

Highline Public Schools | Board.Meeting.07.07.21

You're good to start.

I want to welcome everyone to our regularly scheduled board meeting, and I'm going to ask if we all could 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.

Roll call, Kyle, please.

Director Garcia.

Director Bradford.

Here.

Director Alvarez.

Here. And Director Van has an excused absence, and to my left is Dr. Susan Enfield, our superintendent. And with that, I'm going to call for any changes or additions to the agenda. And I want to make a motion that we move items 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, and 7.15-- that they be moved to our consent agenda tonight. Do I have a second?

Second.

So all in favor, aye.

Aye.

Any opposed? Then, that has been moved to our consent agenda for this evening. At this time, we have scheduled communications. And I'll ask if Deborah Lipp could come up to the microphone.

Not a full house tonight. What happened? Last time, we couldn't get in. I'm Deborah Lipp. Most of you know me.

If you don't, I'm a school bus driver for Highline School District. Love my job. It's been a wonderful time to see the kids back and to see their faces and welcome them back.

So I am here for drivers. Our contract's up. I'm pretty sure. I think it is. I haven't heard from somebody in our work. I won't name names.

But anyway, we don't know what's going on with that. So that's one of the things I see tonight. They're talking about contracts. But we'll get there.

So a few of the things that we're concerned as bus drivers is the masks. Everybody was promised, kids included, go get that vaccine. You can take the mask off. You can go back to school. You can play sports. It didn't happen.

In fact, we were told, double up. I think we're being a bunch of hypocrites, really bad. I have 13 grandkids from 23 to 3. One is going to Midway this year. He had to home-school or go to do it online as a kindergartener.

Dad had to stay home for months. So you know, we need to get back to some kind of normalcy for the kids. And I know we're headed there, but the masks need to go. I have Glacier. Come on.

They're looking at us like we are a bunch of hypocrites. And when I put on that duck mask, they all just come on the bus and laugh at Miss Debbie. But you know, whatever.

The vaccine-- come on. It is not FDA-approved. It's an emergency approval. My mom had the vaccine on December 30. January 1, 30 hours later, I got a phone call.

She had a full-blown stroke after the vaccine, 30 hours later. She's 79, a healthy lady. So I got a call to go to North Carolina. That's where she lives.

So that was winter break. I called work. I said, I'm out. I got to go see my mom. I get down to North Carolina after that long flight, and they're going to tell me, because of COVID, I can't see my mom.

I sat on the hospital grounds for two days, begging and pleading, and they wouldn't let me in. So I said, I guess, God, I'm going to trust you. She's going to live, and I'm OK. I'm going home.

So I came home on Sunday. Work tells me, you're in quarantine for two weeks. OK. Good. I wish I would have known. I would have stayed longer.

I'm back. I took the time. A day later, I got a call. She's septic now. She's probably going to die. You can come back.

So I called work Tuesday. I said, I guess I'm gone again. So I was able to spend five days with my mom, and she passed January 18. So I'm not really about the vaccinations and the mask and all the hypocritical stuff.

And I love my job. I'll wear it at work. But right here, I feel I'm free. I'm not doing it. Stores-- they say you're free. I'm not doing it.

I also got COVID. My husband is here tonight. I started driving Glacier kids. I had 36 on the bus. Do I know where I got it? I went and got my hair done. I've lived my life.

My husband and I have been essential. He has been a truck driver. We wouldn't have toilet paper and food, and I need that a little more than I needed these other things. And also, I went and served for the district food all summer last year on my own time.

And so you know, we've done our part. I think we need to follow through and do for the kids and others and let them be free. Good note to end on. Freedom.

Thank you for your comments, Deborah. The next scheduled communication is Joseph Lipp.

Tough act to follow, but we do everything together. These are my grandchildren, Lenox and Arya, both mixed. If we don't stand, we don't use our freedom to stand up for our freedom, we will lose our freedom.

Critical race theory-- that's what I'm here to talk about. It's work relying on updated social, psychological research on unconscious bias in order to justify affirmative action and work relying on law and economic methodology to examine structural inequality and discrimination in the workplace. Critique of liberalism, storytelling, and counter-storytelling, revisionist interpretations, intersectional theory, standpoint epistemology, and on and on and on and on. And I bet if you look to my right, half the class is already asleep.

Our kids have spent the last 17 months in quarantine. Never happened in the United States since the inception of this country. You don't quarantine healthy people. You quarantine the sick and take care of the disease.

One of the biggest challenges in teaching is keeping the students engaged. After 15 months of teaching and online studies, again, no social interaction. That challenge now has quadrupled in my opinion.

How do things like this creep into our school systems? Without parents and grandparents who care, and grandparents raise your grandchildren being aware of what's going on. Last time I looked, anybody in committees and politics worked for us. Last time I looked, for not some people with off-the-rail radical undercurrents that threatened the very existence of our democracy.

This country that thousands have fought and died for-- many have come back mangled, mentally ruined, so we could teach this stuff to our children? I don't think so. America was founded on God. But remember, we want to take him out of everything.

