

## Highline Public Schools | 2020.06.03.Board.Meeting

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Thank you, Kyle. And I want to welcome everyone to our regularly scheduled Board meeting. And at this time, I'm going to ask people to stand. We're going to say the Pledge of Allegiance.

So I'll be putting up a flag for us. I pledge allegiance to the flag of the United States of American. And to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all. With that, I'll ask Kyle for roll call, please.

Director Van?

Here.

Director Dorsey?

Here.

Director Garcia?

Here.

Director Alvarez?

Here, and Director Bradford has an excused absence. And also with us is our superintendent, Dr. Enfield. And with that, I'm calling for any changes or additions to our agenda for this evening.

I'd like to add an addition. I'd like to add suspending contracts with law enforcement as an agenda item for 6.0-- what is it-- 7.3.

I'm going to ask for a second. So I'm going to ask one more time for a second to Adam's proposal. Hearing no second, we move on to our scheduled communications.

So with that, it says, we've received a very high number of comments for today's meeting. In fact, 234 in total both supporting and opposing ending contracts for school resource officers. For policy 14-30, we have 20 reserved speaking slots at each meeting. Each speaking slot is four minutes.

There will be a timer running, and I will stop reading the comments at that time. However, all board members have received full copies of each testimony that has been submitted. By the protocol, we have identified-- and which is on our website-- we are going to alternate between testimony supporting the concept and those opposing the concept.

We will not have the full complement of 20 speakers, because we received 225 form letters that were identical. I will read into the record all the non-form letters, and then we'll read the form letter into the record as the last testimony. We have identified the first 20 speakers, and 20 of them submitted the same letter to be read into the record.

You can see the names of those who submitted individual testimonies on this screen. There were too many names to identify everyone who submitted a form letter. But, again, there were 225 of those submitted. So here's the public comment for June 3.

Krystal Marx. My name is Krystal Marx. I'm the deputy mayor fo Burien, which is, as you know, is a proud part of Highland School District. I'm also the mother of three Highline School District students at three different schools this coming school year.

Because I am a white mother of three white children, the disruption my life has faced in the wake of ongoing police brutality against black and brown community members is minimal-- beyond minimal. It is nearly nonexistent. That kind of attitude, however, has helped perpetrate this ongoing crisis.

I stand with Dr. Garcia's proposal this evening, even knowing the great gains SROs have made in this community. Because it's beyond time I hear and act upon what communities of color are saying, and they are saying that they do not feel safe. I encourage you to consider this proposal and make the security and safety of all of your students your top priority, Krystal S. Marx, deputy mayor of Burien, Washington.

Presca Diorio I recently saw a post by Aaron Garcia to remove all ties with the police department and to get rid of SROs in the Highline School District. This is extremely, extremely concerning to me and to every parent whom I have spoken with. These SROs are not just patrolling the students, they are there building relationships with students as well.

With building relationships with students, they're also helping prevent kids from joining gangs and going down the wrong path. I know most students who have been positively impacted by SROs than negativity. During these sensitive times, people's emotions are being taken advantage of. Taking away from the contract with the police officers does not help the students.

We should be showing our students that, yes, they are great officers. Yes, they do have your back. Not all SROs are white. Many of them are POCs.

I think adding a social worker to each school would be 100% beneficial. No way it could be negative.

Each school has their own counselor, but a social worker being assigned to each school would be helpful, would help support the students as well.

Cutting ties with the police is a political stance. This is not for the benefit or safety of the students. We need to keep politics out of schools and focus on our students' education, safety, and well-being. I am against what Aaron is trying to put in motion.

Victoria Gardener. It is a no-brainer to end contracts with Highline Public Schools and the police department. These funds are the same funds they used to set up police brutality cases. So by continuing to support the police, we're also supporting police brutality.

Katrina Gonzalez. I personally think that the district should keep the King County Sheriff's Office at the schools. I understand that some have not been the nicest to students, but that's what the school district should step up in and help resolve that issue and take their complaints from students' seriously. This past school year, there was an incident where my fifth-grader son said he had been verbally and physically assaulted by a possible high school student on his walk to school.

At that time, there was a police presence-- at that time, there wasn't a police presence. But after it happened, there was always officer at the high school, and there was never another incident. Their presence alone made my elementary-age children feel much safer for walking, even though we never heard if the people were found or not.

[INAUDIBLE] Garcia Cosgrove. I went to school in King County. I went to school on Vashon Island. I no longer live in Seattle, but I'm deeply committed to the Seattle Public Schools, as well as Highline School District.

These places are my home, and many of my friends graduated from your school district. Today, you're having a Board meeting. I demand that you deeply consider and reach a consensus regarding your contract with the police force in your schools. We have all seen the images, the videos, the violence. We have seen the footage and aftermath of a police officer pepper-spraying a 9-year-old child, a child.

Are these really the people who belong around our collective future? No. When our grandchildren ask us where we were, what we did during these times, how will you respond? I know you will all walk on the side of justice, on the right side of history.

Jessica Kido I'm a parent of a current high school senior, a sophomore, and a seventh-grader. I have personally seen SROs create relationships with students and get them engaged and excited to attend

school. The SROs at Highline High School, where my students are, have met with classes to discuss current day events and issues.

This shows the compassion that police officers have for their community when explaining civics, and rights, and the why behind the things they do. Our SROs have planned after school events, such as super bowl viewing parties, ultimate football and basketball games, and more. These events create trust in community. It shows students that the police officers can be fun, like everyone.

They have spoken at Veterans Day assemblies, which shows that an Army veteran is more than just somebody's grandpa from World War II. These SROs are beloved by both students and staff. My own daughter had a panic attack one day, and it was the SRO who was able to connect with her, calm her down, and help her feel in control of her situation. That was the day I was personally grateful for the relationships our SROs have established with the student body and with my daughter.

