

Highline Public Schools | School Board Meeting - June 1, 2022

All right, all right, all right. Let's get tonight's show on the road. Welcome, everyone. Welcome to our Wednesday, June 1, 2000 6:00 PM board meeting. Let's start off by our Pledge of Allegiance. Please stand.

[INAUDIBLE] flag of the United States of America. [INAUDIBLE] to the Republic [INAUDIBLE].

And we are so, so lucky. We have the Honorable Judge Veronica Galvan here to present the swearing in of Director Azeb Hagos.

Good evening, everyone. Miss Hagos, I'm going to ask you to stand and affirm your acceptance of the responsibilities of a Highline School District Board member by repeating after me the oath of office that will be on file in the King County records. Please raise your right hand. I do solemnly swear.

I do solemnly swear.

That I will faithfully and impartially.

That I will faithfully and impartially.

Perform the duties of director.

Perform the duties of director.

District number five.

District number five.

Of Highline School District number 401.

Of Highline School District number 401.

As prescribed by law.

As prescribed by law.

And to the best of my ability.

And to the best of my ability.

I will support and maintain.

I will support [INAUDIBLE].

The constitution of the state of Washington.

The constitution [INAUDIBLE].

And the United States.

And the United States.

Welcome, director.

[APPLAUSE]

You just need to stand here.

Yeah.

I just want to say that this is such an honorary moment for me and the community that I serve. I have been a part of this school district, supporting our schools before I had children for a decade. I care about Highline Public schools. My life experiences have led me to this place, and I want the children of our school district to have all of the wonderful experience that I had growing up to be a part of their lives as well so that they also may have the opportunity [INAUDIBLE] and to have a right [INAUDIBLE]. Thank you.

[APPLAUSE]

[THUMP]

[APPLAUSE]

[INAUDIBLE]

[LAUGHTER]

[APPLAUSE]

[INAUDIBLE]

All right. And now that we are done with some of the formalities, we can do the roll call, please.

Sandra.

Here.

Director Van.

Here.

Director Howell.

Here.

Director Hagos. Director Garcia.

Here.

Thank you. And are there any calls or changes to the agenda?

[INAUDIBLE]

Sweet. We'll move on to Agenda Item 2.1, National Board Certified Teachers.

Yes, so I think they've all left to celebrate. But we did earlier this evening honor our new and renewed National Board certified teachers, one of whom is Director Howell at the end who renewed hers. I want to thank Dina Russo and all of our mentors and supporters who have helped our teachers earn this incredibly important certification.

And I think it's worth noting that we now have 200 national certified teachers in Highland public schools. So I know that the board joins me in congratulating each and every one. And I certainly hope they are celebrating right now.

All right. Thank you very much. We are now on schedule communications 3.1 Ernest Thompson. Are you here? Going once, going twice. Sold. Well, we'll just jump straight into superintendent [INAUDIBLE].

All right. So good evening, everybody. Nice to see you. I'll keep my comments brief because we have a long agenda, and we don't want to scare off our new board member right away with an exceedingly long meeting. Welcome. We're so happy to have you. It's nice to have a full board again. Thank you so much for serving.

I just want to say that this is the last board meeting before commencement starts. The next time we are together will be June 22. And the class of 2022 will be off on their way. So commencement ceremonies begin next Thursday, June 9.

I know that everyone here joins me in saying it's the most wonderful time of the year. It's why we do what we do. So it's also a good time of the year to not just congratulate our graduates, but also to thank their families, teachers, and staff who helped them get across that stage. So an early congratulations to the class of 2022.

[APPLAUSE]

All right. There's no legislative report for me today, so we're going to jump straight into directors' report. I'm going to do point of privilege and invite Robin from the Highline Principals Association to the mic, please.

[APPLAUSE]

Thank you. Thank you, President Garcia, and Dr. Enfield, and board directors. My name is Robin Lamoureux. I'm the principal at Beverly Park Elementary. And I'm also the president of the Highline Principals Association.

We really appreciate a moment of your time tonight to recognize our outgoing superintendent. Thinking about the years and the events that have taken place in this room for the past 10 years, individual schools, all of our schools have been celebrated here. Many, many employee groups have been recognized and photographed. Star students and their families have been heralded. But now it's your turn, Dr. Enfield.

A few weeks ago, principals and APs called out descriptors of you in a meeting. And the words used to describe you were remarkable, words that would describe any hero. For 10 years, you have led us gallantly, a true leader, followed by those who aspire to your values, your ideals and your unwavering sense of what is right for students, or families, for the community, for our staff. You led us, and we followed.

Thank you for a decade of dedication and service to Highline and your partnership and support for school leaders in our district. I don't think we've seen this many principals at a board meeting ever. But some of your posse, some of your fans are here tonight. So on behalf of the principals and APs, we recognize and honor your legacy, Dr. Enfield, leader of the Promise. We have something to give you.

[APPLAUSE]

This says Highline Principals Association from July 2012 to June 2022 presented to Dr. Susan Enfield, leader of the Promise.

[APPLAUSE]

[INAUDIBLE]

So Robin and everybody, thank you so much for being here. I was not expecting that. I didn't even bring Kleenex, which is unfortunate, because now I'm going to have, I think, some raccoon eyes situation happening.

I think that everyone here has heard me say many times that I would put our principal corps up against anyone anywhere in this country. It has been such a joy and an honor to lead, and serve, and learn alongside you. I just am grateful for each of you, not just for the leaders you are, but for the people that you are, how kind and generous you've been to me, how you model true love and service for our children and families, and how you show up each and every day and work to deliver on that promise because it's truly at the core of who you are and what you believe in.

It's been such an honor to serve as your superintendent. And as of June 30, we get to transition officially just to being friends. So then it gets really fun, right? So thank you for this honor. Thank you for the last 10 years.

I love you. I will miss you. But I'm not going to be that far away. So you are the best. Thank you very, very much.

[APPLAUSE]

And now you can go enjoy your evening. You don't have to stay. I give you permission to leave. Thank you all very much.

Don't mind us.

Thank you, Robin.

