

Due to technical difficulties this transcription commences after the meeting was called to order and begins with Scheduled Comments.

Good evening School Board, I'm James Payne with two boys at North Hill Elementary.

Last meeting, Director Garcia called for the Board to support an amendment to your legislative agenda which, among other things, would remove the citizenship requirement for elected representatives. This, is a horrible idea.

As an actual citizen of this country, who has risked his life to defend it, I find this idea, obscene. The idea that a NON-citizen would make ANY decisions on behalf of our children, is totally reprehensible and deserves absolute derision. Non-citizens simply do not have standing to legislate for US citizens.

Encouraging non-citizens to participate in our nation's political process is foolish, illegal and contravenes our country's long-held requirement of citizenship, to hold political office and allocate public resources. I hope you vigorously debate this idea, and keep actual US citizens, their children and your taxpaying constituents centered in your thoughts.

Next, you've been recently confronted with some very uncomfortable truths, about the terrible effects your policies have had on the district's kids and their standardized test scores. It is important for you to understand, that whenever I state demonstrable facts about the district's scholastic performance, it is not with malice against the kids themselves. Indeed, they are unfortunate VICTIMS of your policies, and you're failures are hindering them from being prepared for the future they choose.

Therefore, when I remind the Board that 70% of the district's students are currently SUB-standard in their English/Math/Science scores according to the OSPI report card on Highline, that is your fault. We hold every one of you accountable for that disastrous metric, and for needless curriculum, like your Instruction on Race and Identity, which you introduced, based on imaginary systemic racism and alleged, racial disadvantage in the district.

But the prevalence of systemic racism in the U.S. is far from an established fact. Other credible explanations exist for ongoing racial disparities in society, including family structure, cultural attitudes, and individual behavior.

To declare that white racism is the defining and all-explaining feature of society, is to adopt a political position, not to state a scientific truth. Your political position, requires many assumptions and stereotypes about the world, all open to debate.

Through IRI, Highline has advanced a deeply-divisive ideology of race essentialism, offering a distorted account of American life, in order to promote radical political ideas to our impressionable children. As I've said, the district should focus on academics, not politics, to get better outcomes.

Question: What if your systemic racism theory for Highline's academic failures is wrong? What if economic, academic and incarceration gaps cannot close without first addressing personal responsibility? This, more likely explanation of academic disparity or disadvantage, would render your systemic-racism thesis, moot; and should force policy change.

You know, the brilliant black economist, Dr. Thomas Sowell once said: "If you are going to call the negative consequences of a CHOSEN behavior a "disadvantage," then you've corrupted the word beyond repair."

Lastly, a private organization and special interest like the teacher's union, shouldn't be given special favors to speak here. So please Superintendent, for equity sake, require them to undergo the fatigues of signing up and speaking during the time-limited scheduled comments, just like the rest of us.

Thank you.

With that, we move it to our superintendent updates. [INAUDIBLE]

Thank you very much, President Alvarez. And good evening, everybody. Since this is our last meeting before some well-deserved break next week, and since we are coming upon the season of gratitude. I want to take a moment to extend my gratitude to everyone in Highline who has been working so hard this fall to make sure that our students are safe back in school learning. And I know it hasn't been easy.

But when you see how happy our kids are to be in school, we all know that it's worth it, and it's the right thing. But someone said to me, well, should we really think people just for doing their jobs? And I said, absolutely, we should thank people just for doing their jobs, especially when that work is as important as the work of educating our children.

So thank you to everyone in Highline for continuing to go above and beyond to deliver on our Highline promise, believing, as we all do, those of us who choose to come to work here in Highline, that every one of our children is brilliant, beautiful, and brimming with promise and that we do have not just the responsibility, but the ability and the great privilege of unlocking that promise by engaging them in school. So very, very proud to serve as the superintendent here and grateful for the tremendous work of the colleagues alongside whom I work.

So with that, my one big sort of item tonight is we were joined today by our friends from TNTP, whom I know, as the board knows, we have grant money to have a partnership with them that extends into some very critically important areas of work for us as a district. And Jeff and some of his colleagues are here. They've been working all day with Steve and others on the team.

