

Highline Public Schools | Board.Meeting.12.15.21

So welcome, everyone, to our regularly scheduled board meeting. And, with that, I'll ask everyone to 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.

All right. So welcome, again, everyone. And, with that, I'll pass it over for a roll call to [INAUDIBLE].

Director Van?

Here.

Director Howell?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Director Alvarez.

Here.

And, to my left, there's our superintendent, Dr. Susan Enfield. And, with that, we move to call for any changes or additions to tonight's agenda.

I have none.

I have none.

Seeing and hearing none? Then we'll continue. So we move on to recognitions, and I'll pass it over to our superintendent. How can I pass-- OK, I'll pass it to you.

Thank you, President Alvarez. And, for a recognition tonight, I would like to ask Joel Aune from WASA to please come to the podium. Thank you, Joel, for being here. We appreciate it.

Thank you to Board President Alvarez, the school board members, and Dr. Enfield. My name is Joel Aune, and I'm executive director of the Washington Association of School Administrators. It is me, by the way.

I'd like to thank you for honoring my request to take a few minutes of the meeting time this evening to recognize Dr. Enfield. As you know, Susan was recently named the 2022 Washington State Superintendent of the Year by our association.

Just a bit about the process that we employ here in Washington State to select our superintendent of the year. Our state superintendent of the year is selected based upon four criteria-- leadership for learning, communication, professionalism, and community involvement. Each year, superintendents from across the entire state are nominated and then submit application for consideration to be selected as the Washington State Superintendent of the Year.

A committee is then assembled to score the applications and determine our superintendent of the year. Prior to being selected to serve as executive director at WASA back in 2018, I served as a school district superintendent for 20 years, the last 13 in Snoqualmie Valley. So, serving as superintendents in the same region, Susan and I crossed paths quite often. And, as executive director of the past three and 1/2 years, I've had the opportunity to engage with Susan on occasion and even ask her for her to be part of WASA professional development program delivery to our membership. And she has always accommodated our request to step forward and assist and lead some of that work.

So I've come to know Susan quite well during her time here at Highline. You obviously know Susan better than I. But what comes to mind when I see Susan is passion, commitment, and courage.

She brings a passion to the work, a passion that is often on full display when we see or hear from her. Susan expresses and models a deep and sincere commitment to children and young people, a commitment to lift up each and every one of the students here in the Highline School District, and courage. Susan brings courage to the work, courage to do what is best and right for children, even when that pathway is a difficult one.

But being a courageous superintendent without the support of the school board, more often than not, does not end well for the superintendent. So I want to recognize the command all of you, for both leading from the front as necessary and supporting Susan in her work as superintendent, to lead the Highline schools toward excellence. And I need to offer up a special commendation to Board President Alvarez, who was on the board that had the good sense to hire Susan back in 2012. You definitely have an eye for talent and genius, Ms. Alvarez.

The past two years have been unbelievably difficult for school boards. So I thank you for your service in what is often a thankless endeavor. I hope you can take quiet satisfaction in what the five of you and your superintendent are doing for kids here in Highline. You deserve it. And so, with that, it is indeed my pleasure to re-present this award to Washington State's '22 Superintendent of the Year, your very own Dr. Susan Enfield.

[INAUDIBLE].

And that concludes recognitions. Thank you. And thank you again, Joel.

Well, congratulations again to our superintendent. And, with that, we move to scheduled communications. Our first communicator is Paula Escher.

Hello, and thank you for-- thank you, honorable members of the board and superintendent Enfield and the general assembly. I appreciate the opportunity to speak. Allow me to introduce myself first.

I've had the privilege of serving this district for the last 19 years as a teacher at Des Moines Elementary. I love my people and the people we serve. Now, tonight, I'm speaking on behalf of remote teachers. And I must begin with an expression of gratitude to several people here. And they're moved to action after hearing my colleague Janae Williams, who spoke at the last board meeting. I so appreciate Janae's efforts.

First, I want to thank Susanne Jerde for being a point person, and also the honorable board member Fa'iza Bradford for communicating directly to Janae. You are resolving issues together.