Thank you.

But the board meetings are so much fun.

They're missing the best part.

All right, man.

[INAUDIBLE]

Dr. Alvarez, anything to report? Director Van?

Yes. A couple of things. Thank you so much for being here tonight, our National Board, national certified boards. Amazing group. And also, welcome Director Hagos goes to the [INAUDIBLE] and looking forward to working alongside you. That's it.

Director Howell?

Nothing to report.

OK. Director [? Hubbles? ?]

I'm going to keep this brief. And I got nothing to report tonight. We're going to just jump straight to our consent agenda. Is there a motion to approve our consent agenda?

I don't want to [INAUDIBLE].

For the personnel report, I was reading through all of our names. And Dr. Enfield's on there. It's really coming to a closure. And I will make a motion to approve the [INAUDIBLE].

I'll second it.

Thank you. All those in favor, please say, aye.

Aye.

Aye.

[INAUDIBLE]

Consent agenda has been approved. We are now on agenda item 9.1 motion to approve the 2022-2023 board meeting date. Is there a motion?

I move that we approve the 2022-2023 board meeting schedule.

I'll second that.

All right. I'll open it up. Any conversation, questions? Cool.

Once again, we're meeting on my birthday. I just want to point that out. That's all.

We'll have a party tonight.

Thank you.

Roll call, please.

Director Van?

[INAUDIBLE]

Director [? Howell. ?]

Yea.

Director Hagos. [INAUDIBLE]

Director Alvarez?

Yea.

And Director Garcia.

Yea.

This motion passes 5 to none.

All right. We got quite a list of introduction items, but not all of them are going to get a presentation. The first one is introduction item 10.1-- Motion to Approve WIAA School Board Resolution 2022-2023 for the school year of 2022-2023. Approval of this motion would approve the delegation of authority to the WIAA for the 2022-2023 school year. Any questions for staff ahead of time?

All right. The next motion is 10.2-- Motion for Approval of Revised Director District Boundaries. Approval of this motion would approve the revised director district boundary map and boundary narrative, as attached to this board action report. In addition, I move the board procedure 1105 as attached to the board action report. Aaron, do you have a quick update?

Yes. Thank you. I'll be brief. I know that it's a long agenda tonight. So good evening directors. Tonight, the director district boundaries are being introduced.

And you hear me say this every time I come up here. These boundaries are the director districts and have nothing to do with the school attendance boundaries. So I just wanted to say that out loud one more time.

As you directors know, every 10 years after the US census, school districts must review their board of directors districts to ensure equitable geographic representation using criteria found in state law. Highland has five director districts. And candidates for the school board must live in the director district's boundaries. However, each board member represents the entire district in their actions.

So on this project, the board has held a work session on April 27 as well as a work session and a public hearing on May 18. And based on the feedback received so far, a recommended map is being brought before the board tonight for introduction.

The board action report has several attachments. They include the map itself, the narrative, so the descriptions of the areas, any written community feedback received when we had three draft map options, as well as an amended procedure 1105. It is being introduced tonight.

On the redistricting website-- on the district's website, there is a written feedback form that is live and will be open until June 13, if anyone has any written comments that they would like to share on the map that's being introduced. Action is anticipated for June 22, but that could be adjusted depending on any feedback received.

As part of the redistricting process, we're also doing a review of our internal documentation to make sure it aligns with the director district boundaries. The three documents that need to align are the map, the board procedure 1105, as well as each director has a bio on the website, including lists of schools. And we need to make sure that all of those documents say the same thing and talk to each other in the same way.

So once the board takes action on the map and the narratives, we will also take a look at our website to make sure that the biographies and the list of schools match. We have found a few inconsistencies thus far. And so we're going to make sure that everything aligns at the end of this process. I'll pause there just knowing it's a long agenda tonight, but I'm happy to answer any questions.

Just to comment, I just want to thank you, and Director Garcia, and Flo for keeping us in the loop while things were popping up and just having those conversations. So I appreciate that.

Thank you.

All right. If there's no further questions, we'll move on.

I don't have a question. I just have a comment. I appreciate having a solid map that aligns us to the director areas or the district areas. And I love that because I know in the past, changes had been made in, and it was like, we don't understand why changes were made.

I know I was a director that didn't have very many schools. And I know that some schools have been changed. And now I've got a little bit more schools. Or at least the load is heavier from-- I mean, lighter from others.

I also appreciate the fact that we all have our assigned area and that it forces us to collaborate in our own team here, our own board directors. Just because we have an area doesn't mean that we don't collaborate amongst each other to really support the workload, regardless how many schools people have. And I think that that is something that I want to make sure that we elevate is that collaboration is key as we move forward.

It doesn't, regardless what school you have, what high school, what middle school, elementary that-- yes, it is assigned, and it is for a purpose because that's the way it's going to be registered with the state or OSPI. But also, it gives really clear boundaries for our new coming directors that come in.

I remember coming in and saying, this is your thing, and these are your schools and not understanding, how did that get figured out? And wait a minute. How come I only have this, or how come they have that? And I did not quite understand.

And I love the fact that it's mapped out. And I love that it's no longer south of 128th, and it's east of this. We have a map. I'm a visual learner, so having it visually is really benefiting me. So I just, again, want to say thank you for working on this and for really trying to make it fair for all, and again, just reiterate that the importance of us collaborating as directors to really support one another. So thank you.

All right. Thank you. We are now on introduction to item 10.5-- or 10.4-- Motion to Approve Purchase From US Food in the 2022-2023 School Year. Approval of this motion would approve this agreement to spend up to \$2,604,000 with US Food Incorporated for the 2022-2023 school year. Any questions?

President Garcia, just a point of correction here. 10.3, we missed that. So you might want to go back to 10.3. That'd be cool.

Good call. All right. 10.3--Motion to Approve utilizing USDA Commodity Food in the 2020-2023 School Year. Approval of this motion would approve the use of up to \$275,000 to utilize commodity food products through OSPI as allocated from the USDA for National School Lunch Program.