And I wanted Jeff to provide you all with some update on what that work looks like and give you a chance to ask questions. It's really important work. It's impressive work. And we are really grateful for our partnership with TNTP. So I want to welcome all of our-- if you're from TNTP, give us a wave. There they are.

We're so happy that you're here. Thank you, Jeff. I will ask you to go up to the microphone. And the floor is yours. Please introduce your team to so that everyone can--

Yup. Thank you very much. Thanks for the opportunity to come here and talk about the work that we're doing. I'm super honored to be able to do that, honored to have a partnership with you guys at all. And so yeah, I'll introduce folks first. So Eric Hardaway, Edith Lopez, [? Dekwanda ?] Williams, and Emily Gordon. This is part of our team.

We have about a few other folks on our team that are not here tonight. And maybe they'll get another opportunity to come up later. So just wanted to tell you a little bit about TNTP and sort of the work that we do, then talk about a little bit about what we're doing here in Highline to support you guys and where we are in that work, unless there's anything else you wanted, but open it up for questions that my team will definitely be able to jump in and provide specifics, if that make sense.

So TNTP is an education nonprofit, been around for about 20 years. And our real our mission is to ensure that kids across the country have equitable access to excellent learning opportunities and outcomes. We started out in the space of helping districts set up alternative certification routes for teachers, so teacher Fellows programs across the country. And then realized that we could add more value by ensuring that talent practices at districts were robust and ended up with great teachers who were hired and would stay.

And then sort of realized that after doing talent work, that actually we could have more impact if we sort of expanded our work. And so right around the time the Common Core was adopted across the country, we really dove into academic consulting, so helping districts set vision for instruction, create strategies to implement those visions, curriculum adoption, instruction, professional development, all those sorts of things. So that's probably the bulk of our work nowadays.

And then I'd say the last evolution for TNTP has been over the last couple of years where we really realized and maybe more acknowledge that we can't do this work effectively, and we certainly can't sustain it, unless we involve the communities for whom we work, the families of the students who we work for and the communities surrounding them. And so in our last strategic plan, a part of our theory of reaction is to really involve communities and families in everything that we do. That was a couple of years ago.

I'm not going to say that we're totally there yet. But one of the reasons why this partnership is exciting in particular is because this is a explicit part of the work that we're doing. So that's just who we are.

Talk a little bit about how we got to where we are now. So about 18 months ago, we got a grant from the Walton Family Foundation to do some work around, quote unquote, "reopening" of schools, helping districts reopen schools. Turned out we weren't really reopening schools. But we did some work here supporting learning acceleration. We'll talk a little bit about that in a minute.

And then so that was for-- I don't know-- maybe six months or so. And then about this time last year, got tapped by the Gates Foundation who wanted to support a bunch of districts primarily in the Seattle metro area, but across Washington as well. And ended up supporting-- partnering with you guys around-- and this grant was for supporting districts in coming back from COVID, addressing the challenges raised by COVID, but also the challenges that were sort of laid bare by COVID that predate the pandemic. So that's the overall purpose of the grant.

And so when we initially started talking about how could TNTP support the district, we talked about a number of different kind of strands of work. And so we ended up with sort of working with your team to scope out four different areas of work that we would support on. So one of them was academics. And part of that's sort of like continuing the work that we had done previously last year.

And I'd say there, our work is really trying to answer the question, and help the district answer the question, how can we support students to get back to grade-level work given what they've experienced over the past year, year and a half or so and given what we know that many students were experiencing even before the pandemic? And so that work is really around-- we're sort of approaching that in several ways.

One is through strengthening the professional learning community structures and systems and practices that you have here that you've already set up. Another one is building the capacity of folks at the district level to support learning acceleration. And the third part of that is more general support for secondary. That's the academic part of the work that we're doing.

So another part of the work is the talent work. So this is actually why we're up here today is really to dig into that with Steve and others. And that work is really trying to help answer the question, how do we increase the proportion of teachers of color-- I'm sorry, leaders of color and teachers of color so that kids see themselves reflected more in their teachers and leaders than they do today? So that's the talent strand of work.

The third strand of work is family and community partnerships. And so that work is helping the district try to answer the question, how do we use family feedback systems in order to engage in a more authentic dialogue with parents and families and communities so that the work that we do is in collaboration with families? And then the fourth and final strand of work-- and I will say before I say this one. These are all separate strands of work, but they're also interrelated. And so one of the efforts that we've made over the past few months is to figure out where are those intersections?