A big thanks to Grace Whitney, our ATA rep, along with Sandy Hunt, for their guidance, Jennifer [? Reinig ?] for visiting my classroom-- remote classroom-- and finally, [? Zenovia, ?] for her tireless efforts in trying to meet everyone's needs. Now, we truly feel like you heard us because we requested to work from home. You granted the two days a week. And that is proof that you're willing to work through these challenges that face us. So thank you for that. It truly is a blessing.

As I was planning for tonight and thinking, how do I bring those other nagging challenges, the plagues that we feel-- well, that sounds pretty intense, but seriously, some days it feels like that. So I want to bring a remote world challenge.

I realized something amazing when I was-- I had to do a poster and get some notes down and see how we support the parents, the students. I believe that everyone in this room has the same wonderful goal, that you want to meet the needs of children, families, and the people that serve them. So why have we had such a difficult time getting materials, consistent services for our kids, curriculum for ourselves, or answers to important questions?

You know the old saying that says you don't know what you've got till it's gone? Well, in past years, all communication was under one roof. We had an office staff. Do you know that the remote classes, all the numbers for our kids and our families are not even accessible for our office where we house our school?

Now, having Susanne Jerde as a point person for a mere two months was helpful. But she is soon retiring-- this month she's retiring. Do you know-- here's my ask. This is it. Could we please, on behalf of remote teachers, have a monthly Zoom meeting-- we're pretty used to that-- meeting scheduled for all of us, the teachers and central office people that are appointed to handle our issues?

Could we have that regular meeting to prevent frustration and miscommunications that have already happened? We don't want to see that happen in the future. The new year will bring new challenges. Let's be ready for it. Can you please help us prove to the public that this district stands strong in serving the entire population of learners and families, both remote and in person?

I know we can do this together. Thank you.

With that, our next speaker is Angela Ward.

Hello, my name is Angela Ward. I am a registered nurse living and working in Burien. I'm speaking to you today as a long time supporter of educators in the Highline School District and teachers statewide.

I come from a family of educators, and I know the struggles that they face day to day. The job has never been easy. But I am concerned that it is not only getting harder but more dangerous every day.

I'm here today because I'm deeply worried for the safety and well-being of not only teachers but of all educational support staff, and, of course, the children of the school district. As you may already know, a teacher was shot in a local middle school by students in a classroom. And, if this is news to you, it is because that this teacher was shot with a pellet gun, not actual, lethal bullets, which would have made the news.

I recognize I do not likely know the entire story of this incident. But what I do know and what troubles me is this. A teacher was shot in the chest in a classroom in front of other students. At no time was this school put into lockdown. In fact, I heard that everything carried on as normal without the staff being immediately informed.

So here are my questions. Can you imagine being that teacher, looking down the barrel of a gun pointed directly at you, only weeks after the shooting in Michigan? What procedures and services are in place to support this teacher in dealing with this traumatic event?

What does a zero-weapons policy actually mean to the district? Does it mean zero tolerance for only lethal weapons? How long should a teacher have to wait to determine if a weapon is lethal or not? Is that before or after someone gets shot?

What should the teacher have done had this been an actual, lethal weapon? Is there a documented protocol districtwide for teachers to follow if they discover a weapon in the classroom? Do you run drills beyond active shooter drills to manage this type of situation? How do you make sure all staff, parents, and administration are informed of incidents like these? What are you doing to address the worsening mental health and violent expression of our school-aged children?

What are the parents' responsibilities in helping to create a safe, violence-free school environment? Please know I am not here to accuse anyone or cause you to seek someone to blame. This is instead a call for immediate action.

As you know, this problem is growing within the region. Yesterday, just yesterday, there was an incident in the Renton School District. Today, there were two more gun incidents in the Seattle School District.

I demand that you enact your zero-tolerance policy for any weapons discovered within the schools, that any threat of gun violence or any violent weapons at all is immediately addressed by the highest levels of the administration and the union, that you develop and drill a concrete plan of action that makes it easy for everyone to act in times of threat and crisis. You must prioritize this issue before someone is hurt. This is no longer a question of if, but when. Thank you for your time.