I don't have any questions about this. But all the food things, federal funding for free lunch for all is ending at the end of the school year. Is that correct?

Yeah, Scott has information on that.

Sorry. I know it's a long agenda.

Yeah. And you are correct. The waivers actually go out of existence either June 1 or the end of June, depending on which waiver it is. It's anticipated from the USDA. This last week, they sent out notification to schools that next year is probably going to be more challenging than when we were actually in the middle of the pandemic because of supply chain issues and price increase while the waivers supported not only not having to charge anyone for meals, but they also supported a reimbursement rate that addressed the increased cost districts were incurring though that waiver as well goes away.

Just so you know, that many of us around the country are fighting this pretty actively and trying to put pressure on the powers that be to extend that. So we haven't given up yet. But yes, it's going to be a challenge. Thank you.

Thank you. Agenda item 10.5--The Motion to Approve Dairy Purchases and Intergovernmental Cooperative Purchasing Agreement with South Kitsap School District for Dairy Product Bid Contract Number B0021920 for the 2022-2023 school year. Approval of this motion would approve extension of the current dairy interlocal cooperative purchasing agreement with South Kitsap District for the 2022-2023 school year with two renewal options through '23, '24, and 2025.

Agenda item 10.6--Motion to Approve Produce Purchase for BBB Cooperation Charlie's Produce in the 2020-2033 school year. Approval of this motion would approve this agreement to spend \$250,000 with BBB Cooperation for the 2022-2023 school year. The next one is not food related, 10.7-Motion to Approve the 2022-2023 Running Start contract and purchase order for Highline College. Approval of this motion would approve the estimated Running Start program purchase order amount totaling \$2,940,000 for Highline College.

We have an addition to our agenda, 10.8-Motion to approve the '22-'23 Running Start contract and purchase order for Seattle colleges. Approval of this motion would approve the estimated Running Start purchase order amount totaling \$594,000 for Seattle colleges. Any questions regarding these two contracts?

I have none.

All right. Agenda item 10.9--Motion to Approve Edupoint Synergy Sophomore License Renewal. Approval of this motion would approve that Edupoint software license agreement contract renewal in the amount of \$360. Is there any questions around this?

All right. Agenda item 10.10--Motion to Approve Comprehensive School Counseling and Implementation Plan. Approval of this motion would adopt the proposed implementation plan developed in response to SB 5030, the comprehensive school counseling plan. As a reminder, we had a work session recently around this. Are there any follow-up questions we would want staff to follow up with?

All right. We are now on agenda item 10.11--Motion to Approve the K-5 Music Instructional Material Adoption. Approval of this motion would approve the adoption of the QuaverEd music curriculum as adopted material for K through 5 music. And I believe we a presentation.

We do have a presentation [INAUDIBLE].

Good evening, everybody. I'm going to be really brief tonight. As the chair of the Instructional Materials Committee, I'm here to introduce our adoption team that's been hard at work and to assure you that the IMC has been working with the adoption team to follow our policy and procedure that's laid out in policy 2020. And with that, I'm going to pass it over to Bettina [INAUDIBLE] and [? Ross Hake. ?] And we're going to tell you about the work they've been doing.

[INAUDIBLE]

Hi, everyone. Buenas noches. Good evening. I'm [? Bettina ?] [INAUDIBLE], Director of K-12 Fine Arts and also Elementary Language Learning. [INAUDIBLE]

So we want to start out, of course, grounded in our promise that every student in Highline Public schools is known by name, strength, and need, and graduates prepared for the future they choose. I'm going to start out talking about some of the logistics and components of the adoption. And then Ross, who's a teacher at Madrona Elementary, also a dual language school, is going to speak about the teacher experience and piloting this curriculum.

So during the fall of 2021 this school year, we were able to welcome a total of 24 music adoption committee members. 12 of those members were district staff members representing elementary music programs, dual language elementary music programs, middle school, high school, and central office. We also had 12 family, student, and community members on our adoption committee, which included three students. We were very happy with a diverse turnout focused solely on music education in Highline.

Our committee began to meet in November of 2021. We began by reviewing research-based best practices, culturally responsive teaching practices, and the Washington State music standards. We were all on the same page.

And then from that, we created our Highline music adoption committee selection criteria. And we used that criteria to create an RFP, which is a Request For Proposals, for possible music adoption curriculum. We sent out that RFP in January. And then we proceeded to review and screen material that came in February through March of 2022.

During that process, using our developed criteria, we agreed to select just one top finalist to move onto the piloting stage, which was QuaverEd music curriculum. And we also decided to only pilot for an elementary music curriculum and postpone the secondary music adoption to the following year.

So we ran our pilot with QuaverEd Music from April 11 through May 13 with five teachers at five different elementary schools. And just as a note, there's one big music program. So to say that there are five schools, that's actually-- when you think about how many kids that was in a school [INAUDIBLE]. That's a few thousand students that experienced this with that amount of teachers. And we gathered feedback throughout that process.

So towards the end of the pilot, we held two community events in May to also gather community input regarding the QuaverEd music curriculum. One event was virtual. And the other was in person.

And then our Music Adoption Committee reviewed that data and feedback gathered from our pilot teachers and the community feedback. And we had a majority vote on May 17 to move forward with the QuaverEd music curriculum adoption beginning in the 2022-23 school year.

So I'm going to just highlight three big reasons why we really feel that this-- we support QuaverEd music as a Highline music adoption. And the big reasons are that it has multilingual multicultural materials, supports, and resources. QuaverEd it is a very engaging comprehensive and fully digital curriculum. And QuaverEd is aligned to pre-K [INAUDIBLE] national music standards that we believe are Highline best practices.

So multilingual and multicultural materials supports and resources. QuaverEd includes over 6,500 culturally diverse interactive resources to reach and represent a diversity of students. It specifically has a strong representation of African-American students and culture and has a partnership with the National Museum of African-American Music amongst other multicultural organizations.

It offers a Spanish translation feature, which you can kind of see a glimpse of it on where it says [SPANISH]. [SPANISH]. That goes along with the curriculum and is a feature that teachers can choose to help meet the needs of our Spanish dual language program as well as the needs of supporting our Spanish-speaking students in all of our elementary schools, including non-dual language schools, as well as even introducing Spanish as a language for all students.