High school is rough enough for high schoolers. And as a parent, I am thankful for other adults my children look up to and trust to be part of the village that it takes to raise a child. I understand that there are cops in the US, even in our community, who make bad choices on the job. Some even should not be cops and should be fired. A few of them belong in prison.

I understand that current events are creating tensions and showing that there needs to be change. However, their change does not need to be drastic to say that our district needs to get rid of our SROs in our schools. We do not need to have a knee-jerk reaction and end the SRO program simply because something bad happened in our community. Just like our students, a few bad incidents do not warrant canceling programs. Using the current emotions of folks and feeding them a distorted version of events is deceptive, and it's unprofessional to encourage them to request change for one person's agenda.

Randy Nguyen. To whom it may concern at Highline School District Board, thank you for allowing the community you serve to speak on our shared interests for our future of thinkers, leaders, and workers. My name is Randy Nguyen, and I'm a former student at Evergreen School at the Arts and Academics Academy class of 2014. I'm currently a paraprofessional in the insurance industry in West Seattle, advocate for White Center's hugely diverse community, and soon to be a college graduate student from the University of Washington, Tacoma, with a bachelor's degree in ethnic, gender, and labor studies.

I want to express how [INAUDIBLE], my family, and many other community members agree with the

proposition to remove any contracts and connections with the King County Sheriff's Department services and presence in our children's schools. We must act quickly to protect the degrading relationship that our future generation has with violent, institutional, and systemic policing, whether if it is in our classrooms or downtown Seattle during the ongoing peaceful Black Lives Matter protests.

The dark and unanswered racial trauma that is consuming our country is being constantly viewed by our students in all formats of social media, and for some, physically at the peaceful Black Lives Matter protests. We cannot in any way allow for them to relive these traumas in our schools and virtual classrooms, where it should be safe for students of color to learn and grow as important and validated individuals in our society. No student of color should ever be made to feel invisible, scared, and wrongly punished when they are bombarded with the presence of inherent violence to their mere existence with SRO officers.

Additionally, by seeing police, and the light, it serves as a detriment to their mental and physical health far beyond the time in our classrooms. In the scholarly article written by Louwanda Evans and Joe Feagin, "The Cost of Policing Violence, Foregrounding Cognitive and Emotional Labor," they carefully point out that police brutality, even if it does not directly involve a person of color being mistreated, produces complex capacity-- complex cognitive labor, that is exhausting and taxing, potentially damaging our educators' capacity to build an openly trustworthy relationship to traumatized students of color. Racialized institutions and environments generate this reoccurring need for tiring emotional labor.

Recurring systemic mistreatment and white racial framing in social institutions half a century shape the cognitive processes of understanding that racism, especially in regard to how to effectively navigate and respond to its deadly threats, is a pervasive reality in communities of color. Contextually, police brutality and either malpractice, and the grounded knowledge of that possibility thus produce a form of agonizing and enervating labor, maybe emotional and cognitive labor. This labor is, indeed, arduous work, as it involves routinely navigating difficult and dangerous social environments.

This cognitive labor, a form of self-protection, involves the process of thinking through racial interactions, including those yet to occur. It includes the painful anticipation of unfortunate racist and gendered racist experiences. For instance, the brother of Rekia Boyd made the following statement concerning Michael Brown and the Ferguson Police Department. "I wasn't too interested in following the grand jury decision in Ferguson, because I already knew what was going-- what it was going to be."

"I just looked at Darren Wilson and I thought, they're just going to let him go. I already knew the end of the story." [INAUDIBLE] 2014.

This individual and collective reality of knowing the depths of the racist system well stems from discrimination, cumulative impact on Black Lives over decades and centuries. The knowledge that any at any moment you can lose your life or the life of someone close to you at the hands of those officials designated to protect and serve. This knowledge is just one of the major silent consequences of racial profiling, other police brutality, and other racial oppression shared by most people of color across the country.

There is a reality to the countless hours wasted, energy expended, and tears shed over the reality of this white racism. Sadly too, this emotional and cognitive energy loss is not new. Many African-Americans have collectively understood and shared this knowledge with significant others for the sake of their lives and the lives of those they love.

Moreover, this emotional reaction and everyday reality is a laborious process. The constant time and energy used to understand, analyze, engage racialized interactions. Then too, there is the cognitive aspect of navigating the racialized social world that evolves, the carefully calculated way people of color have to interact with the police, to socialize their children, and to participate in everyday interactions. That is from Evans, L. Feagin, JR, 2015.

We must think ahead for our students and educators alike and make the right call to end this district's relationship with the King County Sheriff's Department. The next step is to provide information and comprehensive counseling to hurting families that experience the daily reminder of systemic intergenerational trauma as well as utilizing classrooms to open important dialogue about being a lifelong anti-racist and social justice advocate for many other pressing issues our communities face.

This is what makes us Highline strong. Thank you for your time. In loving memory of Tommy Le Our family thinks of you every day and how dangerously easy it could happen, my young brothers who have taken much too soon from this Earth-- Black Lives Matter.

[INAUDIBLE]

Having been a parent in the district for the past 10 years with two kids living in the district, I am curious as to when families will be able to have an input on this matter. Given the times and situation that has happened in the world right now with Mr. George Floyd, it seems as if Mr. Aaron Garcia is using a sensitive time where the cops are not at the top of everyone's nice list to push an idea that

would not be in the best interests of our schools.

We have amazing school security officers that have a lot to do at our schools on a daily basis. There comes a time in situations where the security can only go out as far into our communities, and that is where our connection with area police comes into connect with our children with-- connect our children with officers that are out in the streets every day seeing what they are going through. I believe police officers make a huge impact on helping our children. I do not support the idea to end our contract with the police, and I really hope the district takes into mind everything that the police officers have helped accomplish over the years with our kids and families.