Our next speaker is James Payne.

Good evening, school board. I'm James Payne with two boys at North Hill Elementary. Last week, parents got to see the episode 4 preview of Highline Public Schools' new social justice curriculum called ethnic studies. This will join three previous episodes, like "Native Knowledge 360," "Instruction on Race and Identity," or IRI, and "Since Time Immemorial" to teach social studies.

Now, I'm all for teaching ethnic studies if it actually teaches about the many different cultures and ethnicities in our great nation. I believe that the recently passed law gave a wide berth for districts to design a curriculum to do just that. But the revenge porn that is currently being developed by Highline is focused on just a few aggrieved ethnicities with a stated purpose of radical liberation theology and a clear, clear foundation in critical race theory.

What Highline teaches is IRI. Once again, this shows a grotesque lack of judgment by Highline, and here is why. IRI teaches kids to find hate when there is none. IRI teaches kids to use racism as a mechanism to address racism. IRI teaches kids to impose guilt and shame on people that are friends.

IRI teaches kids how to resent each other and silence opposing views. IRI teaches kids that the American melting pot is a failure when it is not.

IRI is not about equality. It is about power. IRI is not about humanity. It is about politics IRI is not about justice. It is about vengeance. IRI is not about fairness. It's about compliance. IRI is not about forgiveness. It is about retribution.

IRI cannot build unity because it thrives on sowing division. It cannot build teams because it uses segregation to divide. IRI cannot bring peace, because it needs strife in order to prosper. IRI cannot improve race relations, because it values skin color over character. And IRI cannot improve society, because it destroys what we have in common.

So, going into the Christmas season, as we rightly focus on good tidings and love towards all, I want you all to reflect-- reflect deeply-- on your divisive race policies and provide proper and wise guidance to your staff developing this revenge porn called Highline Ethnic Studies. Merry Christmas.

With that, we end our scheduled communications, and we move to our superintendent's updates. So I'll hand it back to Dr. Enfield.

Thank you, President Alvarez, and good evening, everybody. So just a few quick updates before I invite Sandy Hunt up for her comments. First of all, Holly and I met with our delegation today for a legislative update along with Cliff Traisman. So we had Representatives [? Cody ?] and [? Orwal ?] and Senators [? Hasegawa ?] and [? Nguyen. ?] And it was just a check-in around our issues.

The two big issues that we brought up, and an additional one that came up, were concerns around dwindling enrollment in the region, which we have been seeing now for some time, and what the legislature can do to help mitigate the impacts of that, and also, what I think will soon become a topic of conversation around the country, which is potentially requesting, at the federal level, an extension on ESSER funds spending.

As I think we all know, there are staffing shortages, supply chain issues, and it is not as easy to invest these in the way that we want to. And we will be talking about how we can potentially get more time so that we can really use those for high-impact strategies. And we're committed to doing so.

Today, I was also able to go to Seahurst to present [? Carmen ?] [? Callis ?] with a Ducky Award. She's a paraeducator there. And I just want to thank the staff at Seahurst, many of whom made a point of coming into the office to celebrate her and thank her.

The level of appreciation that our staff shows to one another and their colleagues is really special. And for individuals to feel so seen and appreciated by their colleagues and the district really matters. And so I want to congratulate Carmen and all of our recent Ducky winners.

And, tomorrow morning, I will be heading to Midway to fill in as principal, and Principal Ellis will hand over her walkie talkie for four hours. And I will be large and in charge at Midway so that she can go and do some time. I want to thank my cabinet colleagues as well, who are going to other schools to provide principals with a little relief and release time to do some things so that they're not working late into the evening, on things that we can help them do.

And, with that, I will just say I don't know that we've ever needed a break more than we all need one right now. And, since this is our last meeting of the 2021 calendar year, and the last meeting before winter break, I want to wish the board and all of our staff, students, and families at Highline a break filled with peace and joy and rest. And I look forward to seeing everybody in 2022. Stay safe, strong, and healthy, everybody. And, with that, Sandy, I'll turn it over to you.

