

## Highline Public Schools | 2020.06.24.Board.Meeting

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Let's go.

So again, welcome, everyone. This is welcoming to our regularly scheduled board meeting. And at this time, I thank you, again, for being here with us with this sunny day. And let's get going. Get a lot of energy on this. I'll ask you to please stand for the Pledge of Allegiance.

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

Again, thank you. And at this time, I'll ask Kyle to call roll-call, please.

Director Van?

Here.

Director Dorsey?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez?

Here.

And with us, as well, is our superintendent, Dr. Enfield, and the rest of our staff. So thank you for being here, again. At this time, we have scheduled communications. So as we know, members of the public can only attend remotely, at this time, not in person. And so we have four minutes. And I'm going to start my timer. I'm going to be reading, I believe I have-- is at 14 or 15, Kyle?

14.

--14 that came in. And I'm going to go ahead and set our timer because there's quite a bit of them,

and some of them are lengthy. I'm going to try and read as fast as I can, to try and get everything in. So I'm going to start with the first one. Miriam Drapkin. Hopefully, I'm pronouncing it right.

My name is Miriam Drapkin and I am the parent of a toddler, living in the Highline School District. Although my son isn't old enough to attend school, yet, the events of the past few weeks have raised a lot of questions in our house, about how to address racial injustice in our community. I was encouraged to see Superintendent Enfield's message acknowledging the systemic racism that pervades every institution in our country, including school systems, and her commitment to taking anti-racist action.

I strongly urge the board to follow through on that commitment by removing school resource officers, or SROs, from our schools. This might sound like I'm failing to acknowledge the good intentions, and even the good actions, of many SROs. I certainly believe that many SROs choose that field because they want to support children. However, it is a fact that the majority of police don't hold one another accountable for bad behavior. This is not exaggerated.

The data on this comes from a US Department of Justice report, that surveyed police officers, themselves. Not believe some random ANTIFA Facebook post. Think about what that means. Six out of 10 cops you see on the street freely admit that they would look the other way if they saw a colleague abusing their authority. If we see this in any other profession, how would this be handled? If you knew that six out of 10 doctors at a hospital will look the other way if they knew their colleague was being negligent, would you go to that hospital? No. It would fundamentally shake your confidence in the entire hospital, and you would rightly not feel safe there. Continuing with the analogy, you can always choose to go to another hospital, but what is the alternative to police officers?

The scope of policing in our communities is the subject to many conversations, right now. And we should talk about what role we expect law enforcement officers to play in schools. Is the regular presence of armed people, who are trained to assess threats, conditioned in a system that oppresses Black, Indigenous and People of Color, and have the authority to use physical force, really conducive to a youth learning environment? Or should we redirect the time, dollars, and manpower that go into policing, instead, to the culturally responsive, trauma informed approaches that the district has started to pursue, such as Ruler and PBIS [INAUDIBLE].

It may be daunting to think of how to fill the gap left by SROs, but there are several organizations, such as Dignity In Schools, that have developed resources from school districts who choose this path. These resources include model policies for how to handle drugs and alcohol, fighting and bullying,

and how to establish arguments in police departments that define the circumstances where law enforcement may be called into a school. I know that parents in the district are concerned about safety and discipline. There is obviously work to do, and more positive discipline training and resources are needed for teachers, administrators, and students.

I also want to acknowledge that it's hard to think about requiring more of anyone these days. This spring, educators have had to build the-- sorry-- this spring, educators have had to build a plane in mid-air, during the coronavirus crisis, to transition to remote learning. I can't begin to estimate the blood, sweat, and tears that were part of this process. And all our educators deserve a giant thank you, for how they've handled this. However, the crisis has also taught us that it is possible to make big, structural changes in a short amount of time. We owe our students of color the same time, energy, and resources that we poured into address and COVID-19. Systemic racism is a threat to health and safety of our BIPOC students, educators, and--

[BUZZING]

I'm going to-- just one more sentence, I'm going to finish it. So policing as it exists, today, threatens the future I want for my child and all children. Police simply do not belong in schools. Please pass [AUDIO OUT] our students motion to [AUDIO OUT] the Highland School District contract.

Jordan Robles. My name is Jordan Robles, and I am a Highline School alumni, class of 2014. It has come to my attention that Highline schools have an active contract with SROs, police. This is concerning, as a member of the community, and as an alumni. Over the last few weeks, we have witnessed and experienced police brutality, firsthand, while protesting the deaths of George Floyd, Breonna Taylor, Charleena Lyles, the list goes on. During these protests, police have shown the violence they are able to commit against the people they are sworn to protect and serve without repercussions.

After witnessing the atrocities the police commit again and again, it is appalling that they not only have a presence in our schools, but access to our students. Furthermore, [AUDIO OUT] access of students, to students, supports the school to prison pipeline. Shouldn't it be a goal for students to feel safe in our schools? Police presence completely undermines the goal. Having police in schools does not foster a sense of safety for students, especially for students of color. I ask that board terminate contract with SROs.

Losa Bernane I hope I'm-- I'm sorry, guys, with the names. I'm writing to you as an alum and community member of Highline High School in Highline School District. I urge you to remove school

resource officers in Highline Public Schools, and terminate the contract. The presence of officers in schools not only legitimizes the racist history of policing, but also prevents students from accessing resources that are actually trauma informed, unequivocally necessary to student success like SROs.

To fully support all the students and community members of Highline, it requires intentional actions of school board and superintendent to remove key agents in keeping Black people enslaved, and now funneling students into the prison pipeline. For many communities, officers in schools means fear and lack of safety, in a place that should foster learning. As a former student, I never felt safe with a student resource officer in the building. Instead I could have greatly benefited from reallocation of funding towards educational supplies like books, laptops, internet, access mental health practitioners, health related services, like having medical staff during all operating hours and restorative justice models for conflict resolution.

We must do what is right for our students. Take a stance towards justice. Study how schools with officers are more likely to refer students to law enforcement, where Black youth are more likely to be arrested, or met with violence for nonviolent actions. The board and additional elected officials must show our Black students, students of color, and families that their existence is not a threat on Highline School District campuses by removing officers from school.

Jeppa Hall As a parent of a student in Highline District, Hazel Valley, and PTSA member, I urge you to suspend Highline's contract with King County Sheriff's Department and use of resource officers in the schools. And in light of the district's efforts to move forward with adopting anti-racist policies and practices, Highline should direct resources to other means of safety and community well-being with the schools. The police, at the time, do not offer an appropriate role model or community care and conflict. Please invest in other programs and support systems to foster a safe environment, conflict resolution practices in our school communities that are student centered and [INAUDIBLE].

Anu Heera Sorry. My name is Anu Heera and I'm a Highline School alumni. I'm emailing you today to demand that you end your contract with SROs, as they should not be part of Highline High School's environment. HHS heavily serves the same Black and Brown students that are being heavily impacted by police, even within their communities. The presence of police on campus creates an unsafe, hostile, and trauma inducing climate for Black and Brown students, who are already failing victims to the school prison pipeline, and are the first to be targeted for disruptive behavior.

I remember being on campus and seeing Black and Brown students brutally handled by SROs for unnecessary reasons. The criminalization of Black and Brown bodies, at such a young age, sets the

stage for unfair treatment as they get older. It is also extremely traumatic in a schooling environment. There is no place for police presence, as it creates a hostile space. The same funding that is being put into policing students, should be allocated and services that will provide resources for students to feel more supported in schools.