That's exactly when this country started to crumble. Teach our children. Get them back to righteousness and holiness and how to love their neighbor as they love themselves. Shore up the families and get back to the basics.

You all say you care about children. Don't allow CRT to divide our children even further. That God that everyone wants to take out of everything is watching. We will all answer to him one day. Are you ready? Thank you.

Thank you for your comments, Joseph. And with that, we move to our superintendent updates, and so I'll pass it back. OK. Absolutely. So on behalf of Sandy, I will be reading the letter that she wrote to us. She's not able to be here tonight, so she sent this letter in writing.

Dear school board directors, I appreciate the opportunity to share my observations at the last school board meeting in response to the budget presentation by Kate Davis. I recognize today you'll be approving the district's budget proposal. I am sorry I cannot join you today.

The HEA leadership, however, has worked to gather input from our members as to their needs and concerns based on their experiences returning to buildings in the spring. We have used what channels made available to provide input from our members, but I would like to understand that the opportunity for input to the cabinet in formulating this budget has been limited.

It is with that in mind, I am passing along what members have shared with me. If you have reviewed the airflow data from our buildings, it is clear that there's a need for ventilation upgrades in older buildings. While during this spring, opening the windows was a viable option, we cannot rely on that strategy as the wildfire season approaches and winter progresses.

We appreciate that the district budget appears to have set aside \$10 million for these improvements. HEA has communicated clearly that members will not work in unsafe conditions. District leadership has expressed that they have a shared interest in funding ventilation improvements. But it is important that starting up with this work not be delayed. We request that you create a means of monitoring the status of these upgrades for the dozen-or-so older buildings remaining in our inventory to ensure completion.

Second, we appreciate the opportunity to provide feedback on the needs of our students to access more trained ESAs in our building, such as counselors, nurses, and social workers. The budget as presented appears to address some of those concerns with funding more nurses and counselors. Please be aware, we also continue to need more social workers, given that they each have multiple schools assigned to their caseload.

While we recognize that social workers are not licensed therapists, they do provide mental health support to students and are typically members of any crisis team brought into the school to help staff and students cope after an emergency. They also participate in annual professional training to address mental health needs.

Finally, a growing number of our social workers have or are working towards the LISCWs, which is a viable way our social work team is expanding student access to mental health support using existing staff. Finding ways to support social work services would be a natural and necessary addition to the budget.

Finally, at the last meeting, I referred to monitoring and holding accountable mental health service providers who have contracts with their district. We recognize the need for these outside service providers, as they have the expertise our students need. On the other hand, my members are asking that we are careful to contract with high-quality service providers.

If we're not identifying metrics and analyzing data about these providers, how do we know at the end of the contract that it happened? Do we have data on which agencies are consistently showing up for appointments, and which consistently are missing them? We're asking that the board look into developing the means of measuring accountability of outside agencies.

Thank you for your dedication to our students and our community. Sincerely, Sandy Hunt, President of Highline Education Association. And with that, I pass it back to [AUDIO OUT]

Thank you, President Alvarez. So we have a couple of presentations tonight. One important introduction before I do that-- I will just say our summer school is up and running. We have four times the number of students in summer school that we normally do, which is a good thing. I was out at Glacier today and saw lots of happy teachers and students in our schools.

And I also understand the weariness that many in the community feel around mask-wearing and all of that. However, the state has been very clear that it is not a local control decision in a K-12 setting right now. So as of now, we are requiring masks in our school settings.

And I believe that while at public meetings like this, there is some more leeway, I feel, to other people's points, to be a good role model and not to be hypocritical that we at central office need to do what we're asking our schools to do, which is why we will continue to mask until our schools no longer have to.

With that, I am thrilled to open to introduce a new and exciting member of our team, Zach Smith. Would you please stand up? Yay, Zach! So Zach is our latest Harvard resident.

I think as the board and others may recall, Linda Rosenbury was with us last year, and quickly became an integral part of our team and our Highline family. Zach is on the track to be just the same. He and his wife and four daughters, ages ranging-- Zach's busy. But we could not be more thrilled.

Zach comes with deep experience and commitment to universal design and inclusive classroom settings, and will be doing work with us in that area, so working closely with Jennifer Reinig and her team, Susanne, and others. Right now, he is getting to folks in our schools, meeting as many people as possible. But he's hit the ground running. We couldn't be more excited to have Zach on board.

And he will be with us at board meetings, board cabinet retreats, so you will have, as you had with Linda, plenty of time to get to know Zach and his work. But Zach, we couldn't be more happy to have you here in Highline, and can't wait to meet your wife and daughters as well. So thank you. Glad you're here, Zach.

And so Zach's official title is Special Assistant, I believe, to the Superintendent. And he will be working closely with Susanne and me, so we're excited about that. Heaven knows there's enough work to go around, so we can use all the help we can get.

I would now like to-- we have two department updates tonight. The first is on policy and strategy from Holly Ferguson, followed by an update on teaching, learning, and leadership from Susanne Jerde.

Good evening, everybody. I'm Holly Ferguson, the district's Chief Policy and Strategy Officer. I have the smallest team in the district with 2.4 people, I believe, not counting myself. But we have been kept busy during the pandemic, obviously. Isuzu, our ombudsman, reports to me, and she kept busy with concerns, obviously, those went down during the pandemic but didn't disappear.

