



Highline Academy's Mission: Highline Academy Charter School exists to foster a diverse and equitable community of youth and adults striving together for academic, personal, and civic excellence.

## Highline Academy Core Values Created 2018-2019

**High Expectations, High Support:** We believe that every child can be successful in our schools. Success to us means both meeting or exceeding grade level expectations and also being successful as a community member.

At Highline we know that figuring out what each student needs and finding those resources, structures, curriculum and/or personnel to support the student is our job. We work with parents, teachers, the student, support personnel and admin teams to find and create the supports each child needs. At Highline we do not say, this child may need a different school, or this student just isn't trying. At Highline we ask, what else do we need to know about this student? What haven't we tried yet? We persevere to problem solve for each and every student in our care.

**Students First:** We expect and challenge each other to put students first when a student's need can be inconvenient or push us outside our comfort zone as adults. This can be about big picture issues such as looking at disappointing student data- we ask what could we do differently next time? This can also be very personal when a student is pushing our buttons and we look for logical consequences and measures to prevent future problems instead of being punitive or visibly angry with students. Students first also means we look at our school systems and structures through our students' eyes and create schools in which students feel safe, respected, and cared for even when that may be complicated or time consuming.

**Everyone's a Learner:** In addition to knowing that every child can learn and succeed at Highline, we also know that all of us are learners too. We don't expect that every employee comes from the same experience and will have the same prior knowledge. We devote time and resources to ongoing professional development and coaching to help all of our teachers meet the needs of their students. We also know that adults make mistakes and sometimes don't understand situations as they are occurring. At Highline we expect that everyone is open to receiving feedback from others about misunderstandings and mistakes. Student's parents are also learners and may need information and time to fully understand certain situations with their own children. We are patient and resourceful in supporting all stakeholders within our community in growing and learning. Our student's first value may, at times, override this value. If

an employee's learning curve does not meet the needs of our students quickly enough, an employee may not return in a future year or maybe asked to change their position.

**Intentionally Diverse and Inclusive Community** Highline is a diverse community. Our parents and families speak over 20 different languages. We have students from all income levels, and from many different religions and ethnicities. We value this culturally rich learning environment where students can learn from each other about the many ways people live and thrive in our community. We intentionally recruit and set enrollment preferences to maintain our diverse community. We strive to ensure students and families see staff and Board members that reflect their backgrounds. We work every year to improve our inclusivity for all families and students to feel valued, and welcomed in our schools. Our staff participates in annual trainings to understand cultural diversity, culturally relevant pedagogy, and the systematic biases and history that have impacted all of our views and understandings of the world around us so that we may better serve our students.

**Collaborative Leadership:** We believe that all community members have a stake in creating a successful experience for our students. Highline creates processes for input and feedback with staff, students, and parents to improve our schools. All Highline leaders take input from employees, especially in regards to changes in processes or policy for their specific job duties. The ED and principals solicit input from campus leaders, teachers, parents and/or the Board depending on the decision. The board has open meetings with a public comment time each meeting. They also have teacher reps and the principals from both campuses at all meetings to give the campus perspective. Taking feedback and input does not mean that decisions are made through consensus. Leaders take feedback seriously, but they also look at the big picture and the good of the whole organization in making decisions.

**Reach Values:** The Reach values are the core of the student character program at Highline. We also refer to the Reach values for our staff and what we expect from each other in our working relationships.

Reach In: Highline staff are expected to be self-reflective. They should be self-motivated to grow as an educator. They should be able to realize mistakes through introspection or feedback and take responsibility for correcting them. Highline staff are expected to persevere through challenging circumstances and maintain a problem solving attitude.

Reach Up: Highline staff are expected to do their best and to strive to improve. They are expected to be interested and open to new learning in professional development and to authentically engage with other staff in learning opportunities. Highline staff should set high goals for themselves and work hard to attain them to support all students in our care.

Reach Out: Highline staff are expected to support others in the community. Staff should support all students, even ones they aren't assigned to through collaborating with other staff, holding all students to the same expectations for behavior, and building relationships with students and families. Staff should Reach Out to other staff members by being caring and supportive of others, being respectful of different work styles, prior experience and personal background.