Juan Cordova. My name is Juan Cordova. I'm a teacher in Highline School District, and I'm emailing, today, to demand that student resource officers be removed from all HSD schools and administrative offices. The presence of resource officers on our campuses intimidates and threatens the emotional well-being of our community. This is one of the steps we can take to decrease policing of Black, Indigenous, and People of Color in our places of learning. I want to see more counselors, psychologists, and individuals dedicated to connecting and supporting students and families.

I want to see an investment in spaces that can support students, emotionally. But historically consistent murders of Black people by police, I feel that you could take steps to reduce police presence, and enrich the lives of our students and families of Highline. Taking this step, as a School District, shows that you care to build a future that prioritizes caring authentically, and not policing. Please listen to the community, and make decisions that reflect the people that voted for you.

Da Sol Lim My name is Da Sol Lim. I'm a teacher in the Highline School District, and I'm emailing today, to demand that student resource officers be removed from all HSD schools and administrative offices. The presence of resource officers on our campuses intimidate and threatens the emotional well-being of our community. This is one of the steps we can take to decrease policing of Black, Indigenous, and People of Color in our places of learning. I want to see more counselors, psychologists, and individuals dedicated to connecting and supporting students and families. I want to see an investment in spaces that can support our students culturally. With the historically consistent murders of Black people by police, I feel that you have the power to take steps in reducing police presence, and enrich the lives of our students and families of Highline. Taking this step, as a School District, shows that you care to build a future and priorities caring authentically, and not policing. Please listen to community that you serve and make decisions that reflect people that voted for you.

Sewheat Asfaha My name is Sewheat Asfaha and I am a 2012 Highline alum. I also work as an AmeriCorps college coach at Highline from 2016 to 2017. I'm writing to ask you to discontinue partnerships with the police, and remove police from the Highline School District, entirely. Throughout my experience as a student and staff community partner, I was disappointed to see how little had changed, in terms of policing Black and Brown students. Both school staff and student resource officers engage in excessive monitoring, disciplining of students, and perpetuating harmful

perceptions that many of our students internalize.

Meanwhile, racism from staff and students often goes unchecked. Why? I've never heard of any positive engagement with SROs. How are they meeting students' needs? What is the goal? Many students at Highline come from immigrant and low income backgrounds. Some work to support their family. Some may be in need of mental health services or other resources. How is the school supporting students in this way? SROs are only exacerbating the systemic racism and challenges we face. We must start investing in the proper supports in our students, as well as work to create restorative practices in schools.

At Rainier High School, WA-BLOC has been doing an amazing job at taking leadership from students, and holding restorative circles, and developing practices that make up a healthy learning environment. I ask that you end contracts with police, and look to students to start this journey of creating a holistic, supportive education system.

Sonja Murano. I hope this email finds you well. I'm reaching out because, as a Highline alumni and a former Highline School District employee, I'm concerned of the physical and mental well-being of our community. With current events unfolding over the last few weeks, it is more important, now, than ever, to put our students and their families first. This is why I am that Highline public schools end their contract with their school resource officers in every elementary, middle, and high school in the district. A police presence in our schools is not what is needed for our students to feel safe.

The police violence and brutality does not stop outside Highline's doors. And our young people have been advocating for the removal of SROs from their buildings, since I was a student many years ago. I and others from the community are truly deepening asking for administration and the school board members to make the right and needed decision to end all contracts with current and future school resource officers in the district. Thank you so much for your time and consideration. Stay safe.

Karly Feria I have been witness to several unnerving things, unnecessary use of force. Two Black male students had come to my office to ask for help applying to college. Midway through the conversation, a district SRO comes into the doorway, blocking it, and begins to question one of them about having drugs on them. And the whole time, the student continues denying. As the student tries to leave, the SRO, still blocking the door, pushes his arm out and into the chest of the student being questioned, preventing him from leaving.

The student continues to declare that they don't have the drugs on him, and the SRO only escalates the situation by pulling out his mace and pointing it at the student, hands still pushing on his chest to

prevent him from leaving my office. And [INAUDIBLE] stepped in, physically between the two, in an act of preventing the SRO from spraying mace on the student, protecting the student from the adult. This went on several minutes, and in the end the student didn't have anything on him that he was being accused of. This was traumatizing for both the students and myself. There was no restorative justice circle conversation or debrief about how any of us felt it.

Another bullet point, I wasn't a direct witness to this, but a Black male student with a behavior IEP was being disruptive in class. This district SRO came into the classroom and wrestled the student to the ground, without taking into account the student's IEP and strategies that are used and triggers that exist in dealing with the student. Intimidation. A King County Sheriff SRO always standing among students in an assembly, resting his hands on his gun. He may not have been noticed what he was doing, but I did, and so did students.

Another King County Sheriff SRO would wear a *Blue Lives Matter* sweatshirt to the school. This same SRO would bring in police and a police dog to the school to let it sniff around student's belongings in the office, always in classrooms without any reason for doing so. A King County Sheriff SRO would sit in the courtyard and holler out to students about what trouble they might be getting into. It was done frequently and loudly so all could hear. This was when students were just walking from class to class, being bullied by the police at school.

Stuart Jenner. I'm writing about a proposed tech levy. A few comments. One, we need a multi-year plan of how long equipment lasts, and what is really needed by grade, versus what's a nice to have. Two, we need an outline of just how much we already have. And three, we need a budget of where \$32 million would go. A major concern is that we wind up creating a massive need, going forward, that we can't fund, unless we have ongoing tech levies. At some point, voters will say enough, taxes are too high. Do you want to jeopardize the bond for new buildings? Do you want to gamble on operation levies continuing to pass?

Another major concern is that having a tech levy will reduce support for the badly needed Harborview Hospital's earthquake and emergency repairs. Did you read the *Seattle Times* story about the Harborview vote where Dow Constantine said, essentially, we don't want any other measures on the ballot, because Harborview is critical, as we can see from COVID, as a regional center? Did you see the stories about the other entities that said, no way. We're not running any tax requests. So many people are losing jobs. And when so many government already furloughing employees, and private sector companies are laying people off or cutting pay. See below for the *Times* story.

I don't think that there have ever been discussions of trade-offs and what is most helpful to students. For example, is it better to have students use Chromebooks as a hotspot so they can connect to Wi-Fi? Or to have a PC that just requires an ethernet cable to connect. Also, how did we wind up choosing Chromebooks? Maybe they cost less, but is this because Google is making money off our kids' data? What is the security and privacy that you're giving away? I think we need to know how many hours, per day, you expect students to be logged onto devices. Is the plan to have teachers just walk around a classroom of students glued to their screens?

Some might say we need the money for COVID disruption. But I'm not sure that that's very credible, because money from the tax wouldn't be available until late in the 2021 school year, or even until 2022, depending on when King County gets the money and can send you the proceeds. The bottom line is, I think a tech levy needs a lot more vetting, voter input, and fit into a larger term content.

Jeb Binns President Alvarez and board directors. Monday evening, the Highline Education Association took a principled position to support equity, end institutionalized racism, and focus financial resources on proven approaches that build authentic relationships with students on our campuses. HEA leadership is calling for Highline public schools to remove school resource officers from our schools, and reallocate those dollars to support students and communities in ways that are deemed beneficial by our community. And importantly, our BIPOC community. At the last board meeting, Director Garcia made a similar motion, but could not obtain a second from his fellow board members to even hold a discussion on this important topic. That was disappointing. Not receiving a second signal, the board was unwilling to debate, discuss, or go on record with regards to this action. But the Highline Education Association added encouragement. We hope the school board will take up this topic, soon, and find means of funding culturally relevant alternatives to SROs on campuses.