Thank you. Sorry I was a little late. I was listening on the phone, though. So congratulations on your award, and I could not have said it better. So thank you to the award giver.

And courage, I believe, is what we need these days. So thank you for demonstrating that. Thank you to the board.

I promised last time, as we were going out in the parking lot, I wouldn't take too long up here, because I know you have a big agenda. But I did want to share a resource again, like I did last time, that I will send to Dr. [INAUDIBLE]. She can put it in your packet.

I'm very proud of the NEA education justice website. It has a huge number of resources on it. In some ways, it has unfortunately not gone out of style.

But there's a pair of educators from Bellevue that did some YouTube videos that are very helpful. It's called "NEA activists launch series of video primers for antiracist white educators." And I'll just read a little bit about what is on there.

Let's see. They suggest, "'Starting off small is perfectly fine. That's where we all started,' says Terry. 'A small act of kindness or a small action to stand up for a student or a colleague. But don't let yourself get comfortable in that. Always push yourself to be doing more because I guarantee there is no lack of work to be done.'

Inspired by their own experiences working with students trying to reconcile their own identities with the realities of the world around them, as well as conversations they've had at the 2017 NEA Conference on Racial and Social Justice, Terry and Luke set out to create a series of YouTube videos they hope could provide other white educators with ideas, insights, and tools to better engage in racial equity work in their own schools and communities.

Terry now has more than 80 short videos on his YouTube channel, addressing tactics that range from 'What's on your classroom wall?' to 'Why am I wearing a Black Lives Matter every day?' to 'Charlottesville in the classroom.'

So the collection is now anchored around a 10-part series co-hosted by Terry and Luke titled 'Primer for antiracist white educators.'

And a sample of this-- let me just read just one out of the 10. And I think-- "In 'Acknowledge,' Terry and Luke emphasize the importance of acknowledging where some of your ideas and insights come from, especially if they're from people of color who may not be in the room or have access to decision makers where a conversation is happening.

In 'Follow,' they discuss the value of taking guidance from people of color who have been doing antiracist work for a long time. 'Find the people of color who are doing the work, and then follow their lead,' says Terry. 'Don't try to reinvent it yourself of what you think people want. The work is already being done. We just need to follow.'

And, finally, in the 'Act' and 'Grow' videos, they focus on the importance of getting involved in whatever you can, being OK with sometimes being uncomfortable and taking some lumps along the way in a continuous process of engagement, growth, and learning."

So I believe the approach that Highline is taking in our social justice work, ethnic studies work, is giving teachers an opportunity to try things on, to grow, to learn, and giving people that space and that sense of forgiveness when they make mistakes but also the ability to move forward and learn from those as they're working with their students.

So I appreciate the space that you're creating for our educators in doing this really critical work, not only for their personal growth, but obviously for the growth of the students as they're learning to work with students with a wide range of backgrounds other than themselves and the ability to communicate in an ever-changing world. So, with that, have a wonderful, wonderful holiday and break.

And I appreciate all the work you're doing with the superintendent search. I was able to listen in to the work study and excited about the plan that you've laid out. So keep up the great work. Thank you.

Thank you, Sandy. We wish you a wonderful holiday as well. See you in 2022. And that concludes my report for the [AUDIO OUT].

Thank you, Sandy. Thank you, Superintendent. With that, we move to school board reports, the legislative report. Director Garcia?

Nothing at this time.

So we'll move right into director reports, and we'll start right with you again. Director, is there anything to report on?

No, nothing at this time.

Director Bradford?

Nothing to report, but I certainly want to take the time just to wish everyone some wonderful time of rest and reflection and refreshing in whatever way that looks like. I am looking forward to it myself. I think, as Superintendent Enfield said, this is a time-- I don't think I've ever been more tired, fatigued, physically, mentally, emotionally, and spiritually. And so I'm really looking forward to reclaiming some time to think, to reflect.

Yeah, so I just wish my board colleagues, our superintendent, our families-- two of my favorite students in the Highline School District, [? Hannah ?] and [? Benny ?] [? Burgess, ?] who come and are students in our district and come and remind me of why I campaign and keep showing up. And so just thank you all.