So the fourth one is equity. And there's obviously intersections throughout the other strands that work for equity. And this one is really trying to answer the question, how do we use the structures of school-based equity teams to provide more equitable learning experiences for kids in all schools? And so those are the four strands.

I'd say they are all in different places in terms of progress. We kind of had a pretty deliberate sort of sequence of events, as some of these strands were more important at the beginning and digging into some of the other ones a little later in the sequence. But they're all moving forward. And we feel super optimistic that by the end of this engagement, which is really June 30-- we'll talk about that one a little bit later but-- that we will have impacted and helped create some of these structures that really do ultimately provide all students with excellent learning experiences here at Highline. So I'll stop there and then. Any questions you guys have, either I or folks on the team can answer.

Thank you, Jeff. So I'll turn it over to the board for questions.

Dr. Garcia, any questions or comments? Director Howell?

I have a question about how you're measuring your progress and effectiveness with these four different areas? How will you know by June 30 that you have done what you set out to do? What are the types of things you're looking for?

Yeah. So at TNTP, we always set goals for all of our projects. In this case, a lot of them will be implementation goals. Like, do we have school-based equity teams that are up and running? Have we expanded the capacity of the central office team to support them elsewhere in other schools? For example, for the academic strand, things like are we seeing learning acceleration happen in classrooms? Are teachers not going backwards in instruction and instead pushing kids forward to stay on grade level while providing them the scaffolds that they need in order to do that through observations and things like that?

The community engagement or family and community partnership work, really just have we set up or have we helped Highline set up concrete systems whereby families can actually provide feedback on decision making at the school level or at the district level that families are using? So things like that, yeah.

Thank you.

Director Bradford, any questions?

I have none. Thank you.

Director Van, any questions or comments?

I have none. Thank you so much for being here tonight.

The same goes for me. Thank you for all the work that you're doing. It's good to hear. I'm excited to hear any of the outcomes and see-- I think the hardest thing is the implementation piece and figuring out what that looks like and how that's going to continue. So I'm looking forward to hearing about that as well. So thank you so much for all your time and for joining us here tonight and here at Highline as a partner.

Great. Thank you. We'd love to be invited back at some point and probably in the spring to kind of give you an update on where we are. And I just want to say last thing is that we are super honored to be working here. We've loved really working with the people here, but also we are so aligned with the mission that you guys are on and so are completely invested in and committed to the success of all this work and the success of the district as a whole.

Absolutely. So we'll see you back soon.

Yeah, thank you, Jeff. And thank you to everyone from TNTP for being here. This really is a robust partnership. And I think it would be great in the spring to come and give a progress update. I know that especially Director Howell would love to see some of the tangible results of the work that we've done.

I love data.

[LAUGHTER]

So, we will have an open invitation, Jeff, to return. And I know that you all have had a long day of work. Please don't feel that you have to stay for the rest of the meeting. You are welcome to remain here. But we take no offense in you getting up and going and having dinner and having an evening. So thank you very much

Thank you.

Thank you

Thanks, Jeff. And with that, I got to say Sandy Hunt, woman of steel. We had an HEA meeting earlier, and she had some knee issues. And I thought, I don't know if she's going to make it. And she's--

[LAUGHTER]

So Sandy, if you'd like to come up and make your comments for the evening, that would be great if you can hobble up there. Take it easy.

[LAUGHTER]

Thank you. Thank you, directors. I really did want to come tonight because I wanted to apologize for-- I don't know-- last few months, sitting through comments without addressing them. Those comments have been directed at our IRI program. And probably of anybody in this room, I'm the most well situated to be able to comment on that.

I appreciated the words that Director Van shared last time. As members of the board, you take it very seriously to listen to all members of the community. And so I appreciate the opportunity that I have to share today. This was a training I went to recently.

A former teacher in the district was presenting at the Decolonizing Education, James [? Booten. ?] And so he had an opportunity to run some of his work by us. And so a group of us attended. And this is an article that he shared. And I was going to just read some excerpts.