Jaime Flesher. My name is Jaime Flesher. I'm a teacher in Highline High School, and a rank and file member of Highline Education Association. Today, I call on you to reconsider Director Garcia's motion to terminate Highline public schools contract for SROs, especially in your consideration of the budget for 2021. Yesterday, Seattle-based author, Ijeoma Oluo, tweeted a piece that I would like to share with you, as a framework for how we act in solidarity with our BIPOC neighbors, friends, colleagues, and students.

Oluo stated, you can't just read a book on racism and think that you are actually doing something. You have to learn and do, at the same time. Imagine waking up and realizing that every other house on your block has been on fire, and you haven't noticed until now. You don't look at the fire, and say,



jeez, I need to go study the history of fire. You go to the people, frantically trying to put out the fire. And you will ask, how can I help? You listen to the people, and you know what they are doing, then you get to work. You learn as you go. You don't debate the nature of fire.

You don't ask people if they could yell fire a little more quietly. You focus on the fire. You try to put the fire out, if that's where the experts say you need to go. You'll help those whose homes have already burnt down, if that's where the experts say you need to go. You listen when experts say that you need to stop doing things that are making the fire worse, and don't, instead, argue that you can't have made it worse, because you've always said that you are anti-fire. You focus on the fire.

I share these words with you, today, to implore you to listen to the experts about how to put out the fire of systemic racism. Experts from around the nation, and right here in Seattle, people who have been doing the hard work to dismantle racism in our schools and in our communities, have been very clear on the point of officers in our schools. They do not belong there. I invite you to seek out the works of Jesse Hagopian, Bettina Love, Ijeoma Oluo, Gholdy Muhammad, and the *Black Lives Matter at School* movement, to see that these experts are telling us that our officers in schools are harmful to our students.

Even at the most benign, the presence of SROs make our students feel unsafe, as if they are being surveillance in a place where they ask them to take academic and intellectual risk. At their worst, officers escalate conflict and increase the likelihood that our students, particularly our Black and Brown students, will be funneled into school to prison pipeline. We have to listen to the experts, including our students, who are experts of their own experiences with racism, and who are asking for officers to be removed from our campuses. We have to do the work to put out this fire.

Dr. Enfield, herself, stated in her letter, titled, *Becoming an Anti-racist Community*, dated June 1, "Words of compassion and solidarity are not enough. We must act. We must all confront our nation's history, so we can change our children's future." Today, members of the board, you have the power to act. You have the power to lead, to create real systemic change. You have power to tell our students, through your actions and not just your words, that you are committed to their physical and psychological safety, committed to ensuring their basic human right to an education, and that validates and affirms them, committed to knowing them by name, strength, and need.

Please remove SROs from our schools. Divert the funds to provide additional counselors and to create authentic systems of restorative justice on our campuses. Join the ranks of school systems across the country that are choosing compassion over compliance. Listen to our experts, and re-imagine a

better world for our students. Thank you.

Joe Traub My name is Joe Traub, and I'm a former student in School District. During my time at Highline High School there was a police and security presence on campus that was uncomfortable at the best, and gratuitous at worse. I saw numerous instances that targeted students of color, hyper-surveillance of their behavior, and ultimately disproportionate punishment, that especially when juxtaposed against white students with similar behavior.

This email serves as a token of community outrage. And furthermore, I'm asking for you to end your contract with student resource officers. I hope you take this into consideration and ultimately to do what's best for your school district and our youth.

Greta Lemon. One, often there were multiple armed and vested police and SROs standing in groups in that courtyard with no explanation. This is traumatic for any POC. Two, one of our students, Black male in the EBC program, was frequently followed and harassed. De-escalation would have worked but was never attempted.

Three, another student was knocked to the ground, causing her to need crutches and a brace on her knee. Four, security and police entering the classroom during teaching to get a student for any reason other than a weapon is traumatic and abuse of power. Five, police entered girls bathroom for a student Black female who was high and didn't want to come out. She was not a threat to anyone.

Six, SRO and security escalated every situation they were involved in with Black and brown male students, making things worse but only for the students. Seven, during a lockdown, student, brown male, was violently ripped out of their seat in front of one hundred or more of their peers and searched. This caused mistrust. Eight, security and SRO were seen and heard openly celebrating the election of Trump while staff and students were crying and fearful.

Nine, security and SRO hung All Lives Matter in window of empty and locked offices. 10, SRO talked openly in public about student incidents. This has been the same for each SRO since I've been on HSD campuses since 2010.

11, Black male student who left last class of day because they were promised pizza for good behavior by another teacher was cornered and physically blocked when trying to walk away, then taken into principal's office. There the principal and SRO and agitated student called Mom. SRO then told principal he overheard student threaten principal. Principal hadn't heard it. Student was expelled.

11, I have more but I just found out about this opportunity, and this is due by noon. Please contact me if you need more here.

And that was our last one, so with that concludes our scheduled communications. And with that I turn it over to our superintendent for superintendent updates.

Thank you, President Alvarez. So before I get to my comments this evening, I will read HEA President Sandy Hunt's message for the evening.

Dear school board directors and Dr. Enfield, our community is shining a bright light on current institutional practices and demanding we center our gaze on the perspectives, experiences, and identities of our students, staff, and communities of color. In this regard, our young people are out in front. They're asking us to take bold steps. They are demanding that our institutions change. They are recognizing that our budget is a moral document, and they want to influence it.

This affords us an opportunity to examine our current practices with fresh eyes and find new ways of doing things. As educators, we hold impactful positions and in good conscience must use these as a source of positive change. HEA leadership is stepping forward by calling on Highline Public Schools to remove school resource officers from their campuses, and reallocate those dollars to support students and communities in ways that are deemed beneficial by our Black, Indigenous, and community members of color.

We do not make this call lightly, but it is driven by a deepening understanding that what makes some of us feel safe is not the same as what makes all of us feel safe. Finding new ways to help all of us feel safe and be safe is our challenge.

Institutional change may not be easy, but Highline has never settled for easy. Engaging our communities may be time consuming, but Highliners never shied away from tough conversations. Community-driven approaches may appear untested, but Highline has never been reluctant to innovate.

For us, the district's task is clear. For those who accept the tenant that school systems must evolve to address the feelings, interests, and needs of our BIPOC students, we are convinced that at this point in time we must meet the need for safety on our campuses with solutions other than student resource officers.

Thank you, Sandy. A few updates and announcements-- I will begin with, I think, what is on

everybody's mind, which is what the fall will look like.

Next Wednesday, July 1, I and other members of our team will be hosting three webinars. They'll all be the same, but we wanted to do them in the morning, the lunchtime hour, and evening so that as many families, staff, students, and our community could participate. And we will share what our current thinking is on what our options are for the fall.

It is clear we've been told by public health and OSPI we cannot bring all of our students back together unless we can ensure that they are six feet apart at all times. That means we can't have our schools full with our students.

We know, from hearing from students and families, that our students very much miss being in school, and that for some, distance learning, remote learning, has been a tremendous challenge. So keeping what we are hearing from students and families at the center, what we are exploring-- and most districts in the region are exploring something similar-- is a model where on Monday and Tuesday, 50% of our students pre-K through 12 would come into school physically, while the rest would be remote learning.