Thank you.

That's all I have.

Thank you, Director Bradford. Director Howell?

I have to follow that?

I know.

I just wanted to quickly say I had the opportunity to get out to Mount Rainier High School yesterday. And I just want to commend all the staff there, and the students, for working so hard in such a trying time. I was so impressed with how well students were following mask regulations and how engaged they were in their learning. And it was just great to be there. So thank you.

Thank you, Director Howell. Director Van?

Yeah, just a couple of report outs. At our last board meeting, we had talked about being invited to the Muckleshoot tribe to discuss our mascots with two of our schools. I just want to thank [? Sarah ?] [? Marie, ?] [? Kayla, ?] our cabinet, Dr. Enfield, and our building leaders from [? Chinook ?] and [? Tai. ?]

We all showed up in force, alongside with the Auburn School District, to discuss and collaborate with the tribal council. It was an eye-opener for me. And what I took away from that is that they are willing to work with us in making sure that whatever we choose, that it's going to be respectful and relevant and the intent there.

So I am excited where that's going to lead next. I know that our staff is working hard to work with our students and our community to come up with that decision and whatever the next mascot may be. I'm looking forward to that. So I just want to thank everybody that participated.

Director Van, I just-- if I may, would just like to add that I appreciate also the leadership of Jacqueline Downey, who's here. I thought she was here, maybe not. So she's not here-- and others who have really led some good community conversations.

What the grounding value in the process, though, was our students' voices and hearing from our students and what they wanted. And so there will be a recommendation coming forward to me on potential new mascot names that the students have identified as a priority. But I just want to acknowledge that this is the right decision. It's the decision that reflects the values of our community and who we are in Highline.

And I acknowledge that change is hard for some, especially when something has been a part of their lives for so long. But this is the right direction. So I thank everybody who was involved, and I'll be able to provide the board an update very soon.

Thank you, Dr. Enfield. [INAUDIBLE] that. In addition to that, I also want to thank the Highline Schools Foundation, the directors and the trustees. They've been out there spreading the joy-- 'tis the season-- giving our-- supporting our teachers with excel and impact grants this week and going through Friday. So I just want to give a shoutout to our foundation, and thank you so much for that. That's it for me.

And I also just want to take the time to thank all our families who support our students to show up every day to the best-- and to our staff, who I know that we all want to-- we are all ready for a break. But I do want to wish everyone a Merry Christmas, a happy New Year, and [SPEAKING SPANISH].

And, with that, that ends my director reports. And we move on to our consent agenda. So I'll need a motion to approve our consent agenda.

I make motion to approve the consent agenda.

Fa'iza makes a motion. I need a second.

I'll second.

And all in favor, say aye.

Aye.

Any opposed? So our consent agenda has been approved. So we'll start-- so we have one introduction item. It feels like it's reversed this time.

Yeah, so a revision to our board policy 2418, waiver of graduation requirements. And so any questions or comments on that?

I don't have any at this time, but I anticipate I will.

OK. So any others?

I have none.

So OK. So, with that, we'll move into our action items. So 9.1, Readiness to Learn partnership approval. This motion would approve the Readiness to Learn partnership with community and schools, CHOOSE 180, Engageable Designs, and [? LEGO ?] [? Playable ?] Technologies. Any questions or comments on that?

No.

I'm seeing or hearing none. I move that the Highline School Board approve the Readiness to Learn partnership with community and schools, CHOOSE 180, Engageable Design, and [? LEGO ?] [? Playable ?] Technologies. I'll need a second.

I second.

Roll call, please?

Director Bradford?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes five to none.

Action item 9.2, recommendations to close Southern Heights Elementary School at the end of '21-22 school year. The approval of this motion would approve the recommended closure of Southern Heights Elementary School. And with that, I'll ask Holly to come. There she is already. She was ready-- so she could give us some background on some--

I'm working on my ESP, so [INAUDIBLE] you.

Why, thank you.