This is called "White Privilege as an Addiction." "As we come to understand something about institutional racism, we begin to have some clarity around how people of color can be made ill by endlessly and unrelentlessly assaults against the [INAUDIBLE]. What we are much less attuned to is internalized racial superiority and the ways in which being part of a dominating culture creates its own pathology, that of white privilege.

The following are some preliminary observations about distorted thoughts and feelings precipitated by internalized racial superiority. Number one, our ideas about what is normal are very culture bound in ways we often do not see. Number two, we have an exaggerated sense of the rightness of our own ideas and opinions, often diminishing contributions of people of color.

Number three, we have an sense of entitlement, which can create an exaggerated sense of outrage when our expectations are disappointed. Number four, even those of us committed to social justice feel we can pick and choose when and where to speak out when we perceive racist behaviors. Number seven, those of us who are white and who counter so successful tend to believe that we have earned our success through hard work and focus. We rarely see that unearned benefits associated with whiteness have contributed to our prosperity.

I think about these manifestations of internalized racial superiority and the ways in which we, as white people, fail to give up these behaviors. And I've begun to think about white privilege as an addiction. So an addiction is characterized by impairment in behavioral control, craving, inability to consistently abstain, and diminish recognition of significant problems with one's behaviors and interpersonal relationships. Like other chronic diseases, addiction can involve cycles of relapse and remission. Without treatment or engagement in recovery activities, addiction is progressive."

So this article goes on. I did bring copies if you're interested. They do actually have some ways to counteract that addiction similar to in the AA process. So this is-- part of the training-- this is by Gail K. Golden was a discussion around is addiction really-- is it really truly an addiction? Or is this a metaphor for us to think about white privilege?

But I definitely found it worth considering. And we had a great discussion amongst ourselves. And so I thought I might share that tonight. I bring that here because I think we have a society that is dealing with 400 years of history and really coming at a juncture-- and maybe this is periodic-- where we look back and reflect on what is the basis by which the society has been founded.

And having those conversations and really trying to understand that from different perspectives is what I think the district is trying to instill in our students. And helping them to understand their own identity based on the identities of their families, the culture, what their culture values are are really important in our district. And then helping students really respect people's identities, respect from racial, sexual orientation, gender. All of those things are what we're coming to understand as important in people's mental health and helping them achieve their highest potential.

And I think those conversations are really an important part of the education that we bring to Highline. And I really value the work that is happening under Dr. Lopez and her team and what is happening in our schools. So my apologies for not-- I just never thought we'd be having to have this conversation for eight minutes every month. But I'm willing to engage. And I feel it's my responsibility to do so. So thank you.

Thank you very much, Sandy. Wishing you and your family a restful week next week of family time. And that will conclude my update for the evening.

Thank you, Superintendent. Thank you, Sandy very much for your comments. And with that, we're going to move to school board reports and a legislative report. Director Garcia.

Thank you. We're going to talk a little bit about our legislative priorities later. The only update I will add is that today during the online forum-- Scott and I were able to make it. It was so exciting. But the big areas of focus was the I5 SR 516 updates. It's happening.

One of the really exciting parts about that are there's going to be some community benefits, updated sidewalks, that kind of stuff, around our school. So that's come up for us. And also Sound Transit updates still happening. They prioritized some other projects. They're delaying some other projects. But they're still opening up. And we will be hosting the forum next September of 2022, correct? Yeah.

So are these forms in person now?

No, they've been online. But I get a feeling that by next year they'll be [AUDIO OUT].

Thank you, Director Garcia. And so we moved out to director reports. And I'll call upon our directors on Zoom. So Director Van, any reports?

Not for me this evening. Thank you.

Thank you, Director Van. Director Bradford?

Nothing to report tonight. Thank you.

Thank you. Director Howell?

Yeah, nothing necessarily to report. But I have received some feedback from constituents around being able to access past board meetings online. And so in the spirit of transparency, since we are already on Zoom and recording our meetings on Zoom, I'd like for us to think about possibly making those available and some sort of archive online as a board, especially since we're doing the superintendent search. I think it would be really wise for people who maybe can't watch the Zoom lives to be able to watch after the fact.

So we're talking not just board meetings but work sessions as well.

Yes. I think that would be good for people to access that.

