the early stages of really investigating and interrogating the review and making sure that what's in those recommendations, how do we really make it Highline.

But the other thing is we're not really thinking about a lot of programmatic or any programmatic changes. The alt ed review did do interviews and focus groups with students and families and parents. So we do have that as part of the review, and we can send out a link to the review if folks are interested. But yeah, I think that's still a question because we are looking at data-- who's successful, what's not successful, things like that-- but haven't really had programmatic conversations.

Thank you.

Just one more comment. Looking back at the recommendations, and one of them is developing, you mentioned about programs for middle school students. And I think that "alternative school" sometimes has a bad intonation. People think, oh, it's for bad kids or because kids can't-- you know. But I just throw in a plug in for there that I know two of my kids would have benefited deeply, by middle school, by having an alternative school, a choice for that. So I would say that I'm interested learning more about that as well.

And I should note that both Big Picture and CHOICE do have middle school students now. So we are slowly making that move and just, what does it look like to expand that for additional students.

Yes. Well, thank you. Anybody else? Anything else? Thank you so much for-- this is really good information.

Thank you.

Thank you.

Just to share an example too, I currently am working with my third Big Picture student intern over the last few years, Ava Frantz, who's just wonderful. She's a junior. I worked with her last year as well. And she's been doing some work around social emotional learning and how can we take some of the elements of Big Picture and take it to scale across traditional high schools, especially around adult relationships with kids. And there was a Big

Picture leadership conference in Seattle last week, and Ava and I presented to about 30 leaders from around the country on the research she did and what she learned and what her findings were and the work of Highline.

When I asked her to present with me, it was going to be a 30-minute presentation, and then Big Picture came back and said, well, actually it's two hours. I don't know about you. Two hours was daunting to me. I don't know how it feels to a junior in high school. But I said, oh, you got this. Two hours is just more time to have fun. And she did an amazing job.

And so I just want to say that I really appreciate this report and how we can refine and improve our programs. And there's a lot of good happening in our schools of choice, right? I mean, I almost want to get away from "alternative," our schools of choice that our kids are in. So I'm really proud of that. And so Mike, thank you. Appreciate your leadership.

I will also just wish, before I call Sandy up, for some last words for 2019. This is our last board meeting for 2019. I want to thank board and staff for a great calendar year. Of course, I measure life in school years, not calendar years. So my year is half over. But I want to wish everybody in Highline a very happy and restful holiday. As I shared with the board in our executive session for my mid-year earlier, we've had a lot of work going on this semester, and people are rightfully tired.

And so I am encouraging people to really go away and stay away and log off and unplug. And I will model that. I will be taking some vacation days and not coming into Central Office the entire two weeks, but I will be available, of course. But I really hope that everybody takes some time for themselves, and wishing everyone a wonderful season however you celebrate this time of year, and deep gratitude from me for all of your efforts and for being in this work with me. And with that, Sandy, you get the last word for 2019.

Oh, wow. Thank you. Is this on? I'm always bad with the microphone.

No pressure.

Hello, hello. All right, well, first of all, I want to welcome Director Garcia and congratulate Director Bradford and Director Dorsey. There were no write-in candidates, I guess. And so we are so excited to have you back. And I meant that, sorry, in a positive way. It didn't come out the way I wanted it to.

I appreciated that you-- actually, we should thank him. He came to the forum, where he did not have to be there, right? Because you didn't have a candidate. He put himself out there. We were all very proud of the directors that night at that point. Some of them were vying with other candidates, and that was a great evening. And so I guess I was just teasing you after what you were saying that night.

And Director Alvarez, now you are the president of the board, right? So congratulations. And as usual, I do like to just share a couple things that we've been doing, both this time in the union and jointly so that you're aware of the great work that your staff are doing, your very hardworking staff. I'm excited. Our board of directors-- we have [? Jeb Bintz ?] here as our vice president-- approved this summer a new program where we, when our new teachers, our new educators join the union, they get a-- well, we shouldn't probably call it a kickback, but they get an opportunity to turn in their receipts for classroom supplies. And so those were all due in November. We just paid them off. They got almost \$10,000 back from their dues to pay for their classroom supplies. So that was pretty awesome.

And then we have-- Sue started a materials grant, which we just paid out which we just announced to people this week. And that's 7,000 more dollars. So that, again, is for members. And they don't have to be new. They just have to have a material supply need that is not funded by the district.