There was a time when my son went to Sylvester Middle School. His seventh grade year, there was a very bad situation on the bus and continued into the classrooms. Police needed to be involved and handle the situation, as it was bigger than what the school could have handled.

We, as parents, requested a meeting with the school security police officers to have questions answered and to be reassured that our kids were safe going to the school. I do not think if we did not see the police officers give so much of his dedication into making our schools a safe learning environment, there might have been many good kids removed from public school to go elsewhere. I was very impressed at the work that they were doing, and how they really take a great deal into getting to know our troubled youth, and helping them to the best of their abilities.

We have recently added in [INAUDIBLE] police gang task force agents. And given the problem in our communities, I appreciate their hard work and dedication to helping these kids and showing them how to prevail from what life has handed them. I deeply ask you to look beyond what happened recently and see how much of a positive impact having area police present in our schools as a sense of relief that our children are in hands and do not-- and do care about their safety as much as their education. Please let me know what I can do to provide further-- please let me know what I can do further to help keep police officers in contract with our district.

Sili Savusa Given the superintendent's statement on June 1 regarding the unjust killing of George Floyd and the impact of racism on our education system, I feel compelled to comment regarding an organizing effort of looking at how the issue of safety is done in Highline Public Schools. As a former school board member and someone actively involved in education policy specific to students of color and communities, I've always been aware of the role of law enforcement in and out of our schools.

More often than not, the opportunities where there has been authentic community leadership and

engagement with schools and communities, the chances are there have been real efforts where communities and schools work together when issues such as this arise. Due to this, there's space to have dialogue to work together towards system change. With this step, I want to offer our support for the conversation to happen with community.

We believe in our schools and know that hard conversations are part of the work. Moving forward, together as schools and community, there's an anti-racist way of creating an environment where schools support each other. I hope that Highline is willing to lean into the conversation of how law enforcement shows up in our system, and we stand ready to support this journey with Highline students and families. In solidarity, [INAUDIBLE].

So I'm now going to read-- this is that a form letter which we received from 224 people. I am ready to call for a suspension of all contacts with the King County Sheriff as well as the Burien [INAUDIBLE] and Des Moines Police Departments in order to eliminate the presence of school resource officers, SROs, in our Highline Public Schools. I would like to echo Dr. Enfield's call to confront our nation's history.

The reality is that policing in the United States is rooted in slave patrols and the protection of property. Police have historically brutalized black, indigenous, and people of color. And if we truly want to best report all Highline students, we cannot ignore this history. As recently as this weekend, a Seattle police officer mased a child at a Seattle protest. I believe that that continued presence of police officers on our school campuses will add to the racial trauma currently impacting the family served by the Highline School District.

We know that schools serving black and brown students are more likely to have police officers than counselors. We also know that black and brown students are more likely to be arrested and brutalized by school police. We cannot ignore the history of police brutality in our service areas.

By maintaining SRO contracts as line items and budgets, our district is effectively communicating that they are willing to prioritize financially supporting an institution that has historically brutalized black and brown people. This is unacceptable when we consider the fact that schools do not have enough funding for counselors, nurses, and social workers. As Dr. Enfield states, words of compassion and solidarity are not enough. We must act.

We are asking the school Board to follow the lead of the director of the Minneapolis Public School Board, who recently announced that he is submitting a proposal to terminate the school district's contract with the Minneapolis Police Department. By suspending all contracts with King County Sheriffs here in Des Moines and [INAUDIBLE] police departments to eliminate SROs and Highline



Public Schools, the district will act in a way that prioritizes students and families. And that concludes our scheduled communications. And with that, we move on to our superintendent's comments, Dr. Enfield.

Thank you, Angelica. And good evening, everybody. I do have some comments to make, but I am going to begin by reading Sandy Hunt's letter to myself and the school Board, which would normally be her commentary during the superintendent's update if we were together.

Dear School Board Directors and Dr. Enfield, I know you share the grief and outrage over the recently released images of the murders of George Floyd at the hands of Minneapolis police, and Ahmaud Arbery at the hands of two white men with ties to the local police department, and for Breonna Taylor, murdered by the police while daring to sleep soundly in the safety of her home. This sentiment was expressed by Lily Eskelsen Garcia, president of the National Education Association, to our 3 million members last week. I caution that we must remember our grief and outrage over the murders of black and brown people by the state, however, cannot be limited to the deaths of those captured on camera or in the media.

Pent up grief and the outrage of the lack of justice in the ensuing 50, 150, 400 years since African slaves were forcibly brought to this land and the lives of indigenous people were systematically destroyed has spilled into the streets. We face a reckoning that our country, founded on the principles of white supremacy, is maintained through institutions, laws, practices, and cultural mores that privilege the lives of its white citizens over others. Moreover, the economic system white people like to portray as a level playing field is designed to amass resources that are leveraged off the labor of low paid workers.

The ranks of these workers here and abroad are often men, women, and in some instances, children of color, who lack the basic rights of adequate shelter, healthy food, access to health care, and a fully funded education system. So while the Highline Education Association has felt united in our fight to end racism and achieve justice for all, we admit that the fruits of that solidarity have been experienced neither deeply nor widely across our country, our state, or our community. So that actually makes our path very clear.

The only way we can advance as a society and as a profession is to eradicate racism in our institutions, in our profession, and in ourselves. To this end, all educators must place anti-racist work at the forefront of all we do. Our members heard this message and have expressed appreciation for our superintendent at the start of the week.

I strongly encourage our members to avail themselves of all opportunities and resources the district and the union provide, both separately and together, to promote change. On June 9, for example, I asked educators-- and I am asking as well, because Sandy and I are going to have these conversations together-- to register for one of four sessions in which they can share ideas for creating a more equitable and anti-racist school system next year and beyond. White members in our educational system must educate ourselves and hold each other accountable to evolve into anti-racist educators, colleagues, and union members.