Thursday, Friday we would flip that, and the students who had been remote learning on Monday, Tuesday would come into the school Thursday, Friday. That would leave Wednesday as a day for deep cleaning the buildings and allowing for additional small group student instruction, tutorials, and planning.

We are also looking at, in addition to that, can we provide more in-school time for our students who rely on school more. And that would include our youngest learners. So our kindergartners and first graders, they can get their foundational skills in reading and math. Our students with special needs, our students for whom English is a brand new language, and our students who qualify potentially for McKinney-Vento-- so making sure that we can provide them with as much in-person time possible is our goal.

We don't know yet. We are running all of these numbers, and there's a lot to consider. We do not know how many students and which groups of students, at the end of the day, we can bring back. But that's our thinking right now. And those are the models that we are working with with McKinsey, to see what we can do based on transportation and staffing.

So on Wednesday I'll be able to share a little more information on that, and then invite anyone in our community who's participating to include questions. We'll answer as many questions as we can in the

chat box. What we're really hoping though for-- and this is what I tweeted out today-- is we want folks to be our critical friends in this. So I think we can all agree that this scenario is far from ideal, but it is unfortunately what we think is the best case scenario given the constraints we have in keeping everybody safe for the fall.

So knowing that it's less than ideal, how can we make it better? What have we not thought about? We're hoping folks can help us think of things that maybe we haven't considered yet, so that we can go back to the drawing board and bring a plan forward to the board at the end of July.

OSPI is requiring that we have a board-approved reopening plan submitted to them two weeks before school starts. So that means roughly August 17-ish we have to have that plan finished and board approved. It's not a lot of time, but this is the situation that all districts are in at this moment in time.

And we are continuing-- I continue to talk weekly every other day or so with our neighboring districts about what they're planning. And we are doing our best to be in alignment so that it will be easier for families and staff to manage the potential of having their students home a couple of days a week, moving forward.

So we are putting the word out about July 1. Please spread the word. I look forward to seeing and hearing from as many folks in our community as possible.

As you know, the school year came to a close on Friday. And last Tuesday we ended our 2020 commencement ceremonies, which I think the board members will agree were a huge hit. Our families and students-- I think, frankly, all of us-- were pleasantly surprised at how celebratory these ceremonies were with everyone in masks and socially distance, and students getting in and out of cars. But I think we were able to give our more than 1,400 graduates the moment that they wanted in their cap and gown, and let their families have that moment of pride. So congratulations to our class of 2020.

And not just and congratulations to our class of 2020. I do have to give a public thank you to every single staff member who helped pull those graduation ceremonies off. It was no small feat.

And yes, Janet Blanford and Sativah Jones and their team really led the organization of this, but it was everybody-- from our maintenance folks, from our IT team, from our school staff who lined the parking lot to cheer on our students-- it was just a really, really tremendous team effort. Made me very proud to be in Highline. So I want to thank every single staff member who gave our students and families that wonderful moment. Thank you.

We are in the summer months, as you know. We typically do provide meals to students in the summer. We've done that in the past. We're continuing that now. We don't want any of our students to go without meals, moving forward.

I do want to give a shout-out not just to our nutritional services team, but to everybody across our district-- and this includes not just office staff and school staff and principals and central office leaders, but also we had volunteers of parents and families and school communities coming and picking up bulk meals to take back to a school community for families who couldn't come to any one of our locations.

And thanks to that tremendous effort, as of last week we had provided more than 240,000 meals to our students since we had to close buildings in March. So I want to thank everybody who made that possible, and everybody who will continue to make sure that our students are fed during the summer.

I do just want to do a little bit of a public service announcement here-- more of a request. I have heard from some families and some staff that they have concerns about certain families or students not being able to make it to any of our meal location sites, and therefore students not being able to eat. If you believe that is happening, please let me, or your principal, or somebody know. We can find a way to get meals to our students. No student in this district should go hungry because they cannot get to one of our meal distribution sites.

So please, if you believe that somebody is not accessing those, and it's merely a matter of them not being able to transport themselves to the location, please let us know so that we can make that change. Thank you.

And with that, I just want to thank everybody in Highline schools-- our staff, our board, our students, our families, our community-- for another terrific school year. Certainly not the school year that we had anticipated in all respects, but I'm so grateful and so proud for how everybody has pulled together over the last few months, and how we'll continue to pull together in the coming months and into the next school year. So my deepest thanks to all of you.

It continues to be the great joy of my life to live and lead in this community and serve as your superintendent. So thank you for that. And before I turn it back over for the remainder of the meeting, I do have one more order of business.

I think that, as I've said, maintaining a sense of normalcy and routine in uncertain times is very important, particularly for children, but especially if you are an adult or a kid. I have made it a

practice of doing virtual duckies for the last couple of months. Since I can't go out into school buildings or offices to provide ducky awards to staff who go above and beyond in delivering on our Highline promise, we've been doing them via social media. And I've been calling people at home to tell them that they've been nominated and are winning, and then putting it out on social media.

And fortunately today, this meeting saved me a phone call, because I am very, very proud and excited to be presenting a ducky tonight to Jackie Bryan. So Jackie, this is your-- everybody clap for Jackie, though she can't. And I'm going to read Jackie's nomination.

Jackie is a natural leader in the business services department and within the district. She always volunteers to help out, research, look into things, and come back with more information. She is helpful, thoughtful, and caring.

The people on her team are supported by her night and day. She takes their needs to heart and gently guides them to success. She is generous with her time and energy. We are lucky to have such a genuine, friendly, and smart leader on our team.

And that comes from our Chief Financial Officer Kate Davis. And Jackie, I just want to personally echo that. You are a joy to work with. And I know that you work under some very stressful circumstances sometimes, but you do it with a smile, and you manage to keep calm and carry on. And we are grateful.

And when I see you in person, I will present you with your actual ducky. But thank you so much for all you do. We're grateful that you're part of Highline. And with that, my update is over.

Thank you, Dr. Enfield. Congratulations, Jackie. With that, we're going to move to our school board reports, then. Bernie, any legislative reports?

No, not tonight.

And so we'll start with you, I think. Any other board reports?

As the superintendent mentioned, the graduations, although certainly not what anybody pictured or imagined-- they were amazing. And I just I want to give a real quick kudos to our Superintendent Enfield who spent-- what was it? 22 hours and multiple, multiple greetings?

And I personally watched as she asked every student what their plan was for the next year. And it was just really-- there was a personal nature to this year's ceremonies that, as I said-- it's not making up

for that rite of passage that people have been accustomed to at graduations, but it did feel as though, with the staff and the superintendent, that we made the best of it.

And it was a lot of fun to see the families in the cars, and watching them experience that. So there might be things in the future that we incorporate out of that. But it was just really a proud moment to see everybody kind of band together, and the educators applauding the graduates as they drove down the lane. It was a good situation. So I just want to thank everybody for that.

And I'm looking forward to Saturday. I know somebody else will probably mention that. And I just think that that's going to be the work that we continue to do. And I am just really looking forward to it. So that's it for me.

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

Yes. Kyle, do you know if you're able to let me share my screen again?

Hold on. Let me see.

If not, it's OK. But it helps keep me focused.

You should be able to.

Thank you. All right, so real quick, I just wanted to share some of the pictures of graduation and just recognize how amazing this class was. I also got to hear Dr. Enfield reach out to so many of the seniors and just hear their stories and see what's happening next. For me it was really special.