So yes, that is up for discussion. So we don't necessarily have to vote on it. But I think as long as there's a consensus, it'll take a little bit of time to get that organized and set up. So just thinking we don't have any immediate work session coming up, so hopefully by the next one it should be-- once, if we're all in agreement and decide a consensus, we can work with our team.

So if I am directed by the whole board, since I don't take direction from a single board member-- it has to be collective. I forget that sometimes too. I will be happy to go back to staff. And we will determine what it will take to do that and then come back to you with a timeline for when we can start that, if that's the direction the board would like me to head.

So any comments or questions around that, Director Van?

I really like that idea, Director Howell. So I would love to support that. I think it is-- with Zoom and everything nowadays, I think it would be really beneficial. And it will reach out to all of our constituents or students out there. So Susan, if it's OK, let's see what the impact is financially, if there is any. But I would love to [INAUDIBLE].

I get that it's a go for Joe. How about Director Bradford? What are your thoughts?

Yeah, I have consenting thoughts. I guess I'm-- yeah, I'm surprised that we're not doing it. But again, it may just be it's something that just the timing hasn't been. And so I too would like to hear what it would take for that to get done, fir there are any financial implications to that or what have you. So yeah, I like the idea as well.

Thank you, Director Bradford. Director Garcia, you said also as well.

Generally, yeah, I'm really supportive of it. I think logistically some things we should talk through a little bit. But yeah, I'm not opposed.

I feel the same way. I think full transparency as much as we can. I know that we've had requests for people who can't [AUDIO OUT] our work sessions, haven't been able to attend would like to see if they could at least get information that is provided. So I'm also all for it. So hearing the directive from all board members, if you could just get logistical info back to us before we can say it's a go.

Absolutely. The teams here. We've heard it. So we will get back to you with timeline, cost, and all of that.

Thank you.

Thanks.

Thank you. Thank you, Director Howell for bringing that up. Any other comments or questions, Director Howell? For director reports, Director Garcia, anything you want to add?

Nope. Nada.

Yeah. The only thing I have want to add is that the superintendent and myself are doing a presentation for WSSDA on Saturday. I'm looking forward to, that and I'm excited, also. I think that's it for me as well.

Can I just say also I forgot-- I don't know if any of the board members will be at WSSDA tomorrow. I've been asked to sit on a panel tomorrow for the boot camp, What Your Superintendent Always Wanted to Tell You But Wouldn't. So I can tell the superintendents how to keep their-- or all the board members how to keep their superintendents happy. So I'll be on that panel tomorrow and then at the meeting Friday and then presenting on Saturday.

Are you going to share with this what--

Maybe.

[LAUGHTER]

What the superintendent always wanted to tell us and didn't. Well, come on now. So I'm looking forward to that as well. I'm sure we'll be able to hear back from that. So with that, we'll move to a consent agenda. So I'll need a motion to approve our consent agenda for this evening.

I move to approve our consent agenda.

I'll need a second.

I second.

All in favor say aye,

Aye.

Any opposed? Hearing no opposed, our consent agenda has been approved. Our first action item is motion to approve the amended 2022 legislative agenda. It has been updated since our last intro. So approve this motion would approve that 2022 legislative agenda with the updated information provided. Any questions, comments, or discussion?

Yes. [INAUDIBLE] Alvarez, I have a couple questions and a suggestion here. Thank you so much, Director Garcia, for making this recommendation to add these three items as our requests here. I would propose that we remove number three to attract, recruit and retain diverse board directors from this. As we sit right now based off all of the criteria and all of the bullet points that are on our WSSDA ledge. 75% to 80% of that we are currently doing in regards to making sure that we are representing our students from our nationality.

A couple of the things that I also want to bring up-- with 133 items there on that list from WSSDA. I'm really curious, what is-- I want to bring stuff to plate that is going to make the biggest impact and have the most impact for our students. In addition to what we have on there, if we could, for instance, throw like a simple majority for bonds, fully funding staffing levels. So we really don't have [INAUDIBLE] dollars to pay for the additional social workers and security officers and things like that.

Those are the things that [INAUDIBLE] are going to support and help find out. I know there are other districts out there that would benefit from the number three that we're proposing. But I think would like to add things in there that is going to have opportunity to-- got a statistic around last year. We had about 150 items that were on the agenda, and only 10% of it passed. So we're just throwing stuff out there and hoping that it bites.