We must root out those practices that rob our students of the joy of true learning, and personal achievement, as well as eliminate microaggressions that diminish our colleagues' worth. We must commit to advancing instructional programs and testing policies that promote an anti-racist society, whether that requires work in our own school system, or lobbying Olympia, or even Washington DC, to change racist laws and policies. We can no longer be bystanders to the death of our children's spirits and the destruction of their dreams.

I ask all HEA members to challenge racism whenever and wherever we see it-- eradicating it in our schools, our union, and as it manifests even within ourselves. Advancing together, Sandy Hunt, president, Highline Education Association. I wanted to begin with that, because I thought Sandy very powerfully captured what I think a lot of us are feeling right now. And so, Sandy, I want to thank you for taking the time to craft that.

I've lived in Highline now for eight years, and I love this community. And this community right now is angry and hurting. And that's hard on everybody.

But its hardest right now on our students, our families, our colleagues, our friends, our family members of color who are feeling this most keenly. I have promised that we will act, and we will. The challenge, however, is that in our commitment to act, we must be careful not to react. And so I want to acknowledge that the proposal that Director Garcia has brought forward names something that we must all commit to doing, which is engaging with primarily our students, because they are most impacted, our staff and families around the ways in which we work to keep our schools safe.

Now, many of us have been part of conversations in recent years around school safety. Unfortunately, violence in our community is far more common than we would like it to be. And our paramount, paramount responsibility is to ensure the safety of our students, our staff, on that campus.

However, it's clear that there are better ways, perhaps, for us to do that. And it is incumbent upon us

to take Sealy-- thank you, Sealy-- up on her offer to help us have community conversations around the ways in which we partner to ensure the safety of our students. This will involve, has to involve, conversations with our students and families, with law enforcement, with our own security staff, and with others.

We have invested tremendous time, and energy, and resources in recent years to improve the safety and security across our district. And it's clear we still have work to do. So I acknowledge that, and I commit, regardless of what happens with Director Garcia's proposal, that you have my commitment that we will engage with you and with others in the community around these concerns, and that we will ensure, first and foremost, that our schools are safe places.

I want to acknowledge that as I'm saying that I know that there are people watching and listening saying, it is those very people that you are telling us you are hiring to keep us safe that make us feel unsafe. I recognize that, and that's why we have to come together and have this important conversation. Then, let's decide what the course of action is together. But I think it's important that we gather the facts and the information and listen to one another before we decide what changes can happen.

I've spent much of the last several days talking with many of our principals and others in the community around their concerns and their ideas, and there are lots of ideas for things that we can do to ensure the safety on our school campuses. I do, though, want to just share a couple of things that I think are important for folks to know. This is an incredibly and absolutely appropriately emotional, as Sandy said, reckoning for us in our nation right now. And I do not want to in any way minimize that by trying to offer factual information that in some way would indicate that the crisis, the problems, the anger, the fear are not real. They are.

That said, I do think it's important to note that we have invested in counselors at our high schools. Our comprehensive high schools have four counselors a piece. We have invested in social workers, but we don't have enough. That's a fact, but we do continue to invest in that. We know that there are critical wraparound services that we have to provide in addition to the safety and security staff that we provide.

So that is my commitment, my promise, that we will listen. We'll talk. We'll review the information, and we will act. But I just want to make sure that that action is appropriate.

And so with that, I want to thank Director Garcia for raising this issue. I want to thank everybody who took the time to contact us and share your opinion, whatever that opinion may be, so that we can

now take our next step in moving us forward as a community, and to make sure that especially our students of color, are black students in particular right now who we are most concerned about, know that we will hear them, and that we will act with them to make sure that this is a safe, respectful place for them. I've committed that we will be an anti-racist organization. It's the only way that we can really deliver on our promise to know every student by name, strength, and need. It's going to be tremendous work, but in what I've been reading and hearing from people in our community, there is an unprecedented commitment to doing that work.

And I look forward to learning and doing that work alongside you. So, thank you. This is a hard time in Highline, but I'm grateful to be here with all of you and serve as your superintendent. Whether you agree with where I stand or not, we are all in this together. And I do care deeply about our children and our families in this community, and I'll continue to do everything I can to serve you well.

Before I end my comments, I do-- and this is an awkward transition, and I apologize, but this is the timing that we are-- we do have graduation next week. And we will, thanks to Jeanette, and Sativa, and our secondary success team, have put together a way to honor our class of 2020 in a safe way to give them their moment and celebrate them along with their immediate family and their staff beginning next Wednesday with Choice Academy, going all through next week, and into the following week, and ending on the 16th with Mt. Rainier. Since this is our only board meeting before graduation and before the end of the school year, I do want to say congratulations to the class of 2020.

I'm sorry that this did not end up being the graduation that you had hoped for. But I promised you, we are going to work to make it one you will remember, and we are incredibly, incredibly proud of you. And to our staff, our students, our families, and our broader community who have stepped up tremendously since our school buildings closed on March 12, I thank you.

I know this has not been easy. I know there are many questions about what will happen into the summer and beyond, and we are working both with local officials and state officials to determine what the fall will look like, and promise to communicate with you regularly between now and the fall. And with that, I will end my comments and turn it back over to Director Alvarez.

Thank you, [INAUDIBLE]. And with that, we move to our school board reports. And Bernie, do you have any legislative reports?

No, no legislative report.

So with that, we'll move on to director reports. So Director Joe, do you have any report?

Yeah, I actually have a couple comments. I just want to thank the community for their emails expressing their concerns. In addition to that, I would like thank Director Garcia for wanting to take immediate action about removing SROs from our schools. I believe that this is a great opportunity for us, as a community and key stakeholders to see what change is needed and work with our community partners to address the systemic issues.