But she also used her time, when she wasn't dealing with concerns, to assist our Translation and Interpretation Department, which, as you heard from Kisa, had a huge overload. And she was also able to take some time to try to translate some of our more important student- and family-oriented policies into Spanish. That was some work we wanted to do, and she was able to take the time to do that.

Michelle Terry, Public Records Officer, also reports to me. We started a brand new online public record system on March 23, 2020, 10 days after we shut down. So Michelle managed through that, and got us through the opening hurdles of that, and kept us on the straight and narrow on making sure our public records requests are processed in a timely fashion. So that's been great.

The last person on our team is Ronae. Kisa and I share her as executive assistant. And she did everything she could, and did it, to make sure I had my head above water as we were treading water over those many months. So thank you to my team. That's us.

Thank you, Holly, a small but mighty team indeed. Holly's on a one-woman mission to make sure everyone loves policy as much as she does. Susanne.

Well, good evening. I am a very proud Chief Academic Officer here at Highline, and we just want to share some of the highlights that have happened over the past 18 months, and the last year specifically in the teaching, learning, and leadership world. And I have to start, much like many of my colleagues did, that none of this work happened in teaching and learning alone.

It all happened through collaboration across the district, a lot of work with other departments, our schools, our families, community. So it certainly was a collaborative effort to get all of this work accomplished this last year. And I have to say, I am so extremely grateful to work with such a passionate, skilled, and dedicated teaching and learning family. So that's my little advertisement for a fabulous team.

But to start with, we spent the last year, as you probably-- you do well know-- really pivoting. We learned to have bent knees and to redesign, and then to reassess, and then to redesign. So we started by redesigning for distance learning 1.0, brand new to us as a whole system.

Designing what an instructional model would look like, what are the instruction materials, how do we get materials to kids. Pivoted to planning for hybrid-- maybe hopeful wishing and thinking there-- but ended up having to plan again for distance learning 2.0 in the fall. Then, planned for our hybrid, and then finally, this last six months, really trying to get deep into plan for, what does return to full in-person person learning really need to look like in order to make sure our kids have the education they not only want but deserve.

And so that's really happened through a lot of collaboration and focusing on not just academic, but obviously social, emotional well-being. And I'm very proud to say that really started with a focus on our students with IEPs and our youngest learners, where we really needed to put some energy. Another big chunk of work that really happened over the past year-- and I'm excited to say I, too, was out in schools last week and this week.

And I'm seeing the fruit of all this labor, and that is our language arts adoption. So thank you to the board for voting approval on that adoption. I have never seen kids so excited, and teachers engaged in implementing these new materials. And they couldn't have come any sooner, so we are so excited to get that implementation started now in summer school, so we can learn, and then really launch strong in the fall.

A couple of other areas that we've really focused on over the last year-- one, as Susan brought up with Zach's expertise-- and believe me, Zach, there's a lot of work still to do. But we've done a lot of work really starting universal design for learning, and putting something behind our belief in inclusion-- so providing the skills and the tools for teachers to really meet the needs of all students, so that we can really have an inclusive environment.

And despite all of the technical challenges with remote and hybrid, there's been a lot of work both in our schools and in our teaching and learning department in particular, really making sure that our equity lens was part of our focus in addition to inclusion and equity. Many times, that made a decision-- a better decision-- and a harder one, but that made it the right decision. And an example was, as we look at providing remote opportunities for kids in '21, '22, it could have been really easy to say only these kids have that opportunity. But we really had to design an instructional model that would work for any student, and particularly for those students who have not had access.

And then, finally, I'll end with a couple of large things. One, Susan mentioned, we did greatly enlarge summer learning, to say the least. It used to be third grade, high school, with some middle school opportunities. We did, going into first all the way up through 12th grade, across the board.

And it's really easy to see when you're out in schools how not only needed, but just so appreciated by families and students that has been. And then, finally, this obviously doesn't live solely in teaching and learning, but a lot of work, a lot of energy, a lot of collaboration in launching two new schools next fall.

That's the first time that's happened in my career where we've launched two new portfolio schools. But launching the Highline Virtual Academy as well as Maritime High School, it's an exciting place. It really energizes so many people, and it's exciting to know that we have even more opportunities for our kids moving forward. That's the year in a nutshell. Thank you.

It's hard to encapsulate in a nutshell all that Teaching, Learning, and Leadership did this year. But thank you, Susanne. She and her team have, I think you all know, done beyond yeoman's work to make sure that in less than optimal circumstances, our children were connected and supported and educated. So thank you, Susanne, to you and your team.

We are now going to hear from-- get a quick update around safety and security in our SRO legislation update. So I'm gonna ask Holly Ferguson to return to the podium, and she will be joined by our COO, Scott Logan.

I just wanted to say thank you to Susanne as well. I know that you guys work tirelessly, and it just seems like the work never ends, and you continue to show up like-- so thank you, thank you.