Also, my name's Holly Ferguson. I'm the district's chief policy and strategy officer. Thank you for offering me the opportunity to say a few words about this process. This is always a difficult process, and I just want to name that. And I want to thank the leadership of the school for the hard work that they have been doing since this recommendation was made.

We determined in the fall that we should make a recommendation to close Southern Heights Elementary School based primarily on the size of the school. There are also concerns about the building quality, the physical facility quality. But the school has had declining enrollment for a number of years, and it's not projected to increase in the foreseeable future. And schools surrounding Southern Heights do have sufficient capacity to take in the students who currently live in the Southern Heights boundaries.

So we made a recommendation this fall-- [INAUDIBLE] made a recommendation this fall-- which was to close the school. That was formally recommended to the board in a school in a closure report on November 4 of this year. Based on the process outlined in our policy that covers school facility closures, we held a public hearing on Zoom for members of the public to offer their thoughts, comments, reactions to the recommendation for closure. That was held on November 18.

The superintendent then finalized the recommendation for closure, and that resulted in introduction-- that resulted in this item being introduced to the school board at the December 1 meeting for recommendation for closure. And then we're here today for a proposed school board vote on the closure of Southern Heights Elementary.

I again want to just commend the school for their focus on students throughout this time, as well as their focus on the remainder of the school year should the school board choose to close the school. Really looking ahead, I do want to say that we have-- and your next item actually reflects new boundaries. Obviously, if you approve the closure of Southern Heights, we have to reboundary that area because students-- people who live there needs a school to go to.

So we are proposing that the majority of students go to either Cedarhurst or to Beverly Park. There are a few special self-contained programs where we are working directly with those programs and the surrounding schools, as well as the students who are in those programs, or the families, to make sure that those programs end up at the appropriate facilities that have the appropriate equipment and such for them. We do expect that more details will come out about that work after winter break, after we've had a chance to do more work onto those special programs.

And I do also want to stress that, as you indicated, Director Alvarez, this would be for-- the closure would be at the end of this school year. Students will be at Southern Heights for the remainder of this school year. The other thing I wanted to mention-- I forgot to say this a minute ago-- current fifth graders, obviously, will matriculate their appropriate middle school. They wouldn't go to Cedarhurst or Beverly Park. I'm just here if you have-- that's kind of the basic process. If you have any questions, I'd be happy to try to answer them.

President Alvarez, could I just say something briefly before--

Absolutely.

And thank you, Holly. I know that Principal Smith is here. And school closures, the board knows, is always a painful decision. And, when we went out to initially talk with the staff, I made it clear, but I want to make it clear publicly that this in no way is a reflection on the dedication, the talent, the work that the staff, students, and families have done at Southern Heights.

Principal Smith has done a magnificent job building a school culture focused on equity, excellence, and love. And so this was an incredibly hard decision. As Principal Smith knows far better than I, though, given the dwindling enrollment, we simply couldn't provide the school to support that the staff and the students need and deserve.

And that's really what this is about. And I just felt that I needed to say that publicly as I sit here and look at Principal Smith, who's someone I admire tremendously. And I know this is incredibly difficult. And I just needed to acknowledge that here. Hence my comments.

Thank you. I'll open it up. Any comments or questions from the directors?

I wanted to take a moment and also say that one of the things I heard over and over again from the public hearing was how much people value the personalization, the relationships, the way that students are seen. And I believe that all of our students in Highline should have that experience. And so it's just making me think about, in these larger elementary schools that we have, how can we create structures and systems that prioritize personalization and relationships?

Because just because the building is large doesn't mean that the structures and systems have to be large. And so it just makes me think about those students in particular, as they potentially go to new buildings, but also all of our students, really, if personalization-- and I know from personal experience. If it makes that much of a difference to students, how can we make that the case for all of our students?

Thank you, Dr. Howell. Any others, Director Bradford?

Sure. Thank you, Director Howell, for saying that. That is similar to what I was thinking. Andrea, thank you. I just remember even sitting together on the cohort that President Alvarez and I, with others from Teaching and Learning, were able to sit together as we talked about UDL.