This is our time to reassess what is working, and what isn't, and then make those decisions based on data and our outcomes. I have the utmost faith in our law enforcement community to come to the table and help figure this all out. Like Sealy, said, she's willing to partner with us in and we'll-- I'm really excited about that.

I just wanted to let you know the reason why I didn't second Aaron's motion wasn't because I didn't disagree or agree with him. It's at these times that we need to have those hard discussions and make the best decisions for all of our Highline students and staff. This is where we bring in all of the key stakeholders, and have that discussion, and do it together, and not be a knee-jerk reaction.

Dr. Enfield and staff, I would like for you guys to connect with all the local chiefs, look at all the contracts, outcomes of our SRO programs, and provide us with data to show us where we need to have improvements, and what successes have we had since the inception of the program. I would also like to propose that we have an ad hoc committee come together with our law enforcement officials, our communities, student, staff, to start having the discussion and rebuild the relationship or build it. You know what? Our nation, our community, we've been hurting for a long time with all of these senseless deaths. We can't be silent.

We must be able to talk about these nightmares so we can actually start building and creating our dream, our dream world. So that is better. Those are my comments. I'll just add one last thing in regards to our graduates.

I'd like to congratulate our class of 2020. We will see you next week at your ceremony. So, thank you.

Thank you, Director Van. Director Garcia, do you have any reports?

Director Garcia, you're muted.

You're on mute.

I did want to give a couple of updates generally on what I've been seeing. And I wanted to thank the

Evergreen Service Area for their work on supporting the seniors this last couple weeks. I was there when they did the graduation distribution, the cap and gown distribution. I wanted to give thanks to King County Parks and the Gates Foundation for their support of the class of 2020 and some of the gifts that they've put together to support the seniors in our area.

I just-- I don't want to forget that. I'm going to share a slide that I kind of worked on to help keep me focused in a couple of the comments that I had. A lot of it is not as relevant now, because we're not actually going to have a conversation about it. But I did want to keep a couple of key things that I wanted to share and voice.

It's something that I've been really [INAUDIBLE] to these last couple days is this quote from MLK. "The ultimate measure of a man is not where you stand in the moment of comfort and convenience, but where you stand in times of challenge and controversy." These last three months have been extremely difficult for all of us, and we've had to make some very difficult decisions.

And I think I wanted to talk about the role of the Board, and how I see it, and why I felt compelled to bring this issue up, and why there was a sense of urgency to suspend the contracts for all law enforcement. And I wanted to recognize here that I am by no ways an expert on the vast issues that we, as boards, have to address. I can't compete with our chief academic officer, our chief technology officer, Susan's team, our group of really well-qualified individuals that help build up my capacity to be able to make decisions.

But something I am proud to say that I feel I am an expert on is the pulse of the community, the pulse of my district. And we are hurting. And we need action right away. And that's why I think to bring up what happened this weekend, I did want to say how immensely proud I was of Susan for going out there and being-- I can-- I don't know what it's like to be a superintendent, but I could only imagine how difficult it is for you to go out there and take the stand that you're taking. And I appreciate that.

But there is some urgency that we need right now. There is some action that we need right now, and that's why I felt compelled to bring up what I did. I also just wanted to take a moment-- does everyone see my slides? I wanted take a moment to recognize an SRO officer that has recently passed away, Norman Dietz. Deputy Dietz was my SRO officer when I was at Evergreen, and he just passed away last week.

And the reason I bring this up particularly is because he was the man. He was such a well-qualified and loved SRO officer during our time. In fact, 15 years ago, as a student I came to this very Board and demanded that we pay for Deputy Dietz, because there was budget cuts.

So I've been called a lot of things these last couple of days, and by no means do I have hate or have a visceral reaction towards the law enforcement. I have a lot of love and admiration for it. I love Deputy Dietz. He was G. He was really cool.

But I do think-- and I share this slide. I do think that we must commit to some kind of systemic change. So the reason I'm showing this picture, the Twitter picture of the internet support, is because of this COVID crisis, I believe, for better or worse, our system, our system, our education system is reacting. Our education system is taking a stand and figuring out how to get the right tools, technology, internet access for our students.

And the only reason we're now doing something that, in my opinion, probably would have taken another 10 or 15 years to accomplish, we're going to be able to do-- this is, I think, a good thing-- in the next two to three years, because we're forced to. The reason I share this is, unless we force the law enforcement system to make changes, it's not going to do it. I don't have a ton of control when I engage the law enforcement system.

When I engage with it, my blood pressure goes up. I have fear with it when I get pulled over. When I-- I don't have the luxury. But where I do have a little bit of control is in this system. We can force it. We can help redirect it to do something different.

And by taking away the funding, it was my hope, it was my hope that we'll be able to start that change. Because it's not going to do it by itself. We've been having these meetings.

We've been having these conversations for years saying, oh, well, we'll have another meeting. We'll have another community forum. It hasn't done it. We weren't going to get to technology access and improving us, our internet access to society, if it wasn't for us being forced to do it. So I wanted to share a little bit about just my personal journey.

For me, I'm not the most expert on this. But for me in 2015 was really when it hit home, when I started to realize what this really meant at a system level and what I was trying to change. So what I'm sharing here is Tamir Rice and Freddie Gray.

Both people were murdered by law enforcement systems unjustly, and this has happened-- this is a 2019. Over 1,000 individuals were shot and killed by police. This was 2019.

And the reason I shared this is, in 2015, this is when it hit home. In 2015, or in 2019, there was 1,004 people who are shot and killed by police. In this next slide, what I'm showing is of that 1,004, only 49

were women.

