

## Highline Public Schools | School Board Meeting - July 6, 2022

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Welcome, welcome, everyone. Let's get started. So I call this meeting to order at 6:03 PM. And I'd like to begin by welcoming everyone here. But I'd also like to begin by welcoming Dr. Duran to the first board meeting. So welcome. And we'll give them some mic time in a bit. But let's start off with the Pledge of Allegiance, so please stand.

All right. Roll call, please.

Director Van.

Here.

Director Howell.

Here.

Director Alvarez.

Here.

Director Hagos.

Here.

Director Garcia.

Here.

All right, are there any calls or changes to the agenda? Going once, going twice. We'll start off with some-- are there any recognitions tonight? Looks good. We'll jump into a scheduled communication. So before we begin, I always like to start off by sharing our group norms.

I ask that everyone be present, respect different opinions, easy on people, but hard on ideas. Be as concise as possible, enable all opinions to be heard, and assume best intentions. Seek to understand and then be understood. We also have our public testimony policies and procedures. I'll let people read that at their own time. But do we have Patricia Bailey here?

Thank you. Good evening, Highline School Board members. I'm Patricia, a retired Seattle School District teacher and a resident of Burien. The following legal information regarding masking and testing was put together by a citizen group and was reportedly verified by a judge. It has been reported that masks were required for all Highline district employees and students last year.

The board would be well advised to inform all school district employees that mandatory masking of students in the coming year is unlawful. And forcing such a requirement could have serious consequences. No one is under legal obligation to wear a mask or submit to medical testing in schools, which is a place of public accommodation under both federal law and Washington State law.

There is no statute or law in existence that requires individuals to be tested or masked, or that allows any person in the state of Washington to grant or deny the continued education or employment of any individual based upon whether or not they have received a medical test. Each person has a vested constitutional right to educational and employment rights.

In a recent ruling, United States District Judge Kathryn Kimball Mizelle laid out a lengthy indictment of the current president's rulemaking procedure regarding masks and explained how the administration improperly bypassed essential rulemaking procedures. The CDC was found to be arbitrary and capricious in its failure to adequately explain its reasoning.

But besides that, the mask mandate exceeded the CDC's statutory authority, and the court declared the mandate unlawful. Any person who gives legal advice to students or teachers regarding masks or testing needs to know the laws that they could be breaking, such as the unauthorized practice of law or practicing medicine without a license.

In addition, forced medical testing and masking violates constitutional rights under both the state constitution and the federal constitution, the laws of the state, the laws of the United States, and the 1964 Civil Rights Act. Practicing medicine or law without a license could carry criminal liability. All employees need to be thoroughly informed of these matters, so they can conduct themselves properly and not bring unwanted liabilities against themselves or the school district.

I have copies of this testimony with sources, so your attorneys can check this information. Thank you.

Thank you. Up next, we have Katie Kressley.

Thank you, Highline directors and new superintendent, Dr. Duran, welcome. This is for this time. Thank you for the time to address you regarding policy 3122, excused and unexcused absences. Tonight, you are scheduled to vote on making a couple of changes to the policy, which will align Highline School District with the recent House bill, 1834, for the Washington State legislature, expanded the definition of excused absence for illness, health condition, or medical appointment to include absences for mental health reasons.

In the past couple of months, we've listened to many students as they describe their mental health challenges, as they plead to be heard. And it appears they are being heard. Mental health is now a valid excuse for missing school. And they may even have to present a note from their medical provider after three absences in a single month.

On the other hand, it may not be required. It all depends on who's keeping track. The only limits on excused absence I could find was after five days in one month, only for the elementary students. What about middle and high school students? Maybe they have more issues, so they need more days off.

As I was preparing for this meeting, I decided to read the attendance policy, 3122. I've never read one before. Why not? When I was in school, I had to be in my death bed before getting a sick day. And forget truancy, that was right out-- or being late. Apparently, the world has changed. Truancy, unexcused absence will eventually get you in trouble. I don't recommend it, I get it. Tardiness-- it used to be, what, 5 minutes after the bell?

