

Highline Public Schools | 2021.02.17.Board.Meeting

[SIDE CONVERSATION]

OK, so I want to welcome everyone to our special board meeting. And so at this time, we are going to take roll call. Kyle.

Director Van.

Here.

Dr. Dorsey

Here.

Dr. Garcia

Here.

Dr. Alvarez.

Here. And we have an excused absence from Fa'isah. And at this--

[INTERPOSING VOICES]

I would like to make a motion to recess for an executive session for about an hour to review a public employee, please.

And I'll need a second.

I'll second.

So all in favor, say aye.

[INTERPOSING VOICES]

Any opposed? So at this time, we're recessed for an executive session. We'll be back in about an hour.

You're good to go. So welcome, everyone, back. We're reconvening now at 6:02. I'd like if we could please stand for the Pledge of Allegiance.

Ready. I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all. You may all be seated. And with that, I'm going to ask are there any call for changes or additions to our agenda for tonight.

I have none.

Seeing and hearing none, we are moving to-- do I need to call to vote on that, Kyle.

No.

OK. [INAUDIBLE] it hasn't been that long. And with that, we have our recognition. So I'll pass it on to our superintendent.

Thank you, President Alvarez. And good evening, everyone. We do have one proclamation this evening. But before we do that, we have a special guest.

So I am delighted to introduce you to Anne Gillingham, who is the, I guess, still somewhat new executive director of the Highline Schools Foundation. And so Anne is joining us, and I wanted her to give her own little introduction to you as the board. So Anne, turn it over to you.

Thank you. Thank you, Susan I really appreciate the opportunity to join you tonight. I watched the last board meeting just to get to know everybody's faces a little bit.

I'm really grateful for the opportunity to partner with all of you and for this particular role. I am a long-time nonprofit executive. I've been only working for non-profits, really, for the last 30 years.

And this is my first foray into a direct connection to education. While I worked at the Science Center many years ago in informal science education, this really feels more meaningful in a lot of ways I have a lot of relatives that are teachers and friends as well. So it's nice to be better connected with everyone.

I do still feel absolutely like a deer in the headlights these days, especially I have a ring light staring at me right now. So that is even more deer in the headlights. But I'm beginning to learn my way around the foundation, and names and faces and departments within the district itself. So I typically am in the office on Tuesdays and Thursdays for a few hours. So if you ever are there, and you want to stop by, I'd love to meet you face to face.

I think many of you, I assume you all know the inner workings of the foundation much better than I do

at this point. But I would just tell you that, since I've been here, we established the Food Box Program. That was on a little bit of a hiatus.

So every Thursday, there's a distribution of 480 boxes of fresh food to families in the Highland School District in partnership with the Lake Burien Presbyterian Church. We have granted about \$24,000 worth of mini-grants to teachers and other educators, just last week I think. I'm sort of losing track of all of that.

We are just about to close the Gold Star Awards nominations. So if you have a last minute nomination, you have until 11:59 PM tonight to get that submitted. We have about 140 nominations so far, and the committee will start working on reviewing those in the next 10 days or so.

And we're looking forward to announcing those around March 8. We're all, of course, very disappointed that we can't have the Gold Star BASH this year, and that the breakfast is going to have to be virtual. But we're going to do our best to make it a celebration of all of the great people that make up the district.

And in March, we will also be starting to work on scholarship application review. So it's a busy time at the foundation. Maybe it's always busy, but it feels really busy right now.

But it's all great work, and I'm really looking forward, like I said, to working with everybody. So if you have an idea for a grant that you'd like for your particular department, please reach out to me. I'm already working a little bit with-- we're going to try for athletics, and then I reached out to the College Success department today, because I've heard of another grant opportunity that might work for them.

So come and talk to me, or email me or call me. And I'll look forward to working with you to advance the wonderful work that you all do. I really am so impressed by the district and everything that it accomplishes. So thanks for the time, and nice to meet you all.

Don't believe her. I've had enough interactions with her. She's not a deer in the headlights. She's [INAUDIBLE].

[LAUGHS]

We're really thrilled that you're here, Anne. We look forward to partnering with you for many years to come. And we will make sure that the Gold Star Breakfast information gets to all of you.

Since it's virtual, there's no reason not to attend. So we want everyone there as possible to celebrate the work of the foundation, and continue supporting it. Any questions or comments for Anne?