It also includes specific supplemental resources and strategies to support multilingual learners. And [INAUDIBLE] contains in its core lessons, it also contains an additional making music worldwide component, which has a variety-- just very rich musical resources from around the world that can also be integrated into the core curriculum.

It's also engaging, comprehensive-- it's fully digital curriculum. And it supports various musical pedagogies, including [INAUDIBLE], if that's how you say it. [INAUDIBLE] I don't know why-- OK-- and MLT. Over 1,200 songs and 20 languages. Included in most songs, the majority is Spanish and also a big selection of Native American language songs. QuaverEd music lessons include interactive screens with-- Mr. [? Aker ?] can explain a little more-- movement activities, games, assessments, and assignments within a comprehensive music curriculum.

It also includes printable scores, musicals, and over 150 ukulele songs and a ukulele module. Quaver has a strong alignment to pre-K through 8 national music standards and Highline best practices. And we feel that this supports the goal of graduating bilingual and biliterate through its Spanish translation feature, and selection of songs, and so many different languages, and cultures.

I also believe that QuaverEd is really committed to increasing its capacity in this area, that they're highly focused on improving and have a diversity and equity team that is continuously trying to improve this area. And their material that they are continuously improving is immediately accessible because it's all online. And their platform also allows us for easy integration of other local multicultural resources that we have the capacity to do.

We feel that this curriculum supports strengths and relationships, community and family by the diversity of its inclusive resources, its performance resources, and the ability for students to also access this curriculum student support component at home as well as at school. We feel that it can accelerate growth and reduce opportunity gaps by being so easily accessible by our community, both at home, and at school, and engaging students in a multitude of ways and activities that are current and high quality. And it's just-- it has a lot of positive data that has also been highly rated by both teachers and school leaders. And I'm going to let Mr. [? Aker ?] explain.

I just want to give you a little bit of perspective of what it's like on the ground using this. I was one of the pilot committee-- actually using Quaver. The pilot ended how many weeks ago?

Two.

Two weeks ago? I'm still using it. They extended our license through the end of the school year. And I plan on using it until the last day of school.

One of the most positive experiences I had with it-- I note that it says strengthens family relationships. Because it's a digital curriculum, I can put a link to one of the things we were doing in class in their seesaw assignment. So they can link to this little tool that the second graders were using to actually compose their own melody lines.

And one of my second graders came to me the next day, one of my second graders, who's-- you guys know what an interloper is? He leaves the classroom on a regular basis. For some reason, he does this to his classroom teacher. He does it this the PE teacher. He does this to the librarian. He loves music. Great. Thanks, kiddo.

He said, oh, Mr. [? Aker, ?] [INAUDIBLE] you put it in my seesaw. I took it home. And I showed my parents how I could do this. [LAUGHING] So that family connection I think is huge being. Them being able to use it at home and interact with the materials at home was so powerful.

I also had an experience with my first graders where they brought their iPads to class. And because you can put up a QR code, they held up their iPads, and they got to this other digital activity that they could do on their iPads where they're picking soft sounds and quiet sounds. So I'm really, really excited about this curriculum. And I'm really excited about getting to know it better and be able to use it in more positive and powerful ways.

Thanks.

All right. The last slide I have-- or actually, there's two more slides. But the last slide is more about the implementation. So if this adoption is improved, it would be our goal to align the Quaver curriculum with our Highline essential standards and scope and sequence.

And so we would be including a comprehensive QuaverEd music curriculum and technology training to be attentively done in August and throughout the school year. And that is all included with the QuaverEd subscription at no extra cost. So that's awesome. We would also be developing a scope and sequence in making sure that our QuaverEd music aligns completely with our scope, and sequence, and standards and find out if there's any supplemental resources that possibly may be necessary.

And then we also want to engage our music teachers in a culturally responsive teaching best practice initiative. We would like to continue to build local music community partnerships that represent the diversity in the languages of our local community and integrate that local music resource and partnership into our Highline music scope and sequence as well as the QuaverEd platform. In much of this work, we can do-- regardless of whatever curriculum we were to adopt. But this is a good launching point to start that.

Let's see. Another component that we want to implement is we're proposing to fund a QuaverEd implementation lead team to help lead teachers and small cohorts with professional development in this curriculum. And also, because we really want to make sure that we know that no curriculum completely fully represents our local community, we really want to make sure that we implement this in a culturally relevant, culturally responsive way that is connected to our community. So we want to create a fine arts culturally responsive teaching and community partnerships lead team. And I don't have a shorter acronym for that.

But as part of the fine arts budget, we do have a community partnership budget. And we really want to make sure we are using that as effectively as possible. This team would be responsible for researching and building local multicultural music partnerships and resources and hosting professional development opportunities on our optional job [INAUDIBLE] days.

That would include gathering feedback from our students and families on how our diverse families want to experience a music education at Highline and how we can best incorporate the cultural musical heritage of our local families in our curriculum. We feel that this work would be necessary, again, with any curriculum that we adopted. But we believe that this is a good starting point to make sure we're doing that work concurrently with the new adoption and be responsive to the specific needs of our community.

Well, there is one more page. It's the budget page. Not quite as excited about the budget page. We are proposing to do the seven-year contract, which if you look at, there's an attachment. it is a discount then if you just do it by one year.

And we're also proposing a small budget for lead teams and supplemental materials that to along with the first year of implementation. And then after seven years, it is currently \$30,240 per year without any multiyear discount. And that is the last page.

All right. We'll open it up for any questions. Director Van.

I do have one. Thank you so much for presenting this evening. Since this is a seven-year implementation program, at what intervals will we be looking at success rates and looking at, is this really working? And do we have an out clause if it's not really what-- we move two years down the road and it's not working?

Well, I definitely would want to do that every year to have some process to be assessing that. As far as official processes, I'm not sure.