But I want to make sure that we are very intentional, and that we're proposing things that will really impact us as well as other districts. So my recommendation is to remove number three and to keep number two in there. In addition to number two, if you guys looked at your personnel report today, I am so happy to see that we hired, or we secured a Brailist. So that was really awesome to see that. That's it for me.

Thank you. Director Bradford, any comments or questions?

Yeah, I have comments. And thank you. And I recognize that I speak as one whose citizenship in this country is only through my stolen and enslaved ancestry. And that said, in this country, we have a moral and legal responsibility to educate our children. And our children do come from families who are no less human, regardless of where they were born and/or the factors or barriers that prevent their citizenship.

And these families are decision makers in their homes, their communities. And in my opinion, they should have equal access to any and all decision-making tables in our district and throughout our country. So with that said, I am supportive of keeping number three on the legislative agenda. And it's the right side of history that I want to be on. I may not be able to predict what will happen when it goes to legislation. However, I would love to know that this is something that I can stand behind. I have no more comments on this.

Thank you, Director Bradford. Director Howell, did they approach you already?

No. I concur with Director Bradford that I think it's important that we keep number three on there. And I agree with the other two as well. And I think as a citizen, it might be easy for me to say that like, oh, that number three isn't as important. But I speak from a place of privilege. And so I think keeping it on there is really important. And I think it aligns with our district mission and vision. That's all.

I just wanted to thank you, Joe, for being willing to share your feedback. And we talked. You gave me a chance to hear it out ahead of time. So I was able to think through this a little bit more. And what I really want to emphasize-- and I hear you. You're really getting at how do we prioritize our legislative priorities, knowing that there's so many different ones?

And for me it's really, where do we start, right? This is a start to be able to get this on our legislative priorities so that we can put this in front of the different representatives that represent us. And maybe there can be a law changed. So for me, this is how we can start something. I know that-- I hear you-- it's probably going to be a long ways away before this actually happens in our state legislature and then our governor approving it.

But I support it as an immigrant myself and as somebody who I think of my mom, and I think my parents. But specifically I think of my mom and how so hard for her to navigate the system. And the conversations that I've had with her, she never felt like she belonged in this system. So when I think of stuff like this, I think of our dual language program. I wish I would have had opportunities like this growing up because I know I would have been more successful in our system growing up. I know my parents would have felt more engaged. And that's why I'm supportive of this.

Thank you, Director Garcia. So with that, [INAUDIBLE] hang on for a second. So I move that the Highline School Board approve that 2022 legislative agenda. So I'll need a second.

Second.

I second.

So roll call please, Sharon?

Director Garcia?

Yea.

Director Howell?

Yea.

Director Van? Can you please unmute?

Sorry about. That I'm using two screens. That's a nay for me.

Thank you. Director Bradford?

Yea.

Director Alvarez?

Yea.

The motion passes 4 to 1.

Thank you. With that, we move to motion to approve the revision to Highline School District professional technical salary schedule. Any questions or comments on this particular item?

I do, President Alvarez. Actually, it's on the next [INAUDIBLE] in regards to our salary increases or our schedule. Just see if you can really let us know, is this is not a salary increase for all of our team members, but it's really just to [AUDIO OUT].

Oh. Bad internet.

Steve, I think the question he's getting at, correct?

I'll give it my best shot. I got a few salary increases here, prof tech by 10%, the central office administrators to become more in alignment with where we are with our principals and our assistant principals. There is no proposed increase for cabinet members. The ranges change, but no individuals on cabinet would receive a salary increase. Director Van, did that get at it?

Yes, it did. Thank you so much, Steve.

You're welcome.

Thank you. Any more comments or questions for motion to the approve to the revision to the Highline School District professional technical salaries?

Just real quick, I really appreciate the work HR is putting around making sure that we live up to our equity commitment when it comes to allocating resources. And I know I push sometimes. But thank you. Thank you for putting in the work.

I can speak for the whole team. We appreciate it too. Thank you.

So Director Bradford, any comments or questions?

No, thank you.

Thank you. With that, I move that the school board approve the proposed salary schedule adjustment to professional technical effective September 1, 2021. I need a second.

I second.