And your commitment, your passion, and your courage-- I'll just use the ones that were given for [? Susan-- ?] I just really appreciate you. I appreciate your staff. I appreciate the students and the families that came and spoke at the public hearing. And these decisions are-- those making these decisions are-- it's an unenviable position, as we all know, and they're hard and necessary. And, again, to Director Howell's point, I truly do know that we always aspire to live up to our promise of knowing every student by name, strength, and need.

Yeah.

[INTERPOSING VOICES]

We've got promises at work, too. So I try not to conflate them. But, anyway, all that to say just thank you all for, again, to continuing in this commitment to this school year. And, yeah, I think that's really what I wanted to say.

Thank you, Director Bradford. Director Garcia?

I'll just share that I'm really sorry that we couldn't come up with something different to not get to this place. I know you look to us to try to figure out solutions and to provide alternatives. And I'm really sad that we couldn't step up or figure that out.

But I also know that we have a heavy responsibility to make the difficult decisions. And, no matter how many different ways I've tried to think about this or figure out if there's a way to pivot, I still land in the same place of the responsibility we have to be a good steward of the resources the states give us. And I'm sorry to have to make such a difficult decision.

That does not change, like Dr. Enfield said, the love and respect that the work that you guys have done. It's tremendous. And I just thank you guys for all the work that you guys have done. But, also, I have to step up in these difficult situations and do what's right for the entirety of the system. And that's where I'm kind of landing on here tonight.

Thank you, Director Garcia. Director Van?

Yeah. Principal Smith, thank you so much. I just want to thank the staff. Like Dr. Enfield said, it has no reflection on what the staff has done.

The love is there, the community. The students have told us over and over that the love, the personalization, is there. I also believe that the new schools that our students are going to go to will still receive that. We have that promise. So I just want to thank the community, the staff, for all that you've done and supporting our kids.

And I think we're all torn. We got to hear at the public hearing. And that also made me think about just some of the points that others have made about how can we use your school as a model, your school, to really support other schools who are struggling in those areas or who are not maybe not struggling but not as well connected?

So how can we spread that and use those examples of all those close-knit-- and even some of your partners, those relationships you've developed, how can we really model those things? And so it is a difficult decision tonight, and we all wanted to acknowledge that.

And, with that, with no other comments or questions, I move that the Highline School Board approve the recommended closure of Southern Heights Elementary School. And I'll need a second.

I'll second.

Roll call please, [INAUDIBLE].

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea. This motion passes, five to none.

We move to action item 9.3, 2022-2023 Southern Heights service area reassignment. The approval of this motion would approve the recommendation for Southern Heights closure service area changes. Any comments or questions?

Seeing, hearing none, I move that the Highline School Board approve the recommendation for Southern Heights closure service area changes. I need a second.

I second.

Roll call, please.

Director Van?

Yea.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Alvarez?

Yea.

This motion passes, five to none.

Item 9.4, approval to amend the contract between Highline Public Schools and Maxim Healthcare Services, Inc., to increase the contract amount by \$630,000 to a total amount of \$850,000 for the '21-22 school year. Any questions or comments on that?

I do have a comment in regards to this. I just want to, I guess, remind the board. I know Director Garcia has asked this numerous times in the past. Why can't we bring this back and make sure that our team can service and take care of our kids?

We can't hire people. And that's what it really comes down to is finding the resources, finding the labor out there to support our students. So if we can't find the staff to support our kids, then we have to [INAUDIBLE] So just the reminder around that. That's it.

With no other comments or questions-- seeing none, I move that the Highline School Board approve the contract amount increase of Maxim Healthcare Services for the '21-22 school year. Roll call, please.

Is there are a second?

Oh, I need a second.

I'll second that.

Thank you, [INAUDIBLE]. Now roll call.

Thank you. Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Howell?

Yea.

Director Alvarez?

Yea.

This motion passes, five to none.

Item 9.5, HP Chromebooks. Approved, this motion would approve the purchase of Chromebooks in the amount of \$7,160,904. Any comments or questions on this?

I might have the same question for 9.5 through 9.7, and that's just curiosity as to what's happening with the surplus devices that we'll be getting rid of.