And then the new grant that we just are working on working out the kinks is actually a professional development grant, and those are for \$250. And we are offering those every month. On the 15th, those applications are due. And so we are promoting the opportunity for our members to continue on with their professional development. And they make out an application, and the board reviews it to make sure it's in line with our mission and also that it's not something that the building curriculum fund could be funding. And so we are excited to see how that plays out this year. So those are some things the HEA is doing to support our members and to support our classrooms.

And a couple of things that we've been working on jointly with the district, I just wanted to say Bernard and I are very excited to be presenting the first WEA training that's at the district level on January 17. We'll be up at Evergreen High School. We're offering two sessions simultaneously. One is for our ESAs, our education professionals that are like the nurses, the social workers, the OTs and such. And then the classroom teachers will be in the other room, and it's on the new recertification process.

And so that's going to be partly during their Friday PCT time, and it'll go until 5 o'clock. And so with recertification [INAUDIBLE] want to make sure that everybody is up to speed on what they need to do to be able to do that. And so rather than require our in-house staff to figure that all out, WEA already created that training. It's already out there. And so Bernard approached his staff, and they said, yes, please bring them in. They're the experts on that. So we're looking for many-- this is hopefully the first of many opportunities be able to provide these joint sessions. And of course, HEA is bringing the food as usual, right? We love to bring the food out. These folks all know I love to feed them.

The other place where will be providing the food-- and a joint message will be coming out soon with hopefully the other-- I know you've talked about the affinity groups. But we are working to create safe spaces for not just the

classroom teachers and the ESAs, but also the classified folks will be coming together in affinity groups. And so if we've been working on really trying to message and educate folks on what those groups look like and how they will operate. And they actually will be getting compensated for participating in those. And again, HEA going to provide the food. So WEA stands for We Eat Anything. So there you go. And always, right?

Healthy choices, Sandy. Healthy choices.

Right. Well, I bring oranges, sometimes cheese. Beef jerky, right, Ben? I mean, I don't always bring candy. You should talk. You brought candy into our meeting today.

I did. [INAUDIBLE] of candy. I was the candy lady today.

And finally, I just wanted to mention we've been working this year, for the first time, meeting monthly with Kate Davis, the new CFO. I guess she's maybe not new anymore, right? But--

She's very old.

And--

I'm kidding. She's seasoned.

And I know. I feel that way. I've been doing this job five months. Do I still get to say I'm new at it?

[INAUDIBLE] behind you. HR right there.

[LAUGHTER]

Kate and I will stick together on that, I think. So we just crafted a joint message and a release of building budgets. So we released the building budgets to each of the building reps, and our contract talks about providing opportunity through the shared leadership teams to ensure that our staff have input as to how the building budgets are used and how they're being used over the course of the year. And it's been sometimes challenging to get a hold of those budgets and see those budgets. So we worked first to make sure that the principals knew that we were going to have those budgets in our hands. And we might be asking a lot of questions about them, but just to understand them.

And Kate's doing something very nice for us and coming to our HEA building meeting-- or I mean, our rep council meeting where all the building reps are there. And she's going to train us on how to read our budget. So you're welcome to join us if you want a little extra tutoring in that area. That'll be January 6 at 4:30 at PSSC. Holly and Doug were nice enough to come a couple months back to go through the new discipline policy.

And so those are just a couple examples of the way that we've been not only jointly messaging, but jointly planning and really strategically trying to think how we could leverage our overlapping resources to make sure that things are working well for our staff and our kids. And so looking forward to the coming year, and have a great holiday season.

Thank you very much, Sandy. Appreciate your partnership and for sharing all that. I'm really excited about the PD dollars that teacher's can apply for. That's terrific. Thank you. Thank you. Thank you, Jeb Thank you, Sandy. And just to clarify, Kate has been here over a year now, OK? So she is not new. She's passed her one-year anniversary, and we're incredibly happy that she's part of our team.

What about the old comment though?

[LAUGHS]

With that, we move on. So school board reports, so legislative report.

OK, so you will see, on your introduction items, item 9.2 is the notion to approve the 2020 legislative agenda. And I want to thank Kate and Holly for putting that out for us today. And so take a look at it, and now's the time to refine it as we move forward. And we do this annually so that we've got something to talk to our legislators about.