Yeah. So in our music program, in general, there isn't the kind of progress monitoring we've see in some of our other content areas. In a couple of the grade levels, there are some collections of some evidence points like that. But I think with this adoption process, we would be working with schools to really look more at the implementation process. We'd probably start to have data on that coming out as early as October and some other interim points throughout the year to talk about the implementation plan.

And then by, I would say, the neighborhood of January to February, we would start looking at student outcomes from that with a mid-year report and probably an end-of-the-year report. This is roughly what the timeline would look like.

Thank you. I greatly appreciate that. Thank you.

Good question.

Dr. Hagos. Dr. [? Howell. ?]

Yes. You mentioned that the goal is to eventually get community members to be involved with having a say in how we're learning about music and music ed. Were community members part of IMC for this portion?

The IMC? Yes. our Music Adoption Committee had 12 community members on it.

OK. Including musicians?

It was mostly parents, students, a few local musicians.

OK.

I'm not sure how popular or successful.

OK.

Right. Right. I'm not judging who's good. I've had some conversations with colleagues who are music teachers. And they said that Quaver's made huge leaps and bounds in terms of its culturally responsive practices in the last few years. And so that's really good to hear.

Did you hold it up-- I know when I've been on IMCs before, we've used things like NYU's Culturally Responsive Scorecard to audit to what extent the curriculum has a culturally responsive practices of [? wireless ?] content. What did you use to see which curricula had the most culturally responsive practices?

Right. We used the teaching for tolerance framework. And we included components of that integrated into our criteria.

OK. Thank you. Last, but not least, as part of the teacher ed, I think one thing that I think about when adopting a curriculum is that's part of our music education. It's not the only thing we do.

I've been emailing back and forth with [? Stephan ?] [? Nelson. ?] And so I've been given some really good resources around the UW world music pedagogy training, and the [INAUDIBLE] levels programs, and things like that that could really augment and supplement some of the work that the curriculum is doing. So I hope that we can consider those even if we adopt a curriculum like this.

I think she was asking for that specific--

Yes.

I think she was asking for that specifically.

Right. Great.

And just one quick thing to clarify, the Instructional Materials Committee is the oversight committee that oversees the whole process. But the adoption team is the one that actually digs in and does the work. And the adoption teams are always very intentional about reaching out to community members and really looking at the balance of the community voice in that. IMC is typically composed of central office folks. And then HEA partners with us to have teacher representation.

That's it.

Thank you. Dr. Alvarez.

[INAUDIBLE]

I'm good. I might follow up later. But thank you very much for coming tonight. And if there isn't anything else, we'll move on to our next agenda item. Thank you.

Thank you.

Thank you.

The next agenda item 10.12--Motion to Approve Teamster Three Contract MLU. Approval of this motion would prove the Teamster Three MLU agreement regarding section 19.2 and schedule A1 salary and employee compensation. Any questions? All right.

Agenda item 10.13--Motion to Approve Resolution 0722 State Bond Guaranteed B along with motion 10.1--Motion to Approve Resolution 0822 Bond Refunding Delegation B along with Motion 10.15--Motion to Approve Resolution 0622 Bond to Replace and Improve [INAUDIBLE]. Oh, no. 10.14. So we'll hand it off there.

Yeah, yeah. I'm Andrew Burgess, districts controller in business services supporting Chris Larsen. And those next three items are of a piece. We've got some past that we're going to work with, pass bond. And then we're going look to the future all in sequential order.

So these next two, resolutions 0722 and 0822 are a refunding if the board remembers from February-- we had a refunding for some debt from about 10 years ago. There's another window opening for another bond series, about \$43 million worth of bond principal that is available. Basically, think of it as refinancing your home. We can get better rates. The markets are still good. Even though interest rates are creeping up, they're historically a good opportunity.

So the first resolution, 0722, would essentially get us the backing of the state of Washington for these bonds. So they make our rating better and essentially can equal better rates. And then the second one gives delegation authority to various staff and support to execute that process, that refunding.

So I'm going to turn the time over to three gentlemen. We have Mark Preston from the ESD. He's our financial advisor, been working with the district for years and years. We've got Jim McNeil from Foster Garvey. He's our bond counsel giving legal advice around these matters.

And then we got Trevor Carlson with Piper Sandler. He would be the underwriter for the bond refunding when they go to market. So I'm going to turn over, I think, to Mark first, who's going to show some slides with some tax rates and other exciting information.

Men in suits.

Good evening.

[INTERPOSING VOICES]

Good evening. President Garcia, Dr. Enfield, members of the board. Similar to him, we were here just a few months ago. We have another opportunity to refinance some of the district's outstanding bonds to save money for taxpayers.

And we want to make sure that one, you understand the process that we're going through. We've done it recently. But if you have any questions, we want to make sure we answer those and then also give you a timeline of what we're going to be doing going forward. So let's see if I can make this work here.

So we're going to talk a little bit about what's going on in the bond market. A lot has changed, actually, since last time we were here, what our goals are for this refinancing, or refunding, as we call it, and then what we think it would be in today's market.

This was a week ago. Things have changed pretty quickly. And then [INAUDIBLE] decision point. But again, our goal is to make sure that if you have any questions along the way, that we answer those.

I will add just a little bit of commentary though. The last time we were here, since then, we had a rating review from Moody's Investors Service. And you, as a district-- I like to think there are things that you can control and things you can't control. You can't control your population, for example, but you can control your finances.

And you've done a very good job as a board directing that in your finance staff. And Director Dr. Enfield really gave us a good story to sell to the Moody's rating agency. So you retained your strong AA Three credit rating in a time when Moody's has been downgrading some Washington School districts because they changed some of their criteria.

So Andrew did a great job with Kate. And I'm sure Chris will do a good job going forward here as well. So you put us in a good position to help garner those low interest rates by maintaining that strong credit rating. So with that, I'll turn it over to Trevor to talk about what is going on in the bond market.

Great. Thank you very much. I appreciate the opportunity to be here tonight. President Garcia, members of the board, Dr. Enfield, and Susan, it's great to see you again.