I stopped working at Evergreen, doing my college access work, about three years ago, so I recognize many of these seniors. It was good to see the full circle of them graduating, and just being a small part of that. It was a really special moment for me, just as my first year being on the Board. And I got a really cool opportunity to jump in last minute and support the Career Link graduation. And I also used to do a caseload and work with Career Link, so that was a double special opportunity for myself.

And like Dr. Enfield said, I just wanted to give a shout-out to the amazing staff, the folks that came together to make this happen. It was like a small army of folks coming together, and it was great to see them and to respect the social distancing, and to really just honor our students.

So that was a really, really, really-- yeah, I'm just really grateful. It wasn't the graduation that folks wanted, but I think it was the graduation that folks will remember. I know I will always remember this. And I appreciate having this opportunity.



I'm just going to take a step back real quick. So I wanted to share something. These are pictures of me when I was in high school, when I was a senior in high school. And really just to kind of embarrass Mike, I threw in a picture of Mike Sita in there. He was my ASB advisor.

But I really wanted to-- thinking about how graduation went had me thinking about my experience as a student at Evergreen. And one of the things that was really important, I think, was my senior year I had a lot of interaction. But I think at the last meeting I mentioned my relationship with SRO officers at Evergreen, and that was great.

One of the stories I guess I wanted to share though is one of the things I did was wrestling. I was on the wrestling team. And on the wrestling team we had this really odd tradition. We would jog across the I-90 bridge. And it was a thing that we kind of did together as a team. And it grew into something a little bit bigger.

And the reason I share this is, one time we were doing it, and it was a little bit later than usual. It was after the park had closed. And this was just a personal experience, a negative experience, that I had with law enforcement.

Because as we were jogging back into the park, there was a group of maybe 10 or 15 of us. And what happened is, they don't know what's going on. We have about three or four law enforcement officers that pull in. They have their guns pointed out at us.

And I normalize this experience as a high school student. That was normal. I was like, oh, this is justifiable. They don't know the scenario. They don't know what's going on.

But it wasn't until I got much older that I was able to look back at that situation critically and say man, I was literally a trigger away, pressure away, from not being where I am today, in that moment. And I've had multiple moments like that. I've had multiple good experiences with law enforcement too, but I wanted to share that because of the whole thing of what's next, right?

I think as Bernie said, we're going to be meeting on Saturday as a team to go into the weeds about this. And I went back and forth about what did I want to do at this meeting, and how did I want to address my experience? And I thought it was appropriate to trust the process and to trust the folks here in the meeting with me, to see what can we do on Saturday. I didn't see how it was going to benefit us if I kept on trying to add it to the agenda or do something else at this meeting.

So I'm asking the folks that are here with us tonight who want action, to continue to join us and to be

part of the process, and to listen to where we're at. And to keep sharing the experiences, and to keep with us as we work through this. And I want to take that leap of faith and hope that we get to that place.

But I did want to recap what are some action steps that I've been doing since the last meeting. So since the last meeting, I have made it a point personally to go and listen to people that I disagree with, people who have different opinions. Just because I don't agree with them doesn't mean that I shouldn't be able to engage and be respectful and listen to them.

So I reached out to the Chief Boe of Burien. We had a very candid conversation. We're clearly not going to agree on this issue, but I was able to hear him out. He was able to hear me out. And we were able to part ways.

And I've done that. I've probably spent more time listening to people, family members, individuals who disagree with me, versus doing a myopic silo of listening just to the voices that listen to me. But what I've also done is make sure that I was trying to center where I'm at and what I was doing, and listening to student voices in our community.

So I was really honored to participate and be part of the student-led Burien Black Lives Matter march. It was really interesting. I got to help facilitate community march for Black Lives in White Center where we also centered student voices. There was like a mini graduation that we did at the end that was really inspiring. And again, just making sure that we were listening and centering youth voices in this experience.

The day after our last board retreat, the first thing I did was I did a small panel to listen to students and to hear their perspectives. Because I didn't get that chance leading up to the meeting, to listen from students. Also, over the weekend I went to the Black Fathers March to listen to other perspectives on this issue.

And I just did some learning myself. I watched *13th* on Netflix. I've watched it before, but I think watching it again under the context of what's going on in our society is really important. And I popped up the Audible on *How To Be an Antiracist*, and I've been listening to that.

All this to say that these are some of the action steps that I've been doing over the last month to make sure that I'm centering where I'm going and what I'm doing, and the voices that I'm trying to amplify in my decision. And I want to make sure I was sharing that, not just to the people in this chat, but also to my fellow board members, to see and understand where I'm coming from with the choices

that I'm trying to make or the perspectives that I'm making.

With that shared, that's my update. That's kind of what I've been doing for the last week. And you know, I really appreciate the time that we made with the other board members to reach out and to connect. And I know that we're going to continue to reach out and connect. And I just appreciate that.

So with that said, I guess that's all I got. Thank you.

Thank you, Director Garcia. Director Van?

Good evening, everybody. That was really, really-- that's going to be hard to beat there around, so great job. So I look forward to this Saturday for the conversation and doing the real work, like Bernie said. I'm very happy that I reached out to you after our last board meeting to understand where each other comes from, and we have a deeper dive that's coming this coming Saturday.

A couple of things I would like to just bring up. Last Monday I was on a call with our state auditor. I just want to congratulate Kate and Andrew and team for an awesome audit this year.

There were zero findings. A couple of really small observations, but you know what? This is the first time in many years that we've had zero findings. So I appreciate you and the team for being great stewards of our money, and just being transparent and doing everything right. So thanks to our entire team there.

And then graduation. Graduation was awesome. I was so moved by the parents, their students. We were able to speak with the students and their parents to get their perspective on what was happening.

So I was talking to Susan and a couple other administrators of, how can we incorporate this model and the old model, and come up with something new in the future? I thought it was a lot of fun, and it was great. So that's it for me.

Thank you, Director Van. Director Bradford?

[INAUDIBLE]

I'm sorry. I would love to sit here and act like my chest isn't pounding. And I think I'm just not ready to speak yet. It's a very interesting time. Maybe if I can--

Absolutely. Take [INAUDIBLE]

It's a very interesting time to have such lived experiences, and to have a position of power and influence. If you can send positive energy, if you send prayers, whatever you can do, I really do want to speak. So I do want to-- just send that my way.

[INAUDIBLE]

Again, it's just a very difficult time. As I have shared with you all, my board colleagues, superintendent-- really trying to uphold all levels of professionalism while being steeped in my humanity. Trying not to emote and project inappropriately, but to be as generative in my approach so that we can all hear. To call in so that we can call out.

I want to thank you, Director Garcia, for staying close to the voices, and for keeping those voices center. As my board colleagues know-- and I will share it publicly because it's OK-- I basically woke up out of surgery from donating my kidney to my mother, into this racialized context, which I call the plandemic. Because we know that race and racism is a planned construct.

And so we have so much opportunity before us right now. And there are so many challenges that as I have heard, and as I have seen, and as I have been a participant of-- none of this that we have experienced since we've hit 2020 has been unprecedented.

And so we know that we can all dig in deep and look outside of the box, outside of the frame, outside of the foundations which we have been given, which we have all inherited. And it's easy to just move into it, and go along in the trails which have already been blazed. It's much harder, it's much more of an adaptive challenge, to blaze a trailway to create a new foundation that serves each and every student, that elevates and centers the voices that we as a system have marginalized and disenfranchised.