Just a big thank you. Thank you for all that you're doing, and for reinstating the food boxes. I live about a block and a half from the Presbyterian church, and I see the cars lined up, like, all the way-- a couple of blocks.

At first, I crossed the street because we're going to the park. And then I'm like, what are those? And then I drove [INAUDIBLE].

Oh my gosh. The boxes are back. So thank you so much. The need is there, and thank you thank you.

Yeah, our pleasure.

OK. Thank you, Anne. I also let her know she's welcome to stay. But if she'd like to go enjoy her evening with her family, she's welcome to go now so thank you Anne.

Thanks. I'm going to scoot because I have more work--

[INTERPOSING VOICES]

Bye.

And we do have a proclamation for NEA's Read Across America that I will read now. "Whereas the citizens of Highline Public Schools stand firmly committed to promoting reading is the catalyst for our students' future academic success, their preparation for America's jobs of the future, and their ability to compete in a global economy. And whereas Highline Public Schools has provided significant leadership in the area of community involvement, in the education of our youth, grounded in the principle that educational investment is key to the community's well-being and long-term quality of life. And whereas NEA's Read Across America, a national celebration of reading on March 2, 2021, promotes reading and adult involvement in the education of our community's students, now therefore, I, Susan Enfield, superintendent of Highline Public schools, call on the citizens of Highline Public Schools to assure that every child is in a safe place, reading together with a caring adult, on the evening of March 2, 2021.

And be it further resolved that this district enthusiastically endorses NEA's Read Across America, and recommits our community to engage in programs and activities to make America's children the best readers in the world. Signed the 17th day of February 2021." And that is all for recognition's this

evening, President Alvarez.

Thank you. And with that, we move to our scheduled communications. Members of the public can attend only remotely at this time or by phone and. At this time I'm going to pass it over to Vice Chair Director Van to read the scheduled communications.

Thank you, President Alvarez. There's three comments tonight, and here goes the first one. It's from our Parkside elementary staff.

"Dear Highline School Board Members, Highline Public Schools has made the decision to return to in-person learning beginning March 1, 2021. We members of the Parkside Elementary School staff are writing to voice our concern regarding this reopening. To be clear, we very much want to return to school. We value our students and the network we've built at Parkside.

We've had strong connections with our students, our students' families, and with each other as a staff. We understand the importance of relationships, and the correlation between strong relationships and learning. We have spent this year building strong relationships and fostering a one-on-one connection with our students and families. We've been with them as we introduced and mastered technology together, built strong communities, and mourned illnesses and losses.

At the same time, we understand the hierarchy of needs. As illustrated by Abraham Maslow, the most basic physiological needs are at the bottom-- food, water, and shelter, followed by safety needs. And the next need for relationship and belongingness.

Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. In other words, students are not able to learn if they do not have their basic needs met. By returning to school, we are not being respectful of the relationships and belongingness that has already been established.

In order for learning to take place during the short block we have, we will have to spend time building a new learning community. As was mentioned at the last board meeting, there are studies that support both the safety and necessity of returning to in-person learning. And there are also studies to support the role schools play in community spread and the risks for school employees that come with reopening.

Regardless, most of our students live in multifamily, multigenerational homes. The spread of a more contagious variant of the COVID virus could be devastating. We don't want to mourn community losses because we picked the wrong [INAUDIBLE]. We are about the Highline community. We are the

Highline community As most of us live within the Highline boundaries, we are anxious to see our students again.

However, the best thing that we can do for our families, our neighbors, our communities, for humanity, is not to give the virus a chance. There are no do-overs. One life that's lost is one life too many. It may be a small statistic. But for that one life, for that one family, for that one school, it is a person 100% gone.

We have created communities online, and have developed routines and procedures and love and caring and learning and joy. Why not wait a few more weeks until we all have the opportunity to be vaccinated? Aren't the lives of our communities, our families, our teachers worth a few more weeks?" This letter is signed by 26 staff members of the Parkside staff. Thank you for writing that and sending that in to us.

The next comment is employees represented by Teamsters III. "Dear Dr. Enfield and school board members, Please read this letter to into the record. We, the undersigned, are gravely concerned about the impending return to learn hybrid start on March 1. Given the sky-high COVID-19 positivity rate in our district, and the spread of highly contagious variants, we fear that this is a hasty move that endangers the health and very lives of staff, students, and their families.