And it might be the last time-- I think Jim, during our last board meeting, said it might be the last time then. So it's great to see you. And thank you for your service over the last decade.

Just real quick. Andrew summed it up pretty well, a lot of volatility in the marketplace. We've got a graphic up on the screen for you to reference. But we've seen an increase in interest rates, a substantial increase, really, since the beginning of the year, a little moderation in the last couple of weeks.

But again, in light of historic norms of where interest rates have been, we're still near historic lows. And the math is still in your favor for the bond refinancing. And I'll have Mark touch on some of the details there.

But really, the uncertainty in the marketplace has driven up interest rates dramatically. Recession, war in Ukraine, things of that nature that are negative in nature can drive those interest rates a little bit higher. But again, in the grand scheme of things, we're still in a strong position. Mr. [INAUDIBLE].

So as Andrew said, this is the first time you've had an opportunity to refinance those bonds. If we could have done it earlier, [INAUDIBLE] the last one. But under federal tax law, this is the first chance we can do that. So we're trying to put together a schedule that would get you to be able to be in the market as early as possible legally and get this done. That's our goal and kind of see what the market is doing at that time.

So we're going to refinance the 2012 B-bonds if we're successful in what's called a current refunding at the call date. And we're going to have another rating review with Moody's Investors Service. But since they rated you as AA Three and stable, we don't expect anything to change there.

And then we're going to make sure that we use any refunding savings. And if they do go to taxpayers, but if we construct your tax rates, that might help with other funding measures down the road. So that's what we're trying to do as part of this.

And as Andrew mentioned, we've got about \$43 million in bonds that we can refinance. And if you get down to the very bottom line at the top there, the average interest rate now that you're paying on those bonds is 4.89%. The market as a week or so ago, 2.75%, which would be a savings of around \$2 million.

So we're hoping to things stabilize in there. We've had a little bit of improvement, actually, in the last week since we put these numbers together. But it can go away pretty quickly as well.

So we're going to try as a team to get as much savings as we can, of course, for our schedule here, making sure that if you have any questions, we can answer those questions. And then we'll-- July time frame put all the documents together to be in the market in early August with a closing right after September-- early September. And that's the earliest that we could close these bonds. And so with your action that Jim will describe, that gives us the authority to move forward with this if we can have savings that meet the thresholds that are prescribed in the bond resolution.

All right. I think we'll open it up for any questions. Director Alvarez.

I have done.

Director Howell.

I have none.

Dr. [INAUDIBLE].

I do have one in regard to the timeline. With the market with the way it is, the timeline, do you see-- it's a guessing game. But right now, it's sitting at a savings of \$2 million. Is there any way that we can move that a little bit faster? You said August would be the soonest, but what can we do to make sure that we are great stewards of our taxpayers' money?

Good question. We're doing exactly what you would like us to do and trying to make sure we can get into the market at the earliest opportunity. We can't close the bond until after September 1. So investors don't want to have too long between the time they commit to buy the bonds and closing. So we're working on that end as well.

[INAUDIBLE] were out in the hallway beforehand talking to Trevor, said, well, can we move their sale into July? So if we can do that, we're going to try to put you in a position to enter the market as quickly as possible. Of course, interest rates move.

And they may go up, and they may go down. And they might be better afterwards. It's hard to time that necessarily. But if we have a savings in hand, it's the bird in hand. We'll try to get as much as we can as soon as we can.

Appreciate that. Thank you.

My question is related around-- I know [INAUDIBLE] bonds at these levels are really more aimed at big investment firms or banks. But is there an opportunity or way for local community to be able to buy our local bonds, and that way, the community is investing in our schools?

Yeah. Great question. Yes. The greater public, investor public is welcome to participate in the bond sale. The notice will be posted on municipal repository websites.

There's a couple of different ways for folks to participate. They can call me directly. We also have a retail distribution agreement with Charles Schwab. So if you have a Schwab account, you could go through your broker and access the sale that way. Needless to say, board members, since you are the authorizing board and authorizing the interest rates through the delegation resolution, you are not authorized to purchase the bonds.

Oh.

Good call.

I would say that it's actually, when we do these retail, actually, we can do some full retail effort where we do a separate order period for-- that's what retail is individual investors in our world. Generally, it ends up not really with many if any orders because they look at the interest rates that they're going to get, and they can get a much higher interest rate somewhere else. But that's good also because then people know that, well, you're borrowing at a very low rate.

And this is a little bit of a curveball. And it's kind of more related to the next agenda item. But have any school districts in Washington-- public schools-- done a new markets tax credit project when it comes to new development? And is that something y'all have ever explored or looked into?

I'll let Trevor [INAUDIBLE].

Yeah, we've looked at them quite a-- gosh, it was probably a decade or more ago where we looked at new market tax credits to see if the feasibility for school districts was there. And the math behind the scenes just did not pencil out. But that's something that we can keep our eyes on.

President Garcia, members of the board, superintendent, Enfield, it's a pleasure to be here. Once again, just to address your question, specifically, there was some legislation-- I think it was the last session-- trying to enable new market tax credits. And quite frankly, the legal authority is a bit sparse. And so that's why there was legislation that was introduced.

And so we've run into it a couple of times from a legal standpoint and have not found them-- it will be difficult legally to undertake a new money tax credit under current state law. So that's what was-- the legislature is trying to fix that to make it a little bit more user friendly.

If you could share what that past legislation was, I'd love to keep a track of it if it's part of this session.

Yeah, absolutely. It's really interesting because the borrowing costs that you encounter as a school district are considerably less than you would on a new market tax credit. And so that's why you don't see a lot of municipalities, school districts, or other cities necessarily use them frequently, because of that lack of authority, and also, because the cost is fairly significant. But we'll track down that legislation and send it to you, so you can have it and take a look at it. I think there are some definite needs to fix some of that legal authority.

Awesome. All right. Any other questions? None? Sweet. Well, thank you very much. I appreciate the suits. They are very dapper. I'm digging it. And now that moves us to our next agenda item. Do you have anything else?