The reason I bring that up is because I know-- because of this, that I know our law enforcement system knows how to deescalate. It knows how to not resort to murdering somebody. It is well-equipped, well-trained.

This proves it to me. But it's choosing not to. It's choosing not to change.

And we-- sorry. I want to share just a step I found on our School Culture Climate Survey. Over the years, our students aren't feeling safe. We got a lot of them. We have a batting average of like 75%. But 25%, 20%, of our students, don't feel safe, and this is with SRO officers on our campus.

And I just wanted to bring it home. Sorry, I took out a slide. But in my region specifically, in District 1, we have not had a positive experience with the system. And I understand that other parts of our system we've had OK, great experiences. That's great, but our needs are not being met.

I know that there's plenty of students whose needs are not being met right now because of having SROs' presence on campus. I'm not saying to never have them again, but I do think it is appropriate to step away from them. Let them change.

Let them do the learning that they need to learn how to engage our community and then come back. Because otherwise, they won't do it. They've never done it.

So I guess I'll leave you with this. Of the hundreds of emails that we got from people, there was one, it was a former student, that I wanted to read and share with folks just to make sure I was elevating this voice, something that really helped keep me moving forward. So this student went to Evergreen, and this was just a portion, a snippet, of their email.

But our textbooks were old. Our education felt limited, and many of our tools were inadequate. And still, our district feels the need to allocate funds to officers who are ill-equipped to work with such a diverse body of students. There is a better way, and you can help us get there.

While many say, "not all cops are bad," this statement is deeply rooted in privilege. All officers uphold and protest a racist system. Even good cops remain silent when their fellow officers murder in cold blood.

It's time that Highline cut ties with all the police departments and reallocate funds to community outreach programs to ensure that students are truly supported and protected. Having police or



having officers on our campus is not a solution. It is a symptom of a deeper problem. Our district and our government's unwillingness to help build stronger communities and offer true solidarity. This is no time for complicity or complacency. This is the time to be actively and unapologetically anti-racist.

This is the time to kill the contract. So, again, I am really disappointed that we couldn't engage more in this tonight. I know that we don't have an option. The work has to continue, but I don't think we're doing right by our community, and I don't think we're doing right by our students by not really actively pursuing this. That's all.

Thank you, Director Garcia. With that, Director Dorsey, any reports?

Just comments. I think it's really important that we weigh in on this. And I appreciate everything you said, and I really truly do. And this is a terrible, terrible time. And we need to lead the change. I totally agree with that, and I will stand in solidarity as we do that.

I just don't feel that this is the way to do it. I don't feel that eliminating the problem just by cutting it off is going to do anything other than cancel a contract. And so that's why I support, and as I said, I will stand with you in solidarity as we try to figure out the path forward. I just don't believe that that's the way to do it.

And I feel the pain in my own family. I feel the pain with my in-laws. I've got everything from family members who are people of color to family members who are law enforcement officers. It's impossible for me to not look at the big picture, and the big picture is this.

We can no longer stand by and allow this to happen. We have to find a way. We all agree on that. This is not that way, in my opinion.

I want to find it. I commit to it. I understand time is of the essence.

For too many years we've said, just wait, change will come. I understand we need to drive that change. I totally get it. And I want to do it. We need to do it for the students and families that we serve.

But we can't find ourselves here or find our successors here 10 years from now having similar conversations about similar situations and then be able to sleep at night. We just can't do it anymore. And I want the people that look like me to stand arm in arm. I want the people that wear badges to stand arm in arm.

I want the people of color to stand arm in arm and do this collectively. I don't want to create a situation where, if we don't like what you're doing, we'll just cancel your contract. They are the potential for the change that we all seek. I would much rather see us work with them, show them our expectations.

I've heard from an equal or greater number of people that want the SROs in the schools. So now, we've got to look at, what does that role look like? And Aaron, you yourself mentioned your positive experience. And I think we build on those positives.

It concerns me that children are scared to go to school. It concerns me that they're scared to go to school because they see an SRO officer. It also concerns me that they're scared to go to school because they don't.

The SRO officers are not the problem. The problem is much greater than that. They are a big component of it, I understand, but we've got to commit.

I know that people are anxious and they're impatient, as am I. So I will absolutely participate. As I said, I will stand-- we will stand together and not kick this can down the road again. We can draw our line in the sand, and I will join you.

And I think we, as Sealy said, I think we sit down and we look at the contract. We look at whether it's serving the purpose. I just don't feel like it's the right move tonight. I'm not saying it's not the right move ever, but I appreciate you bringing it up, Aaron, I really do.

In the future, though, I wish you would not conduct your business on Facebook so that we end up-- I had to weed through 400 plus emails today. I appreciate people advocating, I really do. But we can figure out how to communicate in ways that serve the same purpose without the aggravation of having to delete all these. And they essentially say the same thing.

So we can keep talking, but anyway. I appreciate it. We can't give up.

We have to endeavor to persevere, and I'm in on that. I'm all in on that. So that's it for me.

Thank you, Director Dorsey. And for myself as well, I want to acknowledge that bringing it forth, Director Garcia, we're also committed to-- it's not that we're not listening, or that it's not-- just because it didn't make it on our agenda tonight doesn't mean that we're not going to continue to work on this. This is something that we've all heard everyone commit to, and to keeping this going, and not just talking about it, but actually engaging, engaging.

And many of you say that students' voice is what we need to hear. We need to hear from our students. I've heard equally from both sides, from families, from a lot of our families who are already scared based on their status to even attend school. But it has-- what I heard from them, it's not around just what the SROs, because some of them felt protected by being there.

So I just want to say, I'm also committed to figuring out, what does that mean? How do we partner? How do we move forward with making sure that our students feel safe, that our families feel safe, that our community feels safe, that our staff feels safe?