After almost a year of being in quarantine, you're asking us to come back to working in person without the opportunity to receive the vaccination. Until recently, most governments and schools in Washington state were professing to follow the science and keeping schools closed for the safety of all staff and students. But now with vaccinations almost within reach, science is being ignored in the name of concern over students, academic progress, and the reopening of the economy. Although these are important concerns, that will not help us if the risk of dying from the [INAUDIBLE] is 35% higher, and we are 30% to 40% more likely to catch it according to estimates cited in the *Seattle Times* article from 02/18/21.

We, too, want to see students back in our classrooms, but only when it is safe. Our options are limited, as most of the leaves offered to us are without pay, and staff are in fear of choosing between their jobs and their health. Adding to the social emotional strain of this time, most classified staff, like the community we serve, live in the district and are low income. We are the faces of people juggling jobs, while living in multigenerational households, as we help our children learn from home, or care for the elderly, vulnerable parents, or both. It is reckless at best to ask us to jeopardize our lives, and those around us, in order to return to in-person learning by the arbitrary date of March 1.

As far as the social and emotional health of students, the complicated attestation and screening process, coupled with the absence of recesses, lunches, and their normal social interactions, mean the benefits of returning are effectively diminished, not to mention the fragmented schedules that parents will have to contend with. Even with the relatively small number of special needs students back in the classroom for limited hours, there have already been COVID cases in the district. To claim zero transmission in schools is misleading.

Where there are cases, there have been opportunities for exposure and transmission. And our members who are already working with students in person have received no hazard pay to compensate for the dangerous circumstances in which they are now required to work, or the financial strain that the prospect of extended leave due to exposure to the virus may be placed on them. The prospect of bringing in hundreds more students and staff back into school is a recipe for disaster, particularly at a time when the school board deems it too dangerous to meet in person and OSPI offices are closed to the public.

In a recent *Seattle Times* article, there is very little actual data about COVID-19 transmissions rate in schools where community infection rates are high. We truly believe that principals are trying to do the best in developing their school safety plans, but they have been given an impossible task. Please delay the reopening schedule, and allow us the opportunity to get vaccinated, probably our most effective tool yet against this virus, before asking us to risk our health and safety. Please provide hazardous pay for our many members who are risking their health and safety by working in person to provide an equitable education to our students with the highest support needs. Respectfully submitted, employees represented by Teamsters III." Thank you.

And our last comment for this evening is Organize Workers for Labor Solidarity. "Dear Highline School Board Members, In regards to the planned phased opening up Highline schools on March 1, Organized Labor for Solidarity would like to consider the following two demands. Every returning teacher and support personnel have the opportunity to get vaccinated beforehand, and 2, current personnel now working in the schools be awarded hazard pay until they are vaccinated and paid retroactively.

We understand the decisions they have to be made during a pandemic are difficult, complex, and stressful. We are grateful and thankful to you for taking this tough job. However, safety in our workplaces must be paramount. It seems entirely possible to vaccinate those returning to work in the first place, followed by those in subsequent phases and more vaccine becomes available.

Keep in mind as well as the Highland School District serves a relatively poor population-- Burien, SeaTac, White Center, and surrounding areas are very diverse. And many residents live in multigenerational households, with no chance to social distance. Many of the children rely on breakfast and lunches provided by the district. Given these circumstances, a rapid mutating virus could spread rapidly.

Employers are pressuring schools to reopen so employees can return back to work. But until vaccinations reduce the threat of COVID-19 substantially, those returning to work are in danger of disease. All of our lives are precious and fleeting.

So again, please consider our two demands. Stay safe. Organized Workers for Labor Solidarity." And that's it, Director President Alvarez.

Thank you so much. Let me turn off the timer. Thank you so much for reading that, Director Van. And then with that, that concludes our scheduled communication and so our superintendent updates. And I'll pass it right back onto you, Dr. Enfield.

Yeah, thank you. So the good news is that yesterday, the governor-- we got information that we can return to public, in-person board meetings. So we are making plans.