Yeah, we're going to all stay up here because it's us again. So we took a pass with these outstanding bonds we're going to refinance. Now we're looking to the future with this last item on the agenda. I think it's resolution 0622. It's got a fancy title, but basically would authorize the placement on the November 8 ballot of a bond for the voters in support of some new school building.

[INAUDIBLE] was here last board meeting and presented their support of that package, including rebuilding [INAUDIBLE], Evergreen High School, Chinook Middle School, and a lot of other critical needs that the district will have about \$519 million. And the same guys are going to share the financing of that and the language of the resolution.

And one other thing that will happen if this resolution is approved is we'll go out and help form pro and con committees, for and against committees, that will do work that will end up in the voter pamphlet statements that you see in support and against propositions that are on the ballot. So that's something that will be advertised for folks who are interested, either for or against. So I'm going to turn over to Mark.

Just a correction there. I know that you meant Pacific, but you-- you said Chinook, but you meant Pacific. There you go.

Thank you. Appreciate it. And Mark will go through the numbers.

Great. Thank you once again. So I believe you've seen this presentation in a board work study. And so I think the goal, again, is to make sure if you have any questions-- if you're like me, I often think of my best question right after I leave the room. So if you left after that work study and had some good questions, I'd like to make sure we answer those as well.

The good news for Highland public schools-- I've worked with the district for many years. And for a long time, any new bond measure was going to be a substantial increase in tax rates. And it's just a very tough hurdle to overcome.

And since the passage of the prior bond authorizations, we've really worked to structure your bond payments, so that we can layer in new funding measures, whether they be for operating capital, technology, and additional bonds. And so you'll see how that works into here.

So what we're trying to do is we're trying to make sure that we provide some relative certainty for taxpayers when they vote for an authorizing measure, what it's going to cost them going forward. We also layer that into, again, your other funding needs, whether it be for operating capital technologies. We do a lot of work with the district finance staff to make sure we're looking out into the future to plan as well.

One of the things we work around is your legal debt capacity. In the state of Washington, you can borrow at a maximum of 5% of your assessed value of all the real and personal properties in the district. That would be just under a billion dollars. So you're not really constrained by your legal debt capacity. If anything, it's more what I think is a practical debt capacity and what voters will support.

Just as a practical matter, how tax rates are calculated and all that works is you take the amount of the dollars that the district is levying, divide that by the assessed value of the district divided by 1,000. And that'll get the tax rate. So I just put that in there, so that people are familiar with the terminology. The assessed value growth assumption is a big part of when we're projecting future tax rates.

We've always been conservative in those growth assumptions. And it's paid off for the district really well. And we've been able to really overperform, if you will, in what voters were told to expect for tax rate cost.

In 2016, the bond tax rate was expected to be about \$2.43 per 1,000 versus the current \$1.72. So we've used that lowering rate for ability to build in a step for this authorization going forward. We're using 4% growth in assessed value going forward. Hopefully, some of the bulk of that would be for new construction, not just existing homes going up in value.

We're hearing some numbers of some pretty big growth numbers coming for an assessed value going forward. And that be another conversation. If that happens, what are the tax rate goals for the district? And that's something we would evaluate when we're selling bonds over time.

We've already had a bond market update. So I don't know if Trevor wants to get up and talk about the same thing again. But I think we're good there.

So the parameters we were working around is a November election for \$518,397,000-- that is what the Capital Facilities Advisory Committee came up with-- and also, a potential new capital [INAUDIBLE] 2024. That's a ways down the road. And there's been no action taken on that.

But if we can, during the bond sale process of this authorization, help that measure, we would do that. So that's why we folded it into this one as well. We'd like to look forward--

Again, we're using 4% assessed value growth in a 2001 year maximum term on these bonds. It seems like an odd year. But the way the bonds are sold in spring and paid in December, it's either going to be 19 and 1/2 or 20 and 1/2, so we like to have that flexibility of a 20.

Legally, you could go longer on the bond payments. But 20 years seems to be the norm for Washington schools. It's just like your home mortgage. You're going to pay more interest if you go longer, but your payments are going to be a little bit lower.

But it's been a good balance, I think, for Washington schools. Some smaller districts will go up 25 years. If they're building one big building or something, it's going to be their only need for a while. But you'll have other issues coming down the road.

When we look at interest rates, we're trying to be conservative there, what I thought was conservative, adding 0.75 or 3/4% for an issue this year-- I still think that is-- and then another 1.2 and 1.7-- or 1.5% to future sales. So we're building a big cushion there. The biggest factor, though, and really is going to be in the assessed value growth and what happens there.

So the good news is, because of that prior work and the strong vote, assessed value growth in district, voters can expect, with approval of this measure, their tax rate, the total tax for the district, will not go up from what it is in the current year. And that's with only a 4% growth in [INAUDIBLE]. You could actually say it would be going down from the current rate.

And this is a graph showing the tax rate management wheel that has the operating levies and-- the numbers are kind of small in there, but you see how we layer everything in there together. There's a little bit of an increase if there is a capital levy in 2024. But again, that's a couple of years down the road, so my expectation is we'd be able to level that out as well and help with that funding measure going forward.

I don't expect to be able to pinpoint that even on my screen without my reading glasses. But I put the numbers in here. So if you have them in a PDF, you can zero in on them and if you like, look at the math behind this stuff. So where we are now is the board consideration of the election resolution, which Jim will describe. And again, our main goal is to make sure if you have any questions, that we're here to answer them.

I'll open it up to any questions. Going once, going twice. I think you guys are good. Thank you. Thank you. Thank you. I think we're-- I'll speak for myself, but super excited to have action on this at our next meeting.

I'd also be happy to discuss the bond election resolution itself, if you'd like, if you have any questions regarding that. So if you don't, then you can send them if you have questions later. We're happy to answer them at any time. So I just want to make sure we provide that opportunity.

We appreciate that. I guess, we would go through Chris and Andrew. If we have any questions, then they can bubble it up.