So I think it's, this year, probably-- at least personally, this year, more than any, I think, it's really good time to be active down there with our local legislators. Hit the 33rd, the 34th, and the 11th, and whatever ones impact us. So thanks again to you two for that, and there may be some other items that you don't see on here that you would like to address. And so let me know as quickly as you can so we can refine it and have it for action on the next board meeting.

Thank you, Bernie, for all that work. And thank you got, Kate and Holly, for always being so supportive.

They did all the work. Yeah, they're great.

[INAUDIBLE] I agree.

And I'm not going to say anything else because there's too many feet and mouths already tonight. So--

Well, her mic is off. So it's good.

OK, yeah.

Is there a plan for-- are you going to Olympia for legislative days?

I'm really going to try this year. I have a limited amount of personal time off at my day job, and so I have to allocate as best I can. But that, historically, has been on a weekend. So I'm going to really try this year. With all candor, I don't feel like I did the job as much justice as I really wanted to do last year and intend to do. So going into this year, I want to really commit to that.

And in the past past, we've gone as a board. Many years ago--

Yeah, many years ago.

Yeah, when I first--

Way back, when the old people were here.

[LAUGHTER]

[INAUDIBLE]

Old old.

All right. Then with that, we move on.

[INAUDIBLE].

Yes, so thank you. Thank you, again, to all. And any director reports? We'll start on this side. Aaron, do you have anything [INAUDIBLE]?

Not anything off the top of my head. I went and visited Highline High School to speak in a civics class this week, and that was fun. I talked nothing about the board the whole time, and it was just my high school experience. And they really enjoyed talking about-- I don't know.

[INAUDIBLE]

Oh, [INAUDIBLE] So yeah, I was just mentioning that I was at Highline High School this week, and I had a great time. There was one thing that I was going to bring up, but I'm totally blanking on it now.

We can come back to you. You don't have to be on the stop. So as we go and you think about it, we can come back. So Fa'izah, anything you would like to say?

Nothing to report, but I do want to echo Susan's sentiment and just giving thanks to the cabinet and all of the staff,

again, just recognizing-- I mean, I felt every bump of this year in many different areas. And so I know for the bumps that I've felt, just really sympathizing, empathizing, encouraging, and admiring all of the work that is happening here. Yeah, we're doing some significant work. And when I say we, I know it's you. And so I just want to say thank you and to rest well.

Yeah. All right, Director Bernie?

Hi.

Hey, I didn't call you Doctor.

I have nothing-- yeah, right. I have nothing additional. Thanks.

[INAUDIBLE].

Am I next?

All right, Joe?

A couple things. Thank you, [INAUDIBLE]. To know that \$10,000 went back to our new teachers, that is an awesome program. So thank you for that. Highline Schools Foundation, this past two weeks, handed out over \$123,000 in impact and excel grants--

Nice.

--to all of our teachers, 70 excel grants, five impact grants. So very, very proud. So thanks to the foundation, and thanks to the community for donating to the foundation. Other than that, have a merry Christmas and happy holiday, everybody.

Thank you.

Director Van, did you have something you wanted to discuss too?

Oh, yes. Thank you. Thanks for the reminder. I have a proposal. During our school board reports, I would love, maybe once a month, that we discuss what's going on in our committee, like WIAA, Highline's foundation, all of that, so that we can know what's going on out there [INAUDIBLE].

Yeah, just a quick update or anything that we want to bring back that we've gone either to the meetings or any ask that they have of us or anything, I think that's a great idea. Because in the past, there's times when we don't know. We don't know what's happening out there because we don't bring it to the board. So I want to second that

proposal. I'm not sure--

And it would be a just a monthly catch-up.

Yeah, I didn't think that we couldn't do it.

[LAUGHTER]

I just think that we weren't, right?

Right.

We weren't intentional.

Yeah, that's right.

Oh, OK. Yeah, that's a great idea.

Right, and that's what we're proposing, is that we continue to practice that, being intentional and bringing it back.

So no, it's not that we couldn't. I'm proposing that we do it.

Good.

May I just offer-- would you want Kyle ?

It'll be something that will go on the [INAUDIBLE].

It is, OK, great.

And it would be something, like, once a month.

Great.

Correct.

Thank you.

Thank you.