Our goal is to have our first in-person public meeting on March 17-- Holly, nod your head if that's correct. That's correct. To make sure that we have all of the same safety measures in place to accommodate those who want to come to the meeting in person, but also to make sure that we can allow people to still access the meeting online. Because we have seen increased engagement and attendance, and we don't want to lose that. So that is exciting.

We are continuing to move forward with plans for returning our pre-K, K, and first grade students March 1. And we are continuing to work with our labor partners and others in the community to ensure that all of our safety measures are in place, and that that return is a safe and smooth one. But we look forward to seeing our students and staff back in our buildings.

And we are very aware of the fact that there is still a tremendous amount of fear and concern. And we will continue to answer those questions, and do the very best we can to ensure that we make this return in as safe a way as possible. And I'm confident in the work that our teams, not just at central office, but across all of our school buildings, have done.

So thank you to everybody who is working so hard to make this a reality for our families and students

who have chosen it. And so with that, we have a presentation tonight by Dr. Shajaira Lopez on our instruction on race and identity work. And so Dr. Lopez, I will happily turn it over to you.

Thank you, Dr. Enfield. And good evening, Superintendent Enfield, Board President Alvarez, school board directors, cabinet members, and guests. My name is Shajaira Lopez. And I do want to acknowledge that I do feel a little bit of personal awkwardness pivoting from such to deeply serious topics that were just addressed. But this is on the schedule, so I'm going to proceed. I just wanted to name that.

Today, I'm going to share my screen. I'm going to report on the progress of our instruction on race and identity work. And joining me today will be Bernard Koontz. He's going to also help me co-facilitate some of this work because I inherited it from him. So to begin, I just want to name that this race and identity instructional work also serves our promise to students, and every student in Highland Public Schools will be known by name, strength, and need.

This is our agenda for today. I will allow for some time at the end to take some questions. But feel free if you need to interrupt and ask a question. That works also. And Bernard, if you can join me and talk a little bit about the vision for IRI.

Absolutely, yeah. So thank you, Dr. Lopez, for getting this launched here. And I just really wanted to acknowledge and thank you for all your work to come in, and really take this work to a whole other level this year, which I think we're going to hear more about shortly.

So in talking about the vision for instruction, race, and identity, this is a story that goes back a couple of years. And something that, as a board, there was a policy put in place. And they have a procedure that specifically speaks to this vision for instruction in race and identity.

And really, what this vision is, is that we are elevating and focusing on this content, and holding it with the same esteem we do with other content areas, and being able to focus on it in that way. So that's really the big vision. When we talk about race and identity, we're talking about that as a critical and important content area for us to continue working on [INAUDIBLE].

Thank you. And as a content area there are, content goals surrounding it. So by the next three years, our 2022, '23 school year, 100% of students in grades K through 12 will receive explicit instruction on race and identity across the content areas. And the hope is to also have completed performance tasks that students can complete and demonstrate their understanding of how race, and other elements like [INAUDIBLE] function in society, and how they can actively respond to and shape the

evolving role of race and identity.

So this work began back in 2017 and 2019. And there was also some work done in 2019 and 2020. Bernard, can you share some of that trajectory that you helped lead?

Yeah, absolutely. And again, as a board presentation this has come up a couple of different times in different reports that you've seen. So you might recall hearing some of this story before, and this is absolutely a continuation of that same story. So going back to 2017, 2018, was the year where we launched a big effort to go out and talk to different school communities and the community at large.

I think we gathered about 13 groups, got a lot of good input, and really asked the question, is this a content area that we should be focusing on and talking about? What do you think about that? And how do we do that work well?

And then the following two years, 2018 2019, was really a year of formulating what does that look like, what does that sound like? And part of that was working out towards having the procedure that's attached to the larger policy that we have on equity here in Highline. And then in 2019, 2020, we were able to launch a series of work groups that Dr. Lopez is going to talk a little bit more about here shortly, I think, into that work that started then to really take the work forward, and begin to operationalize it across the system.

So now this year, 2020, 2021, 100% of our schools has selected a phase in the implementation plan. I'll talk a little bit more about those phases later. We've also begun doing teacher professional development, and began the work for curriculum creation. And throughout this, we've been doing different sessions for acquiring input from stakeholders, which I will talk about also later.

So the goal is that right now, we're starting to focus with curricula in social studies. So from preschool to 12th grade, we're looking at social studies. But that does not mean that this only lives in social studies. This lives in every content area. We're just choosing to start in social studies now.