Yeah. Perfect. That's great. I would just also like to thank Andrew, and Chris, and Kate, and [? Kathryn, ?] and Scott and there's just the team, and Ellie as well. It was a pretty-- I won't say Herculean because the projects are fairly straightforward, but there is so much detail that goes into trying to make sure we're using the right words that resonate with your community, that described the projects. And your teams did a great job.

Even though there were some transitions in that process, everyone really just did a great job. And you can see the level of detail from Trevor and Mark and the kind of job they do in making sure they're watching out for how your tax rates work, and blending in the refunding, and all the levies. And they just do a great job. So I think the team really just did an excellent job of bringing good information for you to consider. So again, thank you.

And I would just-- on that note, I would definitely want to give a shout out to the [? CPAC ?] committee who brought us here tonight, all the hours that they put in, meeting with all the different constituents, and just coming up with this recommendation. And thank you, guys, for doing the hard work, the number crunching, to make sure that it's feasible at the of the day that what the community is asking for, we can actually pull off. So thank you all.

If there is anything else, I know-- Superintendent Enfield, you had one more request?

Yes. My apologies. A little flustered tonight. Apologies to Sandy Hunt for in my comments glossing over. And even greater apologies of the fact that Michael Stein-Ross from Wells, who actually was here for national board certified recognition rather than going to celebrate because he's the one who's giving the comments tonight, has had to wait because of my gaffe. I apologize. Michael, I invite you to the microphone now to make your comments on behalf of HEA.

Thank you for that, Dr. Enfield. It was pretty riveting though. I learned a lot here.

Welcome.

Yeah. Appreciate it.

Thank you for hanging in there with us.

Oh, absolutely. All right. So hello, everybody. My name is Michael Stein-Ross. I'm a teacher at Wells. And I came to the district five years ago specifically to teach at Wells. Do you know what Wells is?

[INAUDIBLE]

Do y'all all know what Wells is? OK, because that answer is going to depend on who you ask. But I'm not actually here to talk about what Wells is because the truth is next year, it's going to be drastically different.

At the beginning of this year, we lost two teachers to involuntary displacement. Then later in the year, the transition to the Tyee campus was announced. Two weeks later, we were told that we could run the Wells program just the way we've been running it, just on another campus. That sounded OK.

But then out of the blue, they displaced our math teacher position. And our support system, our counselor, admin specialist, office manager, all were displaced or removed. So we're down to two now, myself, and one other teacher who joined us during online learning during the pandemic and doesn't really know what Wells was like before. So much for running it like we used to, yeah?

In my time here, it seems like most people in the district either don't know anything about Wells at all, or they have a misunderstanding of how we serve students. But lots of people outside the district know who we are, and see what we do, and even want to be like us. For example Moses Lake School District and the Skill Center in Spokane both want to replicate Wells.

The Thurston School District is working with the Nisqually Tribe and trying to create something similar to Wells for their high school leaders. But my question is, what are they going to replicate now?

On June 10 next week, [INAUDIBLE] the Port of Seattle, the Ace Partnership, they're doing a media event on the wells campus that will celebrate the work students did this year to increase Tree Canopy and Burien, SeaTac, and Des Moines. I'm supposed to speak at that event about our program and how we were able to create such a successful project with and for students and the community.

What am I supposed to say about the future of Wells? Based on the same project, the Pacific Education Institute awarded us the 2022 Field STEM School of the Year Award this year for the state of Washington. They want us to be a model for others, but here we are shrinking and looking quite pitiful. How is that a model for others?

I can point you to so many scientific studies that show how important and beneficial outdoor education is for students, how it positively impacts mental health. And we all know how especially important that is in response to the frightening isolation of the COVID-19 pandemic. Why aren't we growing this program? Where's the student first thinking in this?

During this pandemic, our superintendent said on podcasts and in the media how this is an opportunity for schools to do things differently, to make big changes in the way we approach education. But never did I imagine that would result in the closure of alternative programs like Vital and the dismantling of Wells.

In the 2018 alternative education review prepared by Illuminate Evaluation Services, if you remember back then, our Highline community of parents and students clearly stated a desire for maintaining and improving Highline's choice options with high regard for Wells.

I have many contacts in the wider community who want to help make Wells a full high school. [INAUDIBLE] and the CTE Department have been our champions for the last few years. But where's the broader central support? Where's the courage and the creativity? Because that's what it's going to take.

Based on community, environmental, and student needs, plus the major turnover in district admin this year, now is the time to put the right people in place to form a full environmental school for the Highline School District. Thank you.

[APPLAUSE]

Thank you, Michael.

Sandy.

Michael spoke on behalf. Is that right, Sandy? OK.

[INAUDIBLE]

Thank you. All right. We are now on to agenda item 11.12 unscheduled communication. And I noticed that Ernest Thompson was here. Would you like to speak?

I just wanted to say excuse me for being late. We have an education committee in Normandy Park, the city does, because we take education very seriously. And I'm also fighting cold. And I wanted to welcome Dr. [INAUDIBLE] who's not here yet. But I also wanted to welcome the new school board member who was appointed and hope that they will contact us at any time to discuss any issue that they want to discuss.

The focus of tonight's meeting with our Education Committee was turned upside down. We decided to discuss protection and security in light of what went on in Texas. And we will be having further meetings on that issue. And we hope to make it an agenda whereby all the residents of Normandy Park [INAUDIBLE] Highline School District by extension because we [INAUDIBLE] will be able to participate and express not just their feelings, but more importantly, perhaps, is what we can do in a very positive sense.

We don't want it to be a blue/red pill issue. We do not want it to be politicized. We want to see that everybody has their input.

And hopefully-- I've always found that more minds are better than less minds. No matter how smart the people at the top think they are, there are a lot of other people that have good ideas. So please stay tuned with Normandy Park and the things that we do with the Education Committee.

And if you have any questions, please feel free to contact me at any time. I am available. You would be amazed. I will be available after this. Thank you.

Thank you. All right. That now has concluded unscheduled communications. Is there a motion to adjourn?

I move that we adjourn.

All right. Second.

I second.

Thank you. All right. All those in favor, please say, aye.

Aye.

All those opposed, none? [INAUDIBLE] 7:18 PM. Thank you.