Hi, again. Scott and I are going to do a quick update on safety and security and new SRO legislation. This is a high-level overview, knowing that you are going to-- we'll be back to you in the fall with much more details and complete data. And you'll notice that the date is wrong on the PowerPoint. I do know that it's July 7, but we were intending originally to do this at the last board meeting, so the date's still on it.

So two years ago, in the 2019 legislative session, the state passed a bill requiring a whole bunch of training and things for school resource officers. SROs are uniformed police officers who are located within our school buildings. And that was in 2019.

In 2020, as you know, a number of school districts around the country and around this state eliminated their contracts with SROs, based on whatever was happening-- everything that was happening in the country. And the training and things that the state legislature thought were going to impact schools by focusing just on SROs all of a sudden became much less impactful, because there were so many fewer SROs in schools. So this legislative session, they passed House Bill 1214, which basically repealed a lot of the 2019 bill and put it in place anew with SROs and school district safety and security staff.

So all these training requirements and things that were involved now apply to our staff as well as uniformed police officers. So there's data collection-- and I won't read the slides for you. But there's data collection, some of which is going to require us to change either how we collect data or where we locate that data, so that we can report it to OSPI on an annual basis. Scott and I are mostly ready for that.

As I mentioned, there are training requirements. The training requirements include on-the-job training for officers, both Highline folks and SROs, which is great to have that on the job training. And you can see a bunch of topics that are required for training, including constitutional law and civil rights, educational rights in general, bias-free policing, disproportionality and the use of force in arrests, and restorative justice. There are many more things, but those are some of the highlights.

I'm really making sure that all of the folks who are doing working on safety and security in our buildings, whether they be our staff or uniformed officers, have that grounding in educational rights, adolescent development, things like that, so that they can really meet our students where our students are, which is really important. This is where I get nervous, and Scott tells me we'll be fine. We're required to have a policy that does a whole bunch of things that are listed on there.

Priority regarding safety security duties, prohibiting SROs from being involved in formal school discipline, when people can ask the security staff to intervene. The reason it makes me nervous is that in 2019, when the legislature passed the initial bill, they said you have to have a policy in place by fall 2021 to deal with SROs. It's not an issue for us at this point, because right now, we don't have SROs.

When the state rejiggered everything in this year's session, they kept that policy date of 2021, which is two months from now. And we're required to have that policy in place before SROs or Safety and Security staff can work in buildings when we're expecting students to be present. And we're supposed to use the WSSDA model-- which, as you know, we do as a matter of course-- to set the basis for our policies.

The WSSDA model came out on Monday, so we don't have a lot of time. I'm getting nervous again, but Scott, I know, is right behind me and is not recording. And we're going to get to see next steps in the last slide.

And the other thing that we have to do around communications for students and families-- and this is really key. At the start of each year, we have to present to students and discuss with them information about safety and security and our SROs in our buildings, and we have to distribute that same information to families. That is a new thing that we have not done before. Schools, obviously, have done it on a regular basis as part of their orientation with students, but it's not something that the district has done on a regular basis.

We've got to figure out what that looks like. And if we do have school resource officers, we have to have an annual agreement with the law enforcement agency that talks about training, talks about evaluation, talks about hiring-- a whole bunch of things that we don't currently have authority over in their hiring and evaluation process. And we have to agree to, if we have SROs, have an annual review and agreement process around that contract that involves parents, students, and community members.

There's a lot of community input around safety and security and SROs that is new for this requirement. Scott, I think, is going to give us-- oh, no. Yes, yes. Scott.

Thank you, Holly. Hello to everyone tonight and to my fellow transportation people. Good to see you guys here today. I want to talk just a little bit about the impacts directly with the conversations with law enforcement, with police departments, as we work toward building contracts to have SROs. Normally, that's been a-- I don't want to say a light lift, but it's always been language that's been generated by law enforcement that we've either had to agree with or not have an SRO.

This changes that whole approach, which is a good thing. But it also-- the legislation is written without considering current collective bargaining agreements that are in police departments. There's language written in that-- that gives us an opportunity or requires us to participate in the hiring process. But there's collective bargaining language that eliminates our access to participating in the hiring process.

So we can participate in the selection for an SRO at a school, but we can't participate in the hiring process. The truth of that is, each department will generally be able to find at most one candidate to be an SRO. If our only opportunity is to participate in the selection process for an SRO, and there's only one person in the pool, it's basically lip service. We're not doing anything on that piece of it.

So another impact that's come out as a result of-- not as a result of this but as law enforcement looks to and listens to what's going on right now, King County has put out a new officer valuation-- not evaluation-- document that explains cost of an officer if you want to contract to have an officer. \$317,000 a year is the current value that King County has put on an officer.

Even if we prorate that at nine months, that's \$163,000, which is more than double what we've ever paid for an SRO in a building. And we simply can't afford-- if we were going to have SROs in four campuses, we don't have the funds to be able to do something like that. There's just not the money there to do it.

All of the impacts that are addressed here in this slide cost money. Every single one of them will cost big money, whether we're talking about district staff-- and we've got additional required training, but we've already got them on a contracted number of days. That only includes the school year and whatever currently is required on one end or the other for their opening and closing training requirement-- annual training requirements for qualification.