Thank you.

[INAUDIBLE] just say first meeting in a month, so we know how to plan, rather than once a month?

Yes.

Thank you.

OK. So well, [INAUDIBLE].

Thank you.

OK, we'll let Susan and Mike one more time.

No, this is actually good. I just need the board to consider-- as you know, the board won the equity award from the State Board Education Foundation, and a \$1,000 check came with that. So the board needs to figure out what they'd like to do with that money, and I'm guessing you want to do something that supports students and/or staff. I would just ask you to give me suggestions that I can compile and share back with you. And if you would like staff to give you some ideas of some needs that are out there that that money might help, we are happy to do that as well. But it's sitting there.

It will need to be deposited to the district first.

Yes.

Jeez, that's Kate's line.

Yeah.

So did you want to say something?

Go ahead.

No, I was just going to say that I think I would recommend that the staff does give us some ideas because we don't really know where the urgent needs are that those \$1,000 can be used. So if the staff can give us some ideas, and then once we get those ideas, I'll send an email to see how we can come to consensus as to where that money will go.

I'll try to put something in the Friday packet once we get back from break.

Sounds like a plan. All right, and I don't have anything. I just want to echo what everybody's been saying about I know it's Christmastime, and it's been a long year already. And our year's just halfway there, and there's been a lot of work that's been happening. And we've had a lot of great successes. Things have gotten a lot smoother, I think, than I expected with boundary changes, with the adoptions, with sixth grade, with all these things. And yet,

here we are, still standing. I mean, here you all are, still sitting. So thank you again for everything that you do, and take it back to your staff, and let them know that we acknowledge that we see that they're working hard. And we are very thankful because they're the ones out in the front lines, really supporting our students and families. So thank you again very much.

And with that, we will move on to the approval of our content agenda. So I ask that someone makes a motion.

I move that we approve the consent agenda.

Second.

So Joe moves, and Bernie second. All in favor?

Aye.

Any opposed? So none. And with that, we move on to our introduction and action item. So our first item is motion to approve the final acceptance of the purchase order P191616. Any discussion or any information needed?

I do have a quick question on that, on the roof replacement. So what is the warranty life on that? We spent a little bit over a half million dollars to get the roof replaced on there.

The warranty on that particular-- oops. It's on? The warranty on that particular roof is 20 years. It's a replacement warranty, and the contractor inspects it at the 5, 10, and 15-year points. And the only other thing that is important on that one is it's not our standard metal roof. It's a flat roof. It's a membrane-type roof. So does that get you what you need?

Yes, sir. Thank you very much.

So any other questions?

I had a question. And I'm going to support this. I was just curious. I wanted to learn more about the-- sorry, what was it-- learn more about the agency, the King County organization that apparently you guys went to to get this. Where can I find out more information about who they are? And I was really more curious around their bidding process and how do they narrow the scope around these projects.

Fa'izah.

So what you're referencing here is KCDA, and I can share with you the process they use to competitively bid annually contracts for different types of work. And then once Kate and once the state has gone through that process, then rather than us have to competitively bid every small job that we do, we can actually choose off of

that list because the competitive process is already done. Each contract has a letter of agreement that has a start and an end date for when their bid is qualified to be used. It's a really good process. It saves the district a huge amount of time and money in not having to do that every time we take on a project that's over \$1,000.

And all of that, are there any commitments around WIMBY or NIMBY selections when it comes to contracting?

So I am assuming you're talking about when we're contracting outside of KCDA.

Or do they have a commitment like that within their organizational strategy?

So they do an RFP process. The state does an RFP process for each type of work that can be categorized and bid in KCDA. And annually, any contractor that's willing to take on state work is free to competitively try for that work.

Is there competitive points or benefits for being a WIMBY?

There's no competitive points or benefits. What there is is the opportunity for more work. If an entity can select in a one-step process, they're going to choose that, and it's a good price. And so these are competitive prices. They're going to choose that over going through the independent process. It also eliminates the opportunity for even the perception of selecting somebody that you like. It takes that completely off the table so that the list is already done before you walk up to the table of who you can choose from.

Any others?

No.

So with that, I make a motion. I move that the Highline School Board accept the work of Weatherproofing Technologies Inc, purchase order P191616 for the roof replacement of areas A and B at the performing arts center for a cost of \$479,895.70 plus a Washington state sales tax of \$47,989.57 for a total of \$527,885.26.