We heard some about testimonies about some of the teachers who have to also deal with a lot of the stuff in school that they also want to feel safe. So I think bottom line is what I'm hearing is that we're all in agreement to try and figure this out, that this is not ending here. That, again, just because it did not make it into our agenda today doesn't mean that this is not something that we're all going to be looking into.

We've committed to-- already even Director Bradford has asked and all of us for some data as to we want to see. We want to see the MOUs. We want to see when did this start. How did this all get started?

We need to make an educated also decision. A lot of times we're asked to make decisions on the fly. People at times don't want to vote or put things in the agenda, because it's too short notice. This is really short notice to make a significant decision.

So we need to really look at the data. We need to look at what's happening. We need to look at the MOUs before we make the decision that's going to impact our students, our community, and our families.

So with that, it concludes our school board reports. And, again, I thank everyone for their input. I thank Director Garcia for bringing it up, and I think this gets us going on moving in the right direction.

And with that, it concludes. And we move on to our consent agenda. So I'm going ask for our consent agenda, to approve our consent agenda. So I'll ask for a motion.

I'd like to move that we approve the consent agenda.

I need a second.

A second.

So all in favor, we say aye.

Aye.

Aye. Any opposed?

With that, our consent agenda is approved. So now, we move on to introduction and action items. So this motion to approve specific middle school replacement project with Huttleball+Ormus architecture-- I'm not sure if I'm pronouncing it right. So this motion would approve entering into a contract with Huttleball+Ormus architecture for the design of Pacific Middle School. Any questions or discussion?

None.

No.

None? From no one?

Nope.

So then with that, I move that the Highline School Board approve entering into a contract with Huttleball+Ormus architecture for phase one, the pre-bond basic architectural and engineering services in the amount of \$595,719 for design of Pacific Middle School. So I'll need a second.

I'll second.

So roll call, please?

Director Dorsey?

Yea.

Director Garcia?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

This motion passes 4 to none.

So our next introduction and action item, a motion to approve the emergency school closure waiver 2019, 2020. The approval of this motion would approve the emergency school closure waiver for the 20-- I think there's a typo-- 2019 to 2020 school year. Any discussion or questions?

No.

None? With that, I move that the Highline School Board approve the emergency school closure for the 2019, 2020 school year. I need a second.

I'll second that.

Roll call, please?

Director Garcia? Director Garcia? Director Alvarez?

Yea.

Director Dorsey?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

This motion passes 4 the none.

And with that, that brings us to introduction items. So we have introduction 8.1, the motion to approve revisions to policy 32-07, harassment, intimidation, and bullying. With the approval of this, it approves the revisions to policy 32-07. So if we have any questions or any concerns?

I have a question on this. Holly, is there's a reason why we divided up all of the specific descriptions or titles there?

Yeah. I'm actually going to turn this over to Isuzu who is joining us today.

OK, cool.

--District Ombudsman, and our head coordinator, and she actually did this policy project for us. So Isuzu can you talk to Joe's question?

Yeah. So we were required to make some changes to the policy. So the main change is to the policy that called harassment, intimidation, and bullying. We changed it to harassment, intimidation, or bullying. So there's quite a few changes into the policy procedure that need to be revised.

So that's the major change, that now we have to look at the three items separately. Even though they are related, sometimes they're not happening simultaneously. So there's the division of the three different aspects of the policy.

Thank you.

Joe, does that help? Were you looking also at the headers?

Yeah. It really defines it, but I was just curious why we did that. And I like the new format better and that defines it.

Yeah, it just reads a lot better. And while Isuzu was doing it, we thought, well, why not take the opportunity to make this actually understandable?

Yeah, exactly. Thank you. It made-- it's easier for me to read to.

Thank you.

Thank you, Isuzu

I had one question. On the-- I think it's the clean copy, it says under revised by the board, 9-19, and I notice that's the only place that it shows. So my hunch is that it might have been like a typo or something. But it lists all the dates that it was revised by the board, and one of those is September of last year.

And so I'm not sure why that's there. I didn't see it in any other ones. But, anyway.

I will go back and look at that. I think that probably is a typo. But I'll go back. Isuzu and I will go back and we can have a response to you for the next meeting.

OK, thank you. It's the first version right after the board report.

Yep.

Thank you. Any other questions on 8.1? And I'm seeing any questions or comments to the motion to approve the revision of policy 32-11, the gender inclusive schools. It was-- it would basically be a motion to approve the revisions to the policy 32-11. None?

None.

So 8.3, motion to oppose the new Board policy, 2,400, repeal and replace policy 24-10, new policy, 24-11. So basically, this motion would approve new policy 2,400, replace the current 24-10 for the classes of '20-'21, '20-'22, '20-'23 with a new 24-10 for the class of '20-'21 and beyond, and approve the new policy 24-11. That's a lot of 2020s there.

I'm going to ask Bernard Koontz to talk a little bit more about this, because these are some significant policies that Holly, and Bernard, and others have put a lot of time into. And I think it bears a little bit of attention right now. So Bernard?

Yeah, thank you, Susan, for that introduction. So policy 2,400 really came out of a lot of really rich conversations that we had as we were working with a lot of folks over the last couple of years and in thinking through how we can ensure that our high schools are going to be as successful as possible in supporting students and being able to reach the future that they want to pursue. So as you all know, we did a lot of work around thinking about it the schedule, responding to core 24.

We went down a path of exploring the five track schedule. And in that process, it really compelled us to have good conversations about what it means to have a meaningful graduation. And we realized in those conversations that would be well-served by really naming what that looks like beyond graduation requirements. And that evolved into a conversation about, what does it mean to have a meaningful graduation?