I second.

Roll call, please, Sharon.

Director Van?

Yea.

Director Bradford?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

Motion passes 5 to 0.

Our next motion is to approve the revision of Highline School District's certificated substitute employee salary schedule. Thank you, Steve, for going up there and clarifying all three of those for us all at the same time So any more comments or questions on that? Hearing and seeing none, I move that the Highline School Board approve the proposed changes to certificated substitute employee salary schedule effective October 10, 2021 on an emergency and temporary basis. Roll call, please.

Is there a second?

Second.

Sorry.

Go for it. Thank you.

Director Bradford?

Yea.

Director Garcia?

Yea.

Director Van?

Yea

Director Howell?

Yea.

Director Alvarez?

Yea.

This motion passes 5 to 0.

I tell you. Motion to approve revision to the Highline School District salary schedule for administrative salary schedule. Any comments or questions on that? Seeing and hearing none, I move that the school board approve the proposed salary schedule adjustment changes to the administrative salary schedule-1 employees effective July 1, 2021. I need a second please.

I second.

Roll call now, please.

Director Howell?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

Director Bradford?

Yea.

Director Alvarez?

Yea.

This motion passes 5 to 0.

And our last action item for this evening is motion to approve the resolution number 1621 for the 2022 excess levy certification. Any comments or questions on this?

No.

Seeing and hearing none, I move that the Highline School Board approve resolution 16-21 for the 2022 excess levee certification. I need a second, please.

Second.

Second.

All right. Who seconds? Director Garcia second. Roll call, please, Sharon.

Director Garcia?

Yea.

Director Howell?

Yea.

Director Bradford?

Yea.

Doctor Van?

Yea.

Director Alvarez?

Yea.

This motion passes 5 to 0. Thank you, Sharon. And now we have two introduction items. We have a motion to approve a new-- the pre-apprenticeship program grant. And the motion to approve the PSSC Perkins grant.

And we have the wonderful Juan Lozano from PSSC here if board members have any questions on those two items.

Yeah. Any questions? Let's start with the first one, motion to approve the new pre-apprenticeship program grant, the intro item. Any questions or comments?

Yeah. One real quick. Just one quick shout out to Representative Orwell. You'll see in the memoranda of understanding pivotal in making sure that we were able to get the funding for this. And also I guess I had a question around, are there going to be any opportunities to make sure that language isn't a barrier for students who want to do as a participant? Like, any alignment with our language programs or just language accessibility?

Yeah, that's a great question. And [? Anew ?] has addressed that. And they were working-- excuse me, I have a cough drop. So we're planning for next summer already. And we're thinking about those exact things, like how we're going to support those pieces. And so we're in talks with [? Anew ?] to make sure that is there. And again, Orwell is really pivotal on that piece as well. So yes, it is being addressed and discussed.

And just one other thing, I would love to see when it comes to apprenticeships and it's that hands-on experience, will there be opportunities for our young people to be in the community helping build the houses and the apartments and the community centers that they're going to be a part of? What attempts are going to be there to help bridge some of that?

Yeah, definitely. And so outside of [? Anew, ?] we also have the Skills Center looking at redeveloping our EL camp as well. And so we're looking at getting in the local community to make sure their EL student has opportunities to work in their community to help upgrade or rebuild some pieces of the community that needs to be rebuilt. But, yeah, [? Anew ?] is also addressing that as well. But this funding primarily supports the summer program. But those kids will become leaders. And hopefully when they come back to PSSC or go to their home schools, will be able to continue that work.

That's great. Thank you.

Mm-hmm.

Thank you, Juan.

Thank you, Juan. Any other questions are our comments on the pre-apprenticeship program grant? How about the motion to approve the PSSC Perkins grant? Any comments or questions?

Director Alvarez, I do have a question in regards to that.

Yes?

This is a great grant. And I really appreciate the funding and where it's all going, where it's all allocated. So if you're unable to use all of the funds, could you transfer it to another fund category to supplement that? Or does it have to stay with that bracket?

Oh, the Perkins grant is a pretty broad grant, in the sense that it supports multiple levels of student learning, teacher learning, sports, everyday activities. So we usually expend that first when we're looking at supporting student learning and also supporting our staff to getting training and how to better address the student learning needs. And so this year we're looking at SPED support. We're looking at EL support.