Next year, it's a repetition of what we're doing. The difference is that schools will then move up in a phase level. So schools in phase 1 will move to phase 2, and so and so and so on.

We'll continue professional development for teachers, build on the success of creation of the social studies curriculum and to other subject areas, and continue to interact with our stakeholder groups, which I will also share more about. So you will see this trajectory progress. And the goal is that by '23, '24, we have full implementation of IRI, meaning that students are receiving at least 10 hours of instruction of race and identity across all grade levels, and also that there is a system at every school

for teacher professional development that is sustainable at the school level. But stakeholder input will continue, regardless of the phase of the stage, because that is inherently part of our policy, and inherently part of the process, is to make sure we're including families in this work.

So this is an example of what the implementation plan looks like. So at each phase, what that means is that there's two things that are happening. There's a different amount of hours of professional development for staff, and different amount of hours of instruction for students. And as schools progress up in the level to phase 3, they have more and more hours of instruction, hours of professional development.

So right now, the numbers, the percentage of schools, that are in that implementation phase. And for the following years there's an asterisk because that's a prediction of where schools will be the following years. So there are three teams at the district level that leave the work for IRI. Bernard, could you talk about the rationale behind building these three teams?

Yeah, absolutely. So the design you see here starts with three groups that have a relationship with each other, in terms of helping to guide the work and make the work happen. And we'll start with the big outer circle there, which is a community advisory team. And that's a team that meets a couple of times a year, and comes together to really bring together a broad set of voices to help inform the work. And it's an opportunity for many voices to come in and learn about the work, and provide that range of perspectives on the work as it moves forward.

Then the design team is a smaller and more focused group, that has a lot of school-based staff on it, that are able to provide insight into how the work is happening at schools, what it could look like in schools to try out ideas, to provide feedback. And to really push against some of the tools that are being designed to support the work happening, whether that's direct work with kids, or some of the professional learning with staff, or some of the tools that are used to engage families with the work. And then there's a task force. And the task force is primarily folks that work at central office that are able to devote chunks of their day job to putting together materials and resources to push the work forward. So each of those groups has an individual role, but they're tightly related to each other and responsive to each other.

Thanks, [INAUDIBLE]. One of the things that was added this year to the implementation plan are our wonderful IRI school representatives. So every school has one staff member-- it's either a teacher or paraeducator, an administrator, any role that helps champion this work, and is a connection between all these themes that are district-wide and the work in the schools. There are departments in central

office that have helped and supported instruction, race, and identity.

Curriculum and instruction-- a lot of the specialists in the curriculum and instruction team are supporting this work, and we're meeting biweekly to move this work forward. The social and emotional learning team specialists and directors of this team are also supporting this work. My wonderful language learning team is also supporting this work. And family engagement specialists in the department have done a lot of co-planning in helping strategically plan around how to reach out to families, and how to make sure that we're being inclusive.

Our communications team has been extremely instrumental in making sure that we're reaching out to families, students, and staff, and that the surveys that are created are created in the way that it's responsive [INAUDIBLE]. And the IRI teams that we talked about before, which is three teams throughout the district. There's been some student engagement work that's happened.

The first one was back in November, where a survey was set out to uncover what students felt about identity, diversity, justice, and action, and whether these were concepts that they understood, they wanted to learn more about. And it was a whopping 86% of students responded to the survey. Out of those 341 respondents, 86% of them felt that this concept of identity and race is important and they wanted to know more about it. And 96% of them want it to learn how to stand up for justice in their community. That was very inspiring to see.

A next step is to also incorporate the superintendent student leadership team. I haven't been able to iron out a time for the meeting. But I want to be able to engage them more in getting rubrics and curriculum in front of them to get student input in the work that we're actually developing.

There's also been family engagement efforts connected to the bigger group that Bernard shared on our IRI Community Advisory Council. And the first thing we did was to deliver a survey. We got 43 responses, where families shared which social justice standards resonated with them the most. And that was important for us to know, because we want to know exactly what's important-- what information families want to see in the curriculum.

We are having, this year, three IRI Community Advisory Council meetings in December. One that's coming up in March. It was initially scheduled for March 1. But given the first hybrid instruction, we made a choice to change this to March 8 and be able to accommodate any needs for students or teachers.