These are disenfranchised communities. And I speak as myself. I'm not disenfranchised. I'm not marginalized, because I did this to myself.

d we owe it. We cannot just move along, even this meeting. Again, I recognize we have Robert's Rules, and we have a system and a way, a structure, in which we do things. And we have an opportunity to completely recreate our system.

And so as we are becoming-- and this is not going to be one fell swoop, right? We are becoming an anti-racist organization. We are defining what that means, so that we have an internal conviction and understanding around what we're talking about, so that we can also make certain that we help the

community and bring along the community, and make certain that the community is invited-- to make certain that we have these conversations, and we do this work collectively.

But the pandemic and the plandemic has given us opportunity to invite community to understand that we can not arrogantly, unconsciously, move along and try to continue to do this in ways that we have determined are the ways to do it. But we all have to now humble ourselves. We all have to now stop and reflect, and really have some moments of introspection and understand, where are we? And where do we perpetuate the racist outcomes and ideologies that are pervasive in our system?

Director Garcia brought up *How To Be an Antiracist*. So funny-- since the beginning of the year I've been reading that book. And I said, I'm not slow. Why is it taking me this long?

Because I'm not reading it as a novel, but I'm reading it as a text. And I'm reading it as instruction. And the very introduction challenged me to understand that it doesn't matter the skin I'm in. It matters what it is that I'm doing, and how I might be perpetuating racist ideology and racist outcomes.

So I don't know what all I meant to say this evening, but I couldn't sit here and act as though my chest is not pounding for the experiences that I'm hearing. I am looking forward to Saturday, but one of my greatest fears about Saturday, and about this moment in time right now, is that this moment will pass, that Saturday will pass, and that nothing will be changed.

So I am going to just continue to implore upon my board colleagues that we continue to have an ear and a heart that's open to hear, to understand that things may challenge us adaptively, to understand that a technical solution might be easier. It might be quicker. It might get us a Band-Aid fix. But how do we really make certain that we are creating a system that is fair and just for every student, and centering Blackness and combating anti-Black racism?

So thank you all. Thank you. As I said to you in an email, a letter, before, I count it a privilege and an honor that I get to struggle and grapple with you in this. I'll leave it there.

Bob, I do want also just congratulate the graduates. I am saddened that I was not able to participate this year, because I would have loved to look at the faces of such resilience. Because I know that that's what it has taken to get across the finish line this year, is resilience.

Thank you to all of the staff. Thank you to Dr. Enfield again, for your statement and your work, and to the leadership team that is committing to just staying, doing the work.

So thank you for this year that has been completely unprecedented. Thank you to the partners and the community stakeholders. Thank you to the families that have trusted us and that are continuing to trust us to do what is right, fair, and just.

And now I think I'm done. Thank you for your positive thoughts and prayers my way.

Thank you, Director Bradford. Thank you for speaking from the heart. I think that that is so powerful when we get to really speak our thoughts and our heart, and others listen.

But I want to thank-- I didn't take the time to thank Kate and her team for all the work they did on the budget, for preparing all that so we can better understand what our future looks like as far as budget-wise. And I also want to thank all the staff for the graduations. It took an army to do all the work that was done.

We had some pouring rain at some instances, where it was just pouring bad, and other instances where the sun would shine through. And we still had graduates coming, even in the pouring rain. And it felt much more personable. I got to talk to a few and really hear that some of them were so thankful. They really enjoyed it.

So thank you to everyone for making that happen, and to all the directors that were able to participate and help. And it means a lot to the students to see you guys there as well. So thank you, and thank you to our superintendent.

But, you know, as you were speaking, Director Bradford, it made me think. Dr. Garcia speaking about his experiences-- I grew up-- many of you know my story, and I'm not going to go there-- but grew up with gang infested where there was a SRO present. And I can tell you that it matters who it is, who is present, as far as keeping the peace, because that's what they were intended to do.

And I'm looking forward to spending Saturday to really collectively think, what is best for all our students and not just the loudest voices? To all our students who really have taken the time in the last couple of weeks, have spent a lot of time-- I had a couple of young women yesterday on the phone. They were seniors this year, young women of color, and really wanting to hear their experiences around SROs. I mean, we got into a little bit of everything.

And it's good to hear different perspectives. And it's good to hear that we're not being reactive, that we're really taking the time. And although I've seen comments that people are disappointed that we didn't act when the time came and when Director Garcia presented this, we're having the time to have a real conversation amongst us, so we can all really know where each other is coming from. And

I'm looking forward to Saturday, to really hearing from everyone, and to really looking at what is best for everyone.

And also we know that the education system was built not for us, not for people that look like me. But yet, some of us-- people tell me when I go back home, you made it. And I tell, what do you mean, you made it? I'm not this millionaire. I don't get to--

She said, you know, you're not in prison. You're not dead from overdose. You're not pregnant with 10 kids. You have an education. And you're able to support others. That's making it.

And it's sad to think that just because you're alive, you made it. And that's what it looks like in some of our communities, is that being alive, you made it.

So I thank everyone, as we come to this-- retreat to this meeting, to think about and reflect upon how many of our kids have already made it. And how many have not, and will never?

And we have a choice. We have decisions to make. But I think collectively, and really communicating with one another is, we're going to get there.

And I know that everybody gets on this board because we want to do better. We want to do better for our students, and our families, and our community. And it's not always seen that way because you don't get to hear a lot of our conversations. You don't get to see what's behind closed doors or what's behind the private conversations. And all you hear is what is visible.

I'm not someone to air out a whole lot of things, because I feel like it's important for us to always maintain unity as a district, as staff. We can have our disagreements, and we can have different opinions. But ultimately what is best for our students is what should we be putting in the forefront.

So I want to say thank you again to everyone for speaking from your heart, for really preparing for this on Saturday, to really think about that we don't have to be status quo. We don't have to stay what has been going on. Many things perpetuate because it was done that way, because it was done that way. We need to stop doing things because things were being done, to think about things that think outside the box.

Many of you-- Director Bradford, Director Garcia, Director Van, and Dorsey have mentioned-- we all need to think outside this box or this framework, or this silo that we've all been-- individually, personally have committed ourselves to be in there. So again, it's good. It's going to be emotionally charged, and it's going to be, I think, uncomfortable for all of us. And that's where things happen.

So again, thank you for coming, fully yourselves. I appreciate that. So with that, we're going to move on.

And when they did the call to order, I forgot to call for any changes or additions to the agenda. So at this time I'm going to call for any changes or additions to the agenda before I moved on to our consent agenda. Hearing no call for changes or additions to the agenda, we're going to move on to our consent agenda.

I move that we approve the consent agenda.

I second.

So it's been moved in second. All in favor?

Aye.

Any opposed? With no one being opposed, we moved through our consent agenda. So we're moving now to our action items.

Action item, motion to approve revisions to policy 3207, harassment and intimidation and bullying. Approval of this motion would approve revisions to the policy 3207. Any questions or discussion?

[INAUDIBLE]

Sorry, I was moving. Director Bradford?

Yeah.

Oh, we've moved on. I just wanted to comment on the consent agenda, just my observation of the personnel report, and just commending us for-- and Brad, congratulating those that have moved from the bilingual teaching fellows to actually becoming teachers. And so again, this is part of our growing our own to reach our goals around dual language.