So what this policy does is it outlines how we create and ensure that there is-- how we can ensure that there is a robust process in place to engage kids and figuring out what that school scheduling program is going to look like. And then at our schools we're able to operate a process to make sure that they're meeting kids needs' well. So, Kyle, if you can advance the slides over there?

So the policy really defines with that commitment is. And then it's followed right now by six procedures. The first procedure lays out what the different pathways are that are defined by the

state board of education and helps to set that in place. And then we can move on to procedures two and three.

So in procedure two, what procedure two does is it really lays out what the academic program requirements are. And this is really saying, at our high schools, how are kids going to engage in their classes? And what classes are they going to be taking on an annual basis?

We have to meet what those look like beyond the graduation requirements. And it engages us in a way to name when kids are going to be taking in a chemistry class, when and how they're going to participate in high school and beyond planning, and really names that in a clear way, and lays out a process for how that happens at the school level. Procedure three specifies how we're going to engage kids in the high school and beyond plan, and how that relates to the rest of this planning. Then we can take a look at procedures four and five.

So procedure four calls out the process of when and how staff and schools engage kids and their families in the process of thinking about the courses that they're going to take next year and guiding them through that. They name some timelines around that to make sure that they're able to get those courses requests in in order to create a strong master schedule, and you'll see that in a second. Procedure five addresses making sure that we have opportunities built in for kids to earn credit outside of the typical academic program when a kid isn't able to earn credit at a certain point in time for some reason. So that's what procedure five is about.

And if look at the last one, procedure six, about how schools work together with central office to put together the master schedule for the following year. And so together, this whole package of procedures really helps to guide us to work together with schools, and students, and community, and central office, and the different departments in central office to ensure we have a master scheduling process that really supports a meaningful graduation to make sure that we're providing the very best opportunities we can have for our kids in our high schools. Additionally, we've got a few other policies that we're updating with this package as well. We'll take a look at those in next slide.

And those are 24-09. 24-09 is the policy that several years ago the Board passed and allowed us to do real-world credit by proficiency. And what this update does is it opens up and it creates more broader opportunities for how kids can earn credit by proficiency, including through completing their high school and beyond plan. 20-14 is updating on the graduation requirement language. We were able to simplify some of that and come up with a more straightforward policy.



And then finally, 24-11 is bringing us in alignment with some state regulations that we need to follow around academic acceleration, and it really reflects an existing practice that we already have in place that speaks to when and how kids are enrolled in advanced courses after some specific standardized assessment scores come in. So that's it. That's a brief summary of what this package of policies is about that's in front of you.

Director Van mentioned he had a question.

Thank you, Bernard, for giving us a high level on that. I do have a question in regards to-- it talks about meaningful high school diploma. Are we looking at our middle school? Are we looking at courses during our middle school time there and seeing if those could be used as high school credits as well?

Yeah, that's a great question. So there's a couple ways to answer that. So we have a couple of existing practices that support that, which certainly open up opportunities at the high school level.

And some of our work ahead is really to look at some of those articulations between middle school and high school to make sure that those are strong pathways and those credits can follow kids as they make that transition. We certainly have some existing practices, and specifically, in world language, as well as some practices in a few other course areas. I think some of our work ahead though really, that I think will out in the next year, is going to be having conversations around looking at how could a similar policy perhaps support our middle schools in having stronger alignment and identifying additional opportunities to just start some high school credit earning at an earlier level. So that's absolutely on our radar.

That's awesome. Thank you.

Thank you. Any other questions or on motion 8.43 to approve the new Board policy, 2,400?

No.

One quick question.

Director Garcia, go ahead.

Is there a sense of where the high school and beyond plan will live if it's not in-- will it live in language arts or that kind of thing?

Yeah, absolutely. So right now, the game plan for high school and beyond plan is to have it with-- it's

going to live in a series of lessons that kids will engage in at every grade level. And my colleague, Janet Blanford, is working with each high school to identify with that school's leadership when and how those lessons are going to be taught and brought to the kids.

And so some schools might make a really thoughtful decision to have that be with the language arts teachers. Other schools might make a decision, a thoughtful decision, to have counselors visit kids at certain grades, or all the kids in a certain grade level at a certain time of the year. So we're really working with schools to figure out the best match for them. And that's something that her team is working with schools on right now and to be able to roll out for next year to really customize it to what's going to make sense for that school. So if you'd like some specifics on that and where that's headed, I'd be happy to talk to Jeanette and get you some more specifics on that and what it's going to look like at each school as we move forward with that next year.

That would be great, just to check in on it.

Yeah, absolutely.

Thank you, Bernard. With that, any other questions? So we move on to 8.4, the motion to approve revisions to policy 40-40, public records.

This motion would approve the additions to policy 40-40. Any questions or concerns around that?

Nope.

Nope.

Director Garcia? And then the last one is motion to approve growth measure assessment, contract 2020 to '21. So this would approve a three-year-- approve year three of a curriculum associates contract. Any questions?

No.

Nope.

I'm not hearing none from anyone. That concludes our introduction items. Do we want to add any items to our consent agenda for our next meeting?

I think, because Fa'izah's out, I think we probably should-- I thought we had agreed we wouldn't do that, I guess, if one of us wasn't available to-- yeah. It gives her an opportunity to read it and ask any

questions to staff.

Sounds good. I know that we had-- you're right, Bernie. We had commented on that. So with that being said, with no any other items, in closing, again, thank you everyone for your comments. And we're all committed to continue this conversation.

And so I am also proposing that we set up, as soon as possible, a time so we can all continue this conversation, and a date so we can review some of the documents, and MOUs, and see just some of the data that we talked about so it just doesn't end there. So with that, I make a motion to adjourn. Anyone second?

Second.

And all in favor to adjourn?

Aye.

Aye.

Aye.

Any opposed to adjourn? With that, we are adjourned. Have a great evening, everyone. And thank you, everyone, for your participation.