And this particular engagement is to put materials in front of families, in front of communities, so

they can read it, see it, feel it, touch it, give their feedback. And then bring it back to them and say, like, hey, here's what your feedback is. This is what we got with your voice. And we're also hoping to have some one-on-one meetings this year to share all the feedback obtained and engage families in these discussions.

Some of the challenges that I am encountering with this work is addressing the different viewpoints about instruction on race and identity. Because it is still so new in the district, there are different interpretations of what this work is-- whether it's political, has a political agenda or not. So that has been a challenge, and a challenge that many stakeholders in the district have stepped up to and supported it-- especially communications department.

Another challenge is creating differentiated professional development for staff. Because at the moment, every school is in a different place in their trajectory [INAUDIBLE] these conversations in their buildings. But then, also every individual in those buildings is at a different place. So it's a challenge that we're planning for. But it's still a challenge.

And I want to share some student reflections with you, because there are teachers-- even though the work is being created, there are resources for the bold and brave teachers who want to already engage with it. And one of the teachers-- this is in high school, shared some reflections. I'm going to read one of. The student said-- and this is a response to a gender identity reflection question.

"I've heard a lot of people saying that they felt really uncomfortable when someone used the wrong pronoun. Schools and teachers want to make sure that students feel comfortable. But if they don't have a pronoun policy, then it would be hard to make students feel comfortable.

A lot of the students have been doing the bare minimum when teachers didn't want to use the right pronouns and their preferred name. A lot of them have also skipped school and haven't turned in assignments. So those people haven't really gotten the full benefit of school."

I'm going to share a couple more reflections. "For a while, I felt like my whiteness was useless, and I felt very disconnected from being mixed. I was able to learn about both parts of myself."

Another student said, "I learned that even though my identity is sometimes disrespected, there are other races who face more oppression." And a final comment I want to share. "A lot of students struggle with finding their identity because schools don't teach this. Only one teacher has made an effort to bring this topic that could teach me about myself."

And I'm going to stop sharing and re-share because I want to make sure I selected up to my sound

sharing. I also have some teacher voices I want to share with you tonight before we end. So this is Highline staff talking about race and identity and what they believe about it, and the work that they're doing with their students

[MUSIC PLAYING]

I believe that learning about race and identity is important because it helps build our students' knowledge, their critical thinking skills, their ability to self-reflect, and gives them personal strength in order to become active leaders in fighting the injustices in their world.

When we make a decision to teach race and identity to our students, we're acknowledging that not everyone grows up the same white, middle-class, straight, Protestant, monolingual male. And that's OK. That having identities other than those things is OK.

That those identities have intrinsic value. They're worth exploring. They're worth holding onto.

I teach race and identity in my classroom because I want my students to explore who they are-- what their cultural and racial background is. I want them to be proud of their cultural and racial heritage so that they can form the person that they want to become [INAUDIBLE] the changemakers that our society needs.

So thank you to those brave teachers that let us share their perspective with you today. And here's a list of some-- I've listed the policies that are connected to this work. There's a lot of the equity, race, and identity policies that tie to the work that we're doing with the instruction on race and identity. And also even the workplace environment and culture policy-- not directly, but it definitely benefits from the work that we're doing with IRI.

And that concludes the information I wanted to share with you today. I'm going to stop sharing. And if there are any questions, I am here to answer them.

Thank you, Dr. Lopez and Bernard. President Alvarez, I'll open it up to you and the board members for questions or comments.

Thank you, Superintendent Enfield. Director Van, do you have any questions or comments?

I do. Thank you so much for presenting this evening. I am very, very interested in regards to your online survey with your 341 students, as well as the family responses. If you can share that data with us, or just their comments and concerns, that would be great.

I see that you did share some testimony, and that was really impactful. But I would like to see all of it. If you can share that information with us, that would be great.

I definitely can. I've shared it with the IRI Community Advisory Council already, but I'll make sure to share it with you too.

Appreciate it. Thank you.

Thank you, Director Van. Director Garcia, any questions or comments.

Yeah. I was wondering, would you be able to speak to some of the work that's happening in tandem with our-- oh my gosh. Why am I blanking now, our cell programming, our cell work, and how this is interacting with some of that PD that we would hope our educators are getting?