I'll second that.

So--

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

With that, we move on to another introduction action item, which is a motion to approve revisions to the administrative salary schedule 1BD. So any discussion or any questions?

[INAUDIBLE].

Seeing none, I move that the school board approve the proposed changes to the administrative salary schedule 1BD, effective July 1, 2019.

I'll second.

Roll?

Director Bradford?

Yea.

Director Garcia?

Yea.

Director Van?

Yea.

Director Dorsey?

Yea.

Director Alvarez?

Yea.

This motion passes five to zero.

And with that, we move into introduction items, and this is an opportunity-- so we introduce these items. So if there's any questions or any more information that you want, this is an opportunity ahead of time to connect with our-- send an email to let the staff know questions. That way, if you have any concerns or anything, they get answered before our next board meeting.

So the first one is a motion to approve 2019-20 Cumberland contract. This would increase the contract with Cumberland Therapy Services for 2019-20. And then the other one is a motion to approve 2020 legislative agenda, which Bernie talked about. And do we want to add any items to the consent agenda for next time?

If there's no questions on 9.1, I would move that we move 9.1 up to next regularly scheduled meeting's consent agenda, just because it's a contract renewal or a contract, rather.

I will second that. Did anybody have any questions around that?

I don't have any questions.

So then are we all in agreement [INAUDIBLE] one onto the consent agenda for next time OK, I hear. So we'll--

Yes.

So did you second?

Yes, I second that.

And then take a vote.

So all in favor?

Aye.

Aye.

Any opposed? So [INAUDIBLE] on to the consent agenda for next time. We have one unscheduled communication. So [INAUDIBLE]? So unscheduled communication. [LAUGHS]

Sandy was telling me. It was a good story, so I was listening. I apologize. I wasn't paying attention. I was being a bad student. My name is Jeb [INAUDIBLE]. I live on Marine View Drive, and I am a teacher at Highline High School and vice president of Highland Education Association. I wanted to thank you all very much. What I've witnessed tonight-- this is my first board meeting of the-- well, second board meeting of the year because I play on an old man's soccer team every Wednesday night, and I happened to have an 8:15 kick-off tonight and it's not too far away so I wanted to come in and say hi. And I do remember whenever Director Dorsey always chides me of making sure that I say good things, and so I got you for that one.

So one of the things that I noticed tonight was there's a different feel on the board, and I really appreciate it-- lots of questions, lots of interactions. And for that, I thank you all. I do want to mention a couple things as an NEA director from state of Washington to the National Association. One monstrous thing, besides the monumental evening that happened tonight in DC, is the fact that we have a census coming out, census 2020. And I would love to figure out a way to partner with the district and with the association to try to figure out that every one of our kids across the region is counted.

This is a big push because as [INAUDIBLE] funding comes in based on count. And some of the folks that aren't getting counted are not the ones you think of. There's actually a million kids in white middle-class families, age 3 and under, who don't get counted because mom and dad don't look at them and think that they're humans. It's really weird. There was a million undercount the last time. So there's lots of things we need to go through. The citizenship question that, of course, is gone is still in our communities' heads, and we've got to make sure that every single person is counted for the census going forward. So thank you very much for your work. Have a wonderful holiday season and a great rest of-- well, how about a great 2020. See you.

Thank you.

Thank you.

So with that, I'm going to ask for a motion to adjourn. Just a quick calendar update. So January 8 is our next board meeting here at Central Office. We'll have a work study session on the 15th, and I'm excited, as we go down in February, that we'll be meeting in Glacier Middle School. I'm excited about that. I haven't had the opportunity to go there yet.

So with that, I move that-- before we adjourn, I know there's been a lot of things happening. And this time of year, just to keep in mind that there are also a lot of our families who are far away from their own families and keeping that in mind as well. And I wish you all a Merry Christmas and, like Susan said and the rest of the board, that you guys get some rest. We need you fresh when we come back. But thank you, really sincerely from my heart, for all

you do for our families. I hear that, as we dialogue, it's really keeping our families and our students in the forefront because this is what [INAUDIBLE]. So thank you. With that, I would like to adjourn. So motion to adjourn.

I move that we adjourn.

Second.

So we're adjourned. Merry Christmas. Let's go.