But we'll have to add more days to our district service personnel contracts. And then, for an SRO, we have some amazing police chiefs in the area that are absolutely committed to kids and want to do the right thing. Chief Ted Boe here in Burien-- you guys have met him. He's presented.

He's the leader, co-chair of the Link program, which is an absolutely amazing program that, even through the year of COVID, directly connected with students and had a full caseload throughout the entire year, helping students to make better choices and keep them from ending up on the wrong side. And he is one of people that was beside himself with not having an SRO in Highline's select that made the choice not to have one.

Having an officer five days a week is part of the requirement in the new legislation-- well, every school day. Officers work and their collective bargaining agreement supports working four days a week-- four tens. They have the choice to go to five eights if they want. But they can't be penalized if they don't make that choice.

We had an officer from Burien Police Department who made that choice to work 5 days a week so he could be there every school day, and he was a fantastic person, building relationships and doing the right thing with kids. We're not going to have that same buy-in from every candidate when we're getting one candidate per department. So that's really just the update that I have on the actual interactions. We have law enforcement community that is ready to go to serve the district, but their hands are being tied as much as ours are.

And just to Scott's point, this is impacting every district in the state. The impact on collective bargaining agreements that, from an outside organization, the legislature telling us and telling police officer organizations what to do in their contracts-- they have no bargaining authority. So it really puts it all up in the air. It's a very tenuous position for everyone to be in.

So with that, for next steps, obviously, Scott and his team are continuing to work with our SROs. Whether we're able to land on SROs or not, we don't know at this point. But I think the conversations are continuing, and the relationship building is continuing, because we need to have good relationships, regardless of whether we have SROs. That's important.

Scott and I are recommending, because-- and I don't usually make recommendations like this. But Scott and I are recommending that we bring to you-- that you approve-- basically a placeholder policy, so that our safety and security officers can start working September. If we don't have that, that's an entire department that's sidelined and cannot be in school buildings.

As we're bringing students back for a real-- hopefully, fingers crossed-- much more normal school year, we do think it's important to have folks available for that. So what we're thinking of is, like I say, probably the WSSDA policy with some sort of notation that says, this has not gone through the community process that is required. This has not had its school board work session yet.

We're basically doing this so that we can make sure that we have the staffing necessary to start school. And then, we would propose-- and this says we don't have the model yet. Like I said, we just got it on Monday after this was written.

And then, we would propose a work session this fall to talk about what this would look like, what kind of community input we want, what does the school board specifically want to see in terms of our relationships with our safety and security officers as well as SROs, if we're able to move forward on that. But like I say, a placeholder policy that would enable us to not have an entire department sidelined for however long it takes to do all that.

I feel very strongly that we need to do quality engagement on this topic with both the school board, our students, our staff, and the community. And I don't want to give that short shrift, because this is such an important topic. But that's, kind of, our recommendation.

Holly, when would you be bringing that forward?

So I haven't even had a chance, I'll be honest with you, to look at the policy yet. I'm going to answer your question in two parts. My initial thinking was, if it's enough serviceable that it can get us through what we need to do for start of school, that we intro the placeholder policy on August 4, action on August 18, which gets us to the start of school.

And that sometime in August or September, based on the board's interest, we have that work session, knowing that we probably won't have the SRO stuff finalized by then, but we could have some next steps-- we, Scott and I, can figure out what some recommended next steps are for community engagement, student staff engagement, et cetera. Open to thoughts and suggestions.

Yeah. A couple of questions are, just so that I'm tracking this correctly, the urgency or the triage is that we have to have something in place before fall for our SSOs because we are currently not under contract with SROs anyway. So the urgency isn't around SROs anyway, right?

Correct. Yes, the urgency is making sure that our Highline staff have the ability to work in schools in September.

Got it. OK. Can you just-- can you forward the WSSDA policy, the PowerPoint? You know, my position still hasn't changed. I still feel strongly that we're essentially subsidizing the cost of an extra law enforcement when we don't actually even need it, because there is a limited role that they have on our campus.

There's a lot of heavy historical baggage that we're going to have to tackle, so I appreciate that we're going to be having conversations and that this is going to be an ongoing thing. And I'm committed to that. So like Scott said, I think it's important that we get it done, that we get something done so that we can get moving this fall, but I appreciate that this is going to be an ongoing process.

Holly, since we don't have-- we're not doing Friday packets in July, can I ask that you just send that directly to the whole school board?

Absolutely.

Thank you.

And we can even craft a placeholder policy to specifically recognize that we're doing this for our staff, so that it's very clear that we're-- that we have faith in our folks and their ability to do this work. So we can make that clear in the placeholder.

Yeah, I would like that. I would like that to make it very clear [AUDIO OUT]

Do we get to decide or-- are the SSOs doing the same trainings that the SROs are doing regionally, or are we going to be doing an in-district training for them?

The training obligation is defined by the ESD, not by the school district, and they are required to participate in the exact same training as the SROs, as far as what the new legislation requires.