It's interacting right now not at the student level as much as it is at the staff level. We are collaborating across departments to create the PDs. And that social/emotional lens and that perspective is really supporting the type of identity development work that we're asking staff to do, and the type of re-learning of history and the re-learning of perspective it's really helping bridge that gap [INAUDIBLE].

Thank you.

Thank you, Director Garcia. Director Dorsey?

Dr. Lopez, thanks for your work. And Bernard, as always, we appreciate what you're doing. It's interesting to me how we just keep progressing towards the never-ending goal, because we know we'll never get there. We're just going to always keep striving for that. And so I'm excited about this work. I think it's so important for individual students to feel as though we really respect their identity, and that as a system, we're committed to including that in everything that we do.

So I don't have a specific question so much as just an appreciation for what you're doing, and the community advisory and the task force and the design team-- everybody involved, because obviously, it's more than just one or two people. It's all of us. So thank you for that.

Thank you, Director Dorsey. I also don't have any questions. Just to come and thank you for the work, Dr. Lopez, [INAUDIBLE] all this. And Bernard, I appreciate it so much.

I'm looking forward to hearing more about it as we move along. So thank you again. And with that,

anything else Dr. Enfield?

No. That concludes my update for tonight. Thank you.

Thank you. With that, we move to our school board reports, legislative reports. Director Garcia, Director Dorsey, anything to add tonight?

Real quick-- sorry, I'm pulling up my calendar. I was able to get an appointment on Monday the 22nd at 9:30, 9:45 with Senator Karen Keiser. I don't know if anybody wants to jump in and share some of our legislative priorities, and just give the Senator some updates. I got space for one more.

And other than [INAUDIBLE] keep your calendars open for-- I believe I've been saying June 8 to do some kind of breakfast gathering. It might not be a breakfast breakfast. But it'll be some kind of gathering with local electeds, either digital or in person if we're able to be then to try to kick off some kind of quarterly convening with different elected representatives. So keep an eye out.

Thank you. And with that, we move to our Director reports. Director Van, anything for your report?

A couple of comments. I just wanted to thank Kate and team for the budget update yesterday. It was-- I know you and the team spent a lot of time in trying to figure it out. So thank you for all your hard work.

And I also wanted to thank the community for sending in the comments. We hear you. We are listening. We are working behind the scenes, and looking at every opportunity to ensure that our staff and our students are safe, and that you guys are always at the forefront for safety. So just let you know that we are looking at opportunities.

Thank you, Director Van. Director Garcia? Director's report?

Yeah, I'll echo what Director Van said. As someone who has a sibling who's a teacher, who's working through this, you best believe I hear the frustration of this moment. And I know, in my heart of hearts, that we are doing what is necessary to keep folks safe, and to do what's right by our students.

And the direction that we're moving, I still feel firmly and passionate about. And I stand by it. And I know that it is very hard for us to work through this.

And we're going to do it. We're going to work together to figure this out is what I mean. And I'm hopeful that we can stick together and work through this.

And I know, like many times before, we have faced these challenges, like when we had to close down the last year and redo how we had to do education, like night and day. But we did it. And I'm just looking forward to when we are able to get across that finish line, and do what's best for our students or our staff. So I just wanted to echo a little bit of what [INAUDIBLE] said.

But I hear you all. Y'all better believe I'm hearing you, or listening to the stuff that you guys are saying. And we might not be on the same page on it sometimes, but I am listening. So I'll leave it at that.

Thank you, Director Garcia. I also want to say that it's not about us not caring or not listening. Just like Director Garcia has a brother who's teaching, I also have a grandson who is in school in Highline.

And I've had to think about a lot of that. He's in fourth grade, and we're making decisions with my daughter as far as when will he be going back, how is this going to work.

So we're listening, we're hearing, we care. We are trying to do our very best due diligence to make sure that everyone is safe, including our students, which is my grandson [INAUDIBLE] staff. And we appreciate the comments as well.

And with that, I also just want to say thank you again to Dr. Lopez for your presentation. It's just like music to my ears. I so appreciate that, and Bernard and all your help on this.

So thank you again. And like I said, I'm just looking forward to hearing more and learning more about that. And with that, that concludes our director reports. [INAUDIBLE] we move on to our constant agenda. So I need a motion to approve our consent agenda for tonight.

Make a motion that we approve our consent agenda.