We're also looking at developing MTSS at the Skill Center, something that has been missing. And so those are some of the three big pieces that we're addressing. In addition to that, we also need some support around technology. And that's one thing that we at the Skill Center, we're supposed to be cutting edge. And that's one thing that we are currently lacking. And so kind of looking at that and how to move forward.

So yeah, I can assure you the money is already planned and spent. So, yeah, thank you. Good question, though.

Can you kind of dive a little bit deeper into the technology piece? What are we lacking?

Well, as far as-- again PSSC is Puget Sound Skill Center. And so we are supposed to be on the cutting edge of industry. And as of right now, our technology is behind the curve, if you will. And also some of our classes and instruction are behind the curve. And so to really utilize the space that we have, we need to update our technology and also update our teaching practices to really address the needs, so cybersecurity, for one.

We have a lot of demand network, AWS. We have a lot of other partners that are looking at us, raising their hands saying, we want to come work with you. But right now our infrastructure doesn't support those needs or those software pieces. That's really what it is, looking at it. And yes, the Chromebooks that we bought for the district are wonderful. But when you get into industry, everybody uses PCs.

And so right now we're trying to swap out the Chromebooks for a PC that's going to be more industry based. And again, this is all driven by our advisory board. That's business partners and also other districts that are helping us kind of develop this understanding of what is needed.

Thank you so much.

I may have a follow-up question, Juan.

Sure.

Sorry.

No, I'm glad I showed up.

Right. Make it worth your while. Yeah. I think just maybe just a point of clarification for me. As you responded to Director Van that the Chromebooks seem to be now outdated, if will. And I know that it's just been more recent that we've approved those. And so just wanting to know what are the-- I do know that technology is always advancing itself. And are there ways that we can get ahead of that, to some extent, so that perhaps we're being stewards over the technology as much as we know? Again, I know that it can become obsolete after a period of time. And the Chromebooks are fairly new.

Yeah. No. Great question. And that's something we are constantly looking at as well. So Chromebooks for the general use are amazing. And most products are web based now. And so there really is not a need for a hard drive. So Chromebooks are perfect for that purpose if the Wi-Fi supports that.

Now, that being said, what we're doing at PSSC, and also some of the CD programs as well, is we're developing the software that will be used on the internet-based Chromebook. And so we need a bit of a more powerful machine that's going to be able to have-- I lost my train of thought. It's going to have the pieces that are needed to drive that technology to build the products that will be used on a Chromebook. I hope that makes sense.

It does.

I think that's a great question. But I think as far as like general use, Chromebooks are perfect. If you're even up to University of Washington, you're just in class, Chromebook is a great tool because it's easy to use. Everything's web based. But once you start getting to computer programming or CAD or aerospace engineering, you will need a more powerful machine with a hard drive so it can save your work.

Hmm. Thank you, Juan. Appreciate you.

No problem.

I think that's it for questions. So the only other thing left, is there anything we want to move to our consent agenda for next meeting?

I feel comfortable moving 9.1 and 9.2 unless folks want more conversation next meeting?

I agree. I would feel comfortable moving those.

So both of them? Director Bradford, Director Van?

I am comfortable moving both of those.

Dr. Van?

Yes. I second that.

So I think we'll move both 9.1 and 9.2 to our consent agenda for next time. Do we need to vote on that? No. I don't even know anymore. So 9.1 and 9.2 will be moved to our consent agenda for next. And now I just need a motion to adjourn.

Can I just-- can we just publicly thank Sharon for sitting in tonight? So Adriana is on vacation. Sharon stepped in. Sharon, you did a great job. I just want to thank you for going above and beyond. We appreciate you.

Yeah, actually, before the meeting I took the time and I went because she's been keeping us going. She sends me stuff. And I feel like it's done smoothly. Yes, we miss Kyle. But we can say that things are moving along smoothly. And it's Thank you to all your work and your attention to detail. So thank you, Sharon.

Thank you. Thank you.

Yes, thank you.

Now I'll ask for a motion to adjourn.

I motion we adjourn.

Need a second.

Second.

All in favor? Aye. Let's adjourn. Let's go home. Thank you, everyone, for coming. Good evening.