OK. And can you also share more information on what those trainings are, how they're being offered, and--

So right now, there is only one option out there, and it was pre-second legislative session, and that's offered by ESD 105, and it's all online through ESD 105. That doesn't meet the new legislative language, so it is now being restructured by the ESD. We're holding our local ESD 121 will actually be a leader in that work.

Thanks.

As we get information on training, yeah, we'll definitely be able to pass that on. And I think it should become more clear fairly soon in the fall, because everybody is dealing with the same timeline.

Yeah. This isn't just us. Thank you. Director Bradford, do you have any questions or comments?

Yeah, I do. Thank you. I think I had some of the similar questions that Director Garcia had. But I am curious-- the functional differences between our safety and security staff versus our SROs.

And so perhaps in that information that you send us, I'd love to see job descriptions to be able to see some of the differences. But yeah, I am also curious about our safety and security staff being held to some of the same, if not more, of the training and legislation that is in place for SROs as well.

Thank you. Sorry, go ahead.

No, I just have a question, or more of a comment. I know that we were, kind of, ahead of the game. We had already started some training with our safety and security staff beforehand. Correct? And this was before it was even required. And so are we doing other things in-house and not dependent on any other of these for training?

So right now, we're not doing anything in-house unique. We do have training that we require all of our officers go through-- all of our district employees to go through-- that is district-specific. Because of the new legislation, there will be unique language, unique training specific to Highline public schools that they will have to participate in. We're still working on the definition along with everything else that's coming along here.

Thank you, Scott. Thank you.

The other thing that will be unique to Highline is, because of the degree of community involvement-- and I'm saying community, staff, students, et cetera-- the community gets to drive, to some extent, what they want to see folks doing. And so there's the legislatively required training, then there's also going to be, what do we want it to look like, what is our community going to look like here in Highline.

So we don't know what that is yet, because we haven't had those conversations yet. So as we do, I can see that those will end up identifying-- OK, great, we need to be trained on this. If everyone wants to talk about social emotional learning, great. We're going to have to create a module on that kind of work, which-- we don't know yet.

Question. Holly, do we know when that community engagement process is going to happen? I know when our community responded earlier, there was lots of response and communication there, and the community was offering to really help us in this. So I'm wondering, do we know in those conversations and that process is going to begin?

No. That's what we'd like to bring to you in August or September in a work session-- what an engagement process and timeline might look like, to get your OK on that as we start to move forward.

And Director Bradford, I just want to add that per your request, at the end of the school year, Kyle and Holly are drafting a year long board calendar to include work sessions and other things that we'll have for you to review at our-- we'll probably have it for you in August, so that we can finalize it prior to the board cabinet retreat in September. And this would be a part of that.

Thank you.

Any other questions? I know-- Dr. Garcia, did you have one more?

Yeah. Just-- I think I've said this before, but I definitely envision a time or a period or a world where our SSOs, School Security Officers, are leading in our self-programming, our social emotional learning. Because I feel like there's a disconnect in those two worlds, and they really should be going hand-in-hand. They should be the ones helping lead. So I just wanted to echo that as something-- I would love to see that world one day.

And I know that's not a question, but I'm going to answer it anyway. Our current director, Luis Rosales, the Director of Safety and Security is-- could not be in more of the same place than you would want. I mean, that is exactly where he wants to go with this department. He wants the officers to be going into classrooms when asked to go into classrooms, and talk about whatever the current subject matter is, wants them participating in SEL-- both learning SEL approaches, but also participating in the SEL experience with students.

Across the board, that's what he's looking for. He wants to create something that is 100% in support of students and positive outcomes for students.

Awesome. Thank you.

Any other questions, Director Bradford?

No, no more questions. Just a final comment-- I sit here and, you know, I'm happy to sign just because I really do want us-- as Director Garcia said, I imagine a different world. I remain curious about what it looks like to have bodies policed in schools, and what that looks and feels like for students.

Recently, I was at a Juneteenth event and made an observation that there were no uniformed police officers, and how different my Black body felt by not being policed. And so I just always remain curious about what it is that our students really do need and what benefits them, and how we can imagine and reimagine differently towards things that serve them well.

Thank you, Director Bradford. And Holly and Scott, thank you very much. And I know the board will look forward to receiving those materials this week. Thank you. And that concludes my update for this evening.

Thank you, Superintendent. And with that, we move on to school board reports. Director Garcia, any legislative reports?

No updates. I do want to get on our radar [INAUDIBLE] for our legislative policy. And I guess, when are we planning to do the next round of legislative priority? Holly?

Sorry, Holly. When do we typically set our legislative priorities for the year?

I apologize. I got distracted by Ms. Baker's new technology. It is July, after all. We usually set it in October-ish, Kate.

Yeah. That's something we can also talk about at our retreat in September. Thank you, Holly.

So with that, we move to director reports. Director Bradford, anything to report on?

No, thank you.

Director Garcia?

I just wanted to make folks aware of the fires that happened in district one in White Center. I know that it's impacting a lot of our families and our communities, and just the young people are experiencing-- like, we had a pandemic, we had a heat wave, and now we have this fire. And just wanted folks to be aware of that.