Hi. Thanks for that question. So, currently, the surplus model-- a lot of the devices will go straight into surplus. They really are end of life. We will use them for parts as needed. But most of them, though, we can repurpose and make classroom carts and use them for other purposes, things like that, though. But I do have more information on our whole life process and how we surplus, if you'd like me to send that over for all of you to see.

Oh, that'd be great. Thank you.

Yeah.

[? Katie, ?] if that's readily available and you can get it to [? Sharon, ?] I can include it in the Friday packet this week.

Thank you.

Sure, I will do that.

Director Garcia, you have a question?

I know you touched on this a little bit earlier, too, so thank you. Would you be able to speak a little bit to the-- or if there's additional information on how we can make sure that we're disposing and recycling technology in an environmentally sustainable way? And I would love to learn more about what those options are and if there's anything extra we can be doing on top of that.

Sure. For the data on them, we basically pull the hard drives, drill a hole in them, make sure no confidential data is out there. And then we also recycle everything through Washington Materials Management and Financial Authority. Other end-of-life computer paraphernalia, we use e-waste recycling through Total Reclaim. And so I can get more information for all of you on the full process and those organizations that we recycle them through.

Thank you.

Any other questions or comments?

It might be just a followup. So is it possible that these devices go into classrooms for perhaps students to learn how to rebuild or anything? I don't know if that's a program that exists at Puget Sound Skill Center. Just curious.

Yeah, we've had a couple of requests for that. Mostly, it was a project for Big Picture that we did. And then we had a-- funny enough, it's just been individual students that have wanted to learn that have come to us and asked if we had any old equipment and they could build it. So we have had some of our technicians actually just worked individually with students at their sites after hours to build things.

But I am really interested in working with Chance Gower and the CTE program and part of PSSE to build out internship programs--

That'd be great.

--for that work. Yeah, so they can learn doing that, so

That's awesome. Thanks, [? Katie. ?]

That was the next question.

Thank you. Thank you. That sounds like a program in the works. Thank you, [? Katie. ?]

Thank you.

And, with that, I move that the Highline School Board approve the purchase of Chromebooks in the amount of \$7,160,904. I need a second.

I second.

Roll call, please.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Van? Yea.

Director Alvarez?

Yea.

This motion passes, five to none.

Action item 9.6, HP x360 ProBooks. Approval of this motion would approve the purchase of ProBooks in the amount of \$317,721.08. Any comments or questions? I think we got a lot of our answers previously.

So, with that, I move that the Highline School Board approve the purchase of ProBooks in the amount of \$317,721.08. I need a second.

I'll second.

Roll call, please.

Director Van?

Yea.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Alvarez?

Yea.

This motion passes, five to none.

Item 9.7, HP ZBook Firefly. Approval of this motion would approve the purchase of ZBooks in the amount of \$2,112,158.40. Any comments or questions on this?

Seeing none, I move to the Highline School Board approve the purchase of ZBooks in the amount of \$2,112,158.40. And I'll need a second.

I second.

Roll call, please.

Director Bradford?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Howell?

Yea.

Director Alvarez?

Yea.

This motion passes, five to none.

So our last action item, 9.8, approval of the revision to Highline Public Schools salary schedule for classified substitutes effective January 1, 2022. The approval of this motion would approve the proposed salary schedule adjustment changes for classified substitutes, effective January 1, 2022. Any comments or questions?

Seeing and hearing none, I move that the Highline School Board approve the proposed salary schedule adjustment changes to classified substitutes effective January 1, 2022. And I need a second.

I second.

Roll call, please.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes, five to none.

And those are all our action items. And I was turning the page to see if it kept going because this has-- there was a lot of action items for tonight. And we only have one item in the intro item. But I think, well, any recommendations on that? We'll just leave it. Thank you.

So, with that, I ask for a motion to adjourn.

I make a motion we adjourn.

And all in favor? Oh, we need a second.

I'll second.

All in favor?

Aye.

Aye, let's go home.

Happy winter break, everybody.

Yes.

Thank you.

Now this is--