And so again, I just wanted to comment on that before we move beyond it. And so I think there were nine of the fellows that have moved on to becoming teachers in our district, and I'm just really happy about that.

Yeah, agreed. I saw we are hiring over 15 bilingual staff-- what an incredible asset to our district. So besides our fellows and we're hiring a couple other bilingual staff. I'm so thankful for that as well.



Thank you, and I'm sorry. I have two screens, and if I look there, I miss here. So I want to apologize. So thank you.

If somebody can just tell me [INAUDIBLE] I appreciate it. So thank you. Thank you, Dr. Bradford, for bringing that to light. Thank you.

So going back to 7.1, motion to approve. Approving of this motion would approve revisions to policy 3207. Any discussion or questions?

Nope.

My only comment is this is very encouraging that we're making a distinction between harassment, intimidation, and bullying. I think it's the right way for the state and for the district to go so that we can handle each incident in each of those categories appropriately.

Thank you for that comment. So with no other comments or questions, I move that our Highline School Board approve the revisions to policy 3207, harassment, intimidating, or bullying. I need a second.

I'll second.

Roll call, please.

Director Bradford?

Yea.

Director Dorsey?

Yea.

Director Van?

Yea.

Director Garcia?

Yes.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you. So 7.2, motion to approve revisions to policy 3211, gender inclusive schools. So approval of this motion would approve revisions to policy 3211. Any comments or questions?

No.

None.

No.

I have a question. And I just have my notes, because I'm not looking at the policy right now. But there was a statement there that said basically, alternative restrooms would be available on each campus.

And so I just want to ask, are there alternative restrooms easily accessible on each campus and available to any and all students? Do we already have those in place? And Holly looks like she's going to answer.

Yeah. Not necessarily easily accessible-- it kind of depends on the school. What we've been doing over the last few years is working with schools individually as these issues come up, as alternative restrooms need to be identified, to work with the school and with the student and family, to figure out what the best plan is for the individual student.

I think, moving forward, making sure that we have gender neutral bathrooms available in all our schools is part of our-- I'll say our building plan. That's not the right word, Scott. But something that we've talked a lot about with facilities is to make sure that we include that in our building plans moving forward-- building a rebuilding plan. So it's a little bit kind of ad hoc occasionally, but it is something that we work with schools on.

Thank you. I think, too, that-- and again, as the conversation around the budget is resonant-- and that again, that we're thinking about what we might need to allocate budget towards as we assess the need for those all-inclusive restrooms. And so just making certain that that's on the forefront. And then also the professional development that goes around this, and making certain that no student is experiencing any discrimination when they do have a need, even if it's not easily accessible.

I agree with that completely. We are working for that. And I want to say, I want to give a shout-out to our schools. Our schools have been so welcoming of these conversations, and problem solving with

students and families, and reaching out proactively to me, to figure out how we can change names, how we can look at different bathrooms. It's really, really cool to see. So I just want to add that.

Thank you.

I had one question.

Go ahead.

Thank you. Do we have a sense of who the compliance officer, whoever the designee's going to be, or where in the district's-- where that's going to live?

I'm sorry. I had a hard time hearing that question.

I was just wondering, do we have a sense of who's going to be the designee, and where in our system this person is going to be? Or who's going to be the-- yeah, where in our system are we going to be connecting this person to?

So the compliance officer he's referring to, it's mentioned in the policy.

Yes. That will be our lovely friend Isuzu, who's on the screen here, as our ombudsman and our all around excellent compliance officer. So she was glad to have another duty as assigned.

Thank you.

Any other questions or comments? With none that I hear, I move that the Highline School Board approve the revisions to policy 3211, gender-inclusive schools.

I'll second that.

Roll call, please?

Director Bradford?

Yea.

Director Garcia?

Yea.

Director Van?

Yea.

Director Dorsey?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you, Kyle. Our next one is 7.3, motion to approve new board policy 2400, repeal and replace policy 2410, new policy 2411. Approval of this motion would approve new policy 2400, replaces current 2410 for the classes of 2021, 2022, and 2023, with a new 2410 for the class 2021 and beyond, and approve our new policy. Any questions or comments?

No.

Yes, me again.

Yes, please.

I'm guessing these were introed at the last meeting, so [INAUDIBLE]. So I have several questions, and I'll just take from my notes here. So this was a lot to digest. And so what, if any-- I'll just ask everything. I think Suzanne, you'll probably address this, and then you can address what's possible here.

So what, if any, are implications for students who transfer out of the district? And that question comes from-- I know that we just talked about if students go anywhere within the district, they'll have a common standard, and they'll have a similar experience. And so will students still be set up appropriately if they transfer outside of the district? And what might be the implications, if any, if they transfer out of the district? That's one question.

Is it possible that students' desired or necessary academic program, if it's not offered at their home school-- what are their intradistrict transfer options? And then, where does the High School & Beyond Plan and get reviewed?

Some of this, again, may have been in the policy, and like I said, it was a lot to digest. Since it's not

living in the advisory per se, where is that ownership and accountability?

And then this is just a wondering for me, for students and families to have exposure and understanding of the benefits of possible pathways. And so just wanting to make certain that there's-- just clear that the benefits of certain academic programs for families and students that may not necessarily have that exposure or that experience, how are we making certain that we're informing and helping families and students to understand? So those are my questions and wonderings.

Thank you, Director Bradford. Bernard, I'm going to actually queue you up, maybe, to address three and four. And I wonder if-- Holly, do you want me to take one, and Kisa or you take two? Or do you want to take one?

I think you can take one. I'm happy to take two.

Perfect. OK, and then Bernard, you're on for three and four. I appreciate the question.

I think what allows us to feel confident-- first of all, the policies and procedures under 2400 is really taking the 24 credit to the state level, and enhancing and strengthening what we believe in Highline to be needed for students to graduate. The term we like to use is with a meaningful graduation and a meaningful diploma. So kids to leave Highline have been set up, I believe, for success no matter where they go.

In the state, 24 credit requirement is true across the state of Washington. So students are going to find the same requirements as they move out of Highline. And some of the requirements that we're adding are just kind of trying to strengthen that experience, like the High School & Beyond year plans. And it's meaningful, and not just a check the box activity-- like advisory that's meaningful and supports them. So that's the intent behind this policy and procedure changes.

Then for the second question, around intradistrict transfers, right now that's covered by our policy and procedure 3132 that governs how we do transfers and timelines and all of that stuff. So that's already dictated in school board policy. So we would just follow that.

And then obviously for certain students, like if they have special education needs that are only at certain schools, they're placed into those schools. Those students don't have to file a transfer request.

Great. And actually extending on that a little bit, too, this question about looking at when and where students access programs is an ongoing conversation, and going to be part of the annual conversation that's built into some of the procedures around looking at what is the academic

program at each school. And being able to have the conversation about looking at alignment of those programs between middle school and high school, and also tackling some of those questions around access to those. So that's going to definitely be ongoing work that's embedded in some of those procedures that are attached to the main policy.

Regarding the High School & Beyond Plan, we're working with each individual high school to design exactly when and where and how that's going to happen. So Jeanette Blanford and her team has launched that work. And each school is going to have a team that's going to implement that very specifically, in a meaningful way.

It may be that it's lead by a combination of counselors or lead teachers, or college and career access specialists, at each school. And good news is, this question's come up before. And I think Suzanne will be able to get you a memo that helps to outline exactly what the plan is on High School & Beyond planning. The good news, too, on this one is that we're looking also at making sure that High School & Beyond Plan is strong at the middle school level, to get kids queued up into those conversations very early on.