It was six local businesses, small business, that got affected by this. So please just keep that on your radar. There's going to be a lot of community support in the next couple of days to help support our families and community. I did want to just bring up a question.

Can we explore, with local municipalities, options around how we can be an asset around maybe future heat waves or even smoke? So is there any emergency management stuff that we can be supporting? Because that was, like, Monday of last week?
[INAUDIBLE]

Yeah, I believe that Scott had communication with-- was it Des Moines to use Mount Rainier as a cooling station? So yes, so we do partner with our municipalities and are always eager to partner and do what we can with our facilities.

OK.

And that did happen, I believe. Thank you, Scott. So yes.

OK.

Any other thing, Director Garcia? The only thing that I have is just a reminder that the vacancy for one of our school board positions is open. We still have, I think, two more weeks or something like that for it to stay open.

Till July 16.

July 16.

So one more week for it to be open. So just another shout-out to make sure that those who are watching either via Zoom or those that know other people, to make sure that they know that it still remains open for about a week left. With that, that concludes our school board reports, and now we get to our consent agenda. So I'll ask for motion to approve our consent agenda for this evening.

I move to approve our consent agenda.

I second.

All in favor?

Aye.

Any opposed? Our consent agenda has been approved. So we have our action items. We start with 7.12, motion to approve resolution 08-21 replacement levy.

And with that, the motion to approve that would approve to place a four-year levy totaling \$268,030,800 on the November 2, 2021, King County ballot. Any discussion or questions?

I was just wondering if Kate could give a quick overview, or somebody on the team, on the levy, so that we can get up to speed?

Dr. Garcia, this is a replacement of our operating levy. We go up for our operating levy every four years. It is for part of our services like our nursing, our special education. It does cover nutrition services that go beyond what the federal funds provide.

And also, it helps with additional counselors, social workers. It is a tax rate of about \$2. Our local levy is funded based on our per pupil rate of about \$2,500 per student.

It will be on the ballot in November. So it's just an ongoing continuation of the levy that we've already had. So it's not an increase in tax.

Thank you.

Is there any specific questions?

No, you-- I had the question about if it would be appropriate to add some language around nutrition services, but it seems like it's OK, it's still [INAUDIBLE].

Yes, so in the specific language, we say, including but not limited to. And that's because we can only put so many words into the blurb that goes on to the ballot, and so we can't put every specific thing that we would use our levy for. So we just pick a handful of our biggest top uses instead of getting into every specific. We have a long chart that it gets used for.

So the keyword there is not-- what did you say? Not limited to--

Including but not limited to.

Any other questions or comments? Director Bradford?

No, I don't have any. Thank you.

So then, I move that the Highline School Board adopt resolution 08-21 to place a four-year levy totaling \$268,030,800 on the November 2, 2021, King County ballot.

I second.

Roll call, Kyle, please.

Director Garcia.

Here.

Director Bradford.

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

Our next action item is a motion to approve resolution 09-21, fixing and adopting the 2021-2022 budget. Any questions or comments on that?

Sorry, Kate. I'm going to have to ask you. Back up. You should have just stayed up there. So I think I understood that essentially, the reason we were making some reductions from the ASB appropriation is, essentially, we never even reached that any way, year after year, so that's part of the reason why. I guess the question I'm really trying to figure out is, is our athletic program an experience any cuts next year? And is there a way to mitigate some of those cuts?

We are not anticipating any cuts in our athletic program. It's that we've just had an inflated expenditure authority that we've never reached.

For sure.

So it's more truing up the expenditure authority.

And with the new House Bill that is essentially requiring that anybody who is on free and reduced lunch doesn't have to pay any ASB fees. How do we-- I guess, what is the strategy to make up that gap?

We will need to be using our general fund to subsidize that. We have some meetings, actually, tomorrow to start thinking about our strategy with how we're going to subsidize those schools. This year as well as last year, all students have been eligible for free or reduced price lunch. And so because of that, we're saying that all students wouldn't pay those fees.

As we move forward, not all students would be eligible for free or reduced price lunch as we move out of the COVID times. And so then, that would change who would be eligible for free or reduced price lunch, and therefore who would be having those fees waived. And so we're continuing to have conversations about what level of subsidizing we would be doing.

OK.

So more solutions will be presented in the future.

Got you. I guess yeah, the concern was, for me-- and I guess it's fine, but I was concerned that if we were reducing the amount that we had appropriated, then what's going to end up happening is that we tell [AUDIO OUT] through no fault of their own, young people who wanted to do activities, that there no longer was a budget to do activity.

So I guess there is not going to be an elimination of any activities or program that on the user end they have--

No. So really, they had been setting these budget levels of about \$1 million, but they had really been spending around \$800,000 each year. And so their budget level is still significantly higher than what they been spending. And so we still anticipate their spending levels to be around \$800,000. So they just set a higher budget level, so that they have room to spend additional revenues come in for fundraising.

Got it.

So bottom line is, I think, the heart of your question is, opportunities and services for students are not being eliminated as a result of this. And is that accurate at this point? Yeah.

Good?

Yup.