I'll second.

All in favor say aye.

[INTERPOSING VOICES]

Any opposed? So our consent agenda has been approved. And with that move [INAUDIBLE] to our first action item, the motion to approve-- the approval of this motion will increase the contract for 2020, 2021 school year with Maxim Health Services. Any questions or comments on this?

President Alvarez, I do have a comment on the next two items that we're going to be voting on

tonight. I just wanted to thank Jay in regards to sending us some additional information on why these contracts are doubling, if not tripling, in price. It's to ensure that our students are taken care of.

We were unable to hire these nurses and psychologists and things of that sort. So we had to hire outside to ensure that our students are taken care of. So thank you to that team for getting the information back to us.

OK, so any more comments or questions on this? Hearing none, I move that the Highline School Board approves the contract amount increase of Maxim Health Services for the 2020, 2021 school year. And I need a second.

I'll second.

So Kyle, roll call, please.

Dr. Dorsey.

Yea.

Director Van?

Yea.

Dr. Garcia.

Yea.

Director Alvarez?

Yea.

This motion passes four to none.

Our next motion, the approval of this motion will increase the contract for 2021 school year with Soliant Health LLC. Any comments or questions? Hearing or seeing none, I move that the Highline School Board approves the contract amount increase of Soliant Health LLC for 2021 school year. I need a second.

I'll second that.

Our role call, Kyle, please.

Director Garcia?

Yea.

Director Dorsey.

Yea.

Director Van.

Yea.

Dr. Alvarez. Yea.

This motion passes four to none.

Thank you, and this moves us into introduction items. These are for intro of motion to approve resolution 02-21. Approval of this motion would approve resolution 02-21 for a budget extension adoption in fiscal year 2020, 2021. Any discussion on this?

No.

If hearing no discussion, we'll then move on to our other intro item. The intro to this motion is to approve the purchase of the three electric schoolbuses that we had the presentation on the other day. Any more discussion or questions on this?

Not directly related to this, but I guess a comment I would want to share, as I was thinking about what we're doing with a lot of these new green technologies. Is there any chance-- or is there a way to make sure that our PSSC, and even the new program that's happening at Highline, the woodshop programming, are adopting some of these new green technologies as part of their curriculum? And has there been conversations about that, or can-- I don't know what it would look like. But it'd be really cool if we end up getting, like, these vehicles if our students were the ones learning the green technology behind how to support them and maintain them, because these are the future technologies. So I just wanted to share that thought that I had when I saw this come up to us.

[INAUDIBLE] I could make a quick comment on that if you want. In reference to the green technologies, we have the group of students at Highline that are behind the new solar voltaic project that will happen on the roof of that. If they're successful, it will happen on the roof of that campus. And I have every belief that they will be.

As we're building that new school, there's a couple of infrastructure and education environments that are included, where if you are standing, there actually will be a floor near where the HVAC and boiler are that has an open wall, or glass wall, where students will be able to stand. And there's a map on that glass wall that identifies different pieces that are inside that room, so students that are learning that side of the world will have a better understanding of the concepts that make those things operate, and what keeps the school warm or keeps the school cool. Additionally, with the solar voltaic project, what we intend to have is a learning wall and there that will actually have two meters in there that are facing out, either into a hallway or a classroom, depending on how it's designed, that'll show both conventional electricity coming into the building and being used, along with the solar-powered energy being generated from the system on a side-by-side meter. And then a little map grid on the wall shows where the different paths are for the electricity, and the value and the gains of the project.

That's awesome. Thank you.

Any more comments or questions on that? Hearing or seeing none, is there anything we want to move to our consent agenda for our next board meeting?

I think it's-- I mean, we typically have had an agreement that, if one of us is absent, we wouldn't [INAUDIBLE]. But I do think that the 9.2 electric bus, we might be safe with that. But I also want to honor our agreement.

Yeah. No, I agree. I'm sorry. No, we had agreed if one of us is missing that we wouldn't move anything.

We'd give everybody an opportunity. So I'm sorry to even bring that up. So at this time I'm going to ask a motion to adjourn.

I move we adjourn.

I need a second.

I'll second.

All in favor to adjourn ?

Aye?

[INTERPOSING VOICES]

Any opposed? So this meeting has been adjourned. Have a good evening, everyone. Stay safe out

there.