And then finally, the question about understanding what the benefits are of the different pathways is also, of course, super critical in terms of how we think about talking about kids, getting them to engage in a process to request courses and take a look at that High School & Beyond Plan. And a lot of the framework for that is also laid out in one of the procedures that named specifically how students make the course request, and calls on us as a system to make sure that we're working with kids in a meaningful way around that, as well as with parents.

So I see this whole policy and the set of those procedures really work together. And throughout this next year and beyond we're looking forward to having a robust plan to monitor the policy and the procedures, and help those be implemented in a really healthy way. And obviously, continue to review those procedures to make sure that they're meeting the mark.

Thank you, and thank you all for thinking thoughtfully about this. I know that I've been one that has raised the plan, really, an active, living document and not just compliance and support. I'm happy to see that they're moving up towards that. I don't have any other questions or comments.

You're muted--

[INTERPOSING VOICES]

--Director Garcia?

Yeah. Suzanne, I was just wondering if-- I would like to learn a little bit more about number eight of the graduation pathway, the career and technical education courses, outside of this space. But if we could set up a time to learn more about how that's going to look? I'm just curious.

I'd be happy to do that.

Thank you.

You bet.

So, any more questions or comments? With hearing none, I move that the Highline School Board approve new policy 2400, replace current 2410 for the classes of 2021, '22, and '23, with the new 2410 for the class of 2021 and beyond, and approve new policy 2411.

I second.

Roll call, please?

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you. Our next one is 7.4. It is a motion to approve revisions to policy 4040 public records, and

the approval of this motion would approve revisions to policy 4040. I have a comment or a question, but any comments or questions?

No.

No.

I just wanted to say I'm thankful for this policy, because it really protects our staff in providing personal information. So thank you for that. So with not hearing any more comments or questions, I move that the Highline School Board approves the revision to policy number 4040.

I'll second.

Roll call, please.

Director Van?

Yea.

Director Dorsey?

Yea.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

7.5, motion to approve growth measure assessment contract for '20, '21-- the approval of this motion would approve year three of the curriculum associates contract. Any questions or comments?

This is the final year, right?



The third year. Any other questions or comments? With none being heard, I move that the Highline School Board approve year three of curriculum associates contract in the amount of 501,411. I need-

I'll second.

Roll call, please.

Director Garcia?

Yea.

Director Van?

Yea.

Director Dorsey?

[INAUDIBLE] Did you say-- Director Dorsey?

Yea. Sorry.

Director Bradford?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you. We have some introduction and action items. The first one is motion to approve '20, '21 board meeting dates, and the approve of this motion would approve the dates for the '20, '21 school board meeting. They were sent to us with plenty of time. And any questions or discussion on the dates?

None.

No? With hearing none, I make a motion to approve the '20, '21 school board meeting dates.

Second.

Roll call, please?

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

So our next one is 8.2, motion to approve final acceptance of purchase order P19145, PSSC Composite Labs. The approval of this motion would accept the work of Oak Hills Construction, LLC, purchase order P19145. Any questions or discussion?

[INAUDIBLE]

With none being heard, I move that the Highline School Board accept the work of Oak Hills Construction, LLC, purchase order P191455, for the composites manufacturing lab construction project for the cost of \$806,476.18, plus Washington state sales tax of \$80,647.62, for a total of \$887,123.80. Need a second.

Second.

Roll call, please?

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Dorsey?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Our next motion is to approve contract with Integrus Architecture PS. Approval of this motion would approve entering into contract with Integrus Architecture PS for phase 1, the pre-bond, the basic architectural and engineering services for design of Tyee High School. Any questions or comments?

None.

None? With hearing that, I move that the Highline School Board approve entering into contract with Integrus Architecture PS for phase 1, the pre-bond, basic architectural and engineering services, in the amount of \$1,153,216, for design of Tyee High School. I need a second.

I'll second that.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

[INAUDIBLE] So motion 8.4, this motion would approve final acceptance of purchase order P191494, Des Moines Elementary. The approval of this motion would accept the work of KCDA Beresford Company, purchase order P191494. Any questions or comments?

Hearing none, I move that the Highline School Board accept the work of KCDA Beresford Company, purchase order P191494, for flooring installation at Des Moines Elementary School for a cost of \$654,985.05, plus Washington's state sales tax of \$65,498.51, for a total of \$720,483.56. I need a second.

I second.

Director Van?

Yea.

Director Dorsey?

Yea?

Director Dorsey?

Yea.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Our next motion is to approve our superintendent's contract. So the approval of this contract would extend the superintendent's contract to June 2023. Any comments or questions? Hearing none, I move that the school board approve the 2023 superintendent's contract effective July 1, 2020. I need a second.

I'll second that.

Roll call, please?

Director Garcia?

Roll call, please?

Director Garcia?

Yea.

Director Dorsey?

Yea.

Director Bradford?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Thank you, Kyle. You're getting frozen there, Kyle. The following items are for introduction, and I

encourage you-- we can have discussion tonight as well, but to be able to look into it more deeply, if you have any further questions, then that way they can answer your questions.

So motion to approve resolution 04-20, '20, '21 budgets. Approval of this motion would fix and adopt the '20, '21 budgets that we heard today. So these are for introductions. Any questions or comments? No? OK.

And you'll have the opportunity to get more into depth if you'd like. If you have any burning questions you can ask now, but if not you can also connect with Kate on this. The next--

[INTERPOSING VOICES]

Can I actually just queue up-- is Kate still on the line?

Yeah, she's still here.

OK. No, I was just curious on the financial report. I noticed that we had an updated on the enrollment report explaining how the whole COVID-- how FTs were done, due to COVID. And if you could just set aside like 15, 20 minutes to walk me through that, just because I'm not sure I'm understanding it. And looking at the budget reminded me.

I'll reach out to you and set up some time with you.

Awesome. Thank you.

Thank you, Director Garcia. Thank you, Kate. Our next one is introduction motion to approve resolution 05-20, budget extension adoption for fiscal year 2019, 2020. So the approval of this motion would increase the budget and expenditure amount and debt service budget plan and capital projects fund. Like I said, any questions, burning questions? If not, you can connect later with-- I would say Kate again.

So our next central item is a motion to approve resolution 06-20, '20, '25 capital facilities plan and proposed impact fees. And this motion would authorize Highline to submit for school impact fees and continuation of exemption of impact fees for King County Housing Authority.

Our next intro item is motion to approve resolution 07-20, capital levy for instructional technology improvements. Approval of this motion would pass a ballot on November 2, 2020, for a voter approval, a proposition authorizing an excess tax levy.

I do have a question, Director Alvarez. I was hoping that before the next meeting that we could get some of those questions answered that Stewart had asked in regards to. Is our Chromebooks the right device for us to use, and what's the longevity? I know that Mark has addressed those questions in the past, but I would like to have those answers as well.

Can I just also say-- and Kate and Jim and Holly, everybody else on this call who's smarter than I am, which is everybody-- please weigh in if this isn't correct. But I believe that Stewart was implying that this would be a tax increase on our community, and that is not the case. And I think that's very important to state up front.

We are very, very mindful of where our community is right now and made the painful decision not to run a school bond in the fall, even though we have schools that are desperately in need. But the board knew that many in the community

[AUDIO OUT]