All right. Any other questions? Seeing none, I move that the Highline School Board adopt resolution 09-21 to fix and adopt the 2021-2022 budget. I need a second.

I second.

Roll call, Kyle, please.

Oh, he's got it.

Thank you. Dr. Bradford?

Yea.

Director Garcia?

Yea.

Director Alvarez?

This motion has three to none. Our next motion is to approve resolution 10-21, the Capital Facilities Plan and Proposed Impact Fees. Any questions or comments? Clarifications?

I don't have any.

Hearing and seeing none? Are we all good? OK. I move that the Highline School Board adopt resolution 10-21, 2020-21 Capital Facilities Plan and Proposed Impact Fees, authorization to submit for school impact fees, and continuation of exemption of impact fees for King County Housing Authority, to allow the district to collect fees from King County and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac, and Tukwila, and hereby authorize the superintendent to sign any and all documents to carry out the actions authorized by the resolution.

I second.

Director Bradford?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes three to none.

So we move on to introduction and action items 8.1, motion to approve ratification of 2021-24 collective bargaining agreement between Highline Public Schools and Teamsters Local 763 Union. Clarifications, comments, or questions?

You know, Steve's not here, but I did want to just mention and appreciate his team for sitting through and updating me on this. I still want to push and recognize that we have some folks in our district who don't make a living wage salary yet. And we're getting there. I think this is a step closer to getting us there, but it's just an area where I'm going to keep on pushing.

But I don't want to throw the baby out with the bathwater in order to get to that place. So I just wanted to make those notes and gratitude to the human resource team for giving me some of updates.

Thank you, Director Garcia. Any other questions or comments?

I have none.

Seeing none, I move that the Highline School Board approve the negotiated agreement between Teamsters Local number 763 Union, representing instructional and administrative support employees, effective September 1, 2021 through August 31, 2024. I need a second.

I second.

Roll call, Kyle, please.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Alvarez?

Yea.

This motion passes three to none.

Our next intro and action item is motion to approve ratification of the 2021-23 agreement between the Highline Association of Washington School Principals and Highline School District, including 2021-22. Any questions or comments or clarifications?

I don't have any.

Hearing and seeing none, I move that the Highline School Board approve the negotiated agreement between Highline Association of Washington School Principals effective July 1, 2021, through June 30, 2023, including the administrative salary schedule 2. I need a second.

Second.

Roll call, Kyle, please.

Director Garcia.

Yea.

Director Bradford?

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

In our last introduction action item, it's a motion to approve revisions to salary schedules for executive assistants, professional technical, HEA, HEA/Cert, substitutes, coaches, classified substitutes, and central office administrators. Any questions or comments?

Just a quick question. This is not renegotiating the contract, it's just renegotiating the pay scale, which was already being negotiated?

I'm sorry. Chris, this is IPD. This is the-- what used to be COLA, cost-of-living, this is now the IPD. So it's adjusting to be in line with the IPD. Is that accurate, Chris?

And those terms are already being negotiated, and that's why it's lumped into this? Or did we have to renegotiate all the contracts?

They don't have contracts.

The EAs-- that group of people-- those are non-represented groups, so there's not a negotiated bargaining process. But the IPD is set by the state? Does that answer your question?

Yeah, just to follow up, I guess what I was trying to figure out is, all these different groups, we've already negotiated the COLA, and this is just updating the scale?

So with our Teamsters and our ATA, and our principals, we have negotiated contracts. And these other groups, they don't have a group that negotiates on behalf of them. And so what we do is, to keep them in line with receiving cost of living adjustments similar to what those groups who have people who bargain on behalf of them receive, we honor the IPD for these other groups as well. So it's basically, when the state allocates out an IPD, we allocate that IPD out to our groups equally, regardless of whether they're represented or not represented.

It's standard practice for school districts, just to make sure that whatever cost of living one group gets, we put it across the board. You got it.

Got it. Thank you.

Any other questions or comments? Seeing and hearing none, I move that the School Board approve the proposed salary schedule adjustment changes to executive assistants, professional, technical, HEA, HEA/Cert, substitutes, coaches, classified substitutes, effective September 1, 2021, and central office administrators, effective July 1, 2021. I need a second.

I second.

Roll call, Kyle, please.

Director Bradford?

Yea.

Director Garcia?

Yea.

Director Alvarez.

Yea.

This motion passes three to none.

And so we have left on our agenda as introduction items, we have two. Have the motion to approve the 2021-22 Print Services contract year 1-5, a motion to approve the 2021-22 Copiers Northwest contract year 1-5. With that, if anybody has any questions or comments on those at this time?

No.

No?

I don't have any. I don't anticipate that I will either.

Not the most controversial two items to end on, copier contracts.

And since Director Van is not here, we normally don't move in [INAUDIBLE]. Even though they're non-controversial, we don't move anything to the consent agenda without all of us here. So we'll leave it as intro items or action items for next time.

With that, now we ask for a motion to adjourn our meeting.

I move to adjourn the meeting.

Second.

All in favor?

Aye.

Any oppose that we adjourn?

Happy July, everybody.

Have a great evening, everyone.