Now, it is defined as missing at least 25% of one school day. And there's no limit on that. It makes you wonder how often I might have slept in as a kid if that was the rule and I knew about it. To be fair, the first line of the Highline School Board policy 3122 states that students are expected to attend all assigned classes each day. It is important for students to attend school every day. Absent or late students miss valuable coursework and instruction, and may fall behind in their education.

And this is true, even for excused absences. A student is considered chronically absent, and therefore less likely to pass classes or graduate on time with only two absences per month, or even 18 absences per year. The board is obviously aware of the importance of attendance and how it impacts a student's future.

So why are there so many ways to skip school with no recourse? For example, there are two types of excused absences. First, there are those of the parents and guardians know about, where they need to write a note, email, or call in. This includes illness, computer issues, family emergency, religious or cultural observances, anything related to COVID-19-- testing, quarantines, et cetera-- or a student exercising their First Amendment rights in a safe and respectful manner, like going to a protest.

And then, there's the excused absences that parents and guardians may or may not know about. Did you know that all students have the right for family planning and abortion, which will be kept confidential by the district? In fact, on page 3 of policy 3122 item B, and I quote, "Students 14 years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school on their own of their absence with a note of explanation, which will be kept confidential.

Students 13 years and older may do the same for mental health, drug, or alcohol treatment." And all students have that right-- all students, no ages-- for family planning and abortion. Finally, back to the number of mental health days-- from what I can tell, they need all the mental health days they can get.

Thank you. All right, we are now on to our superintendent update. Welcome.

Good evening, everyone. Really excited to be here, to have this opportunity to be able to serve the Highline community. And once again, I want to thank the school board in selecting me to be your superintendent. I'm very excited, and very honored, and really grateful for the transition days that you provided to me in my contract.

You had identified up to 10 days, and we actually are using almost up to 15 days, so I was putting together the list of all the different activities that I went through. And I just want to give an overview of some of those things that we did. First and foremost, spent some time-- it's really rare in our profession to be able to have transition time with the sitting superintendent, with the incoming superintendent. And I had quite a few time with Dr. Enfield to have some time just to have deeper questions, conversations, wonderings, and really appreciate that time.

That's going to be ongoing. I also had the opportunity to follow up with some of the committees that were part of the interview process, and really appreciated that because it was an opportunity for me to not be in the hot seat anymore, but to actually find out what resonated with people, what did they hear that I said, what are the things that they wanted me to make sure that I commit to doing and [INAUDIBLE] as I serve this community.

So I really appreciate that I had the opportunity to follow up with HEA President Sandy Hunt and some of her team members. And I will still continue to do some of that follow up, and do it all within that time frame. I'm also really grateful for the board directors. I was able to do a tour with all the board directors to all the different communities and visit, drive by every one of the schools. We didn't stop in every one of them, but that was really great to get a really good feel for the five different communities.

And I also started finding out some really great places where some good food is. So that's important to me. Really grateful, too, also, again, just because the uniqueness of it to be able to be part of a board retreat with the sit-in superintendent and the incoming superintendent was a really honor, and I really value that time.

I think it was really important for us to be able to have some time to connect with each other and start to learn how we can better work, and support, and grow together, so grateful for that time. And then, I had the opportunity meet with cabinet members, every cabinet member and the members of our directors and executive directors that were able to attend there, just to sit down and have some conversations.

Most of it was pretty informal, but it was just an opportunity for me to really learn. And then, I just had the opportunity to also visit quite a few different meetings. Got to go to the Gold Star breakfast for the Highline Schools Foundation, where I was able to really get to know many members of our community, and really appreciated that time, and really looking forward to working with the new Executive Director, Fred Swanson.

The way it worked out, I was able to get to part of the Maritime High School retreat, which kind of gave me some insight into how our school district is supporting some of our choice schools and to really find out some of that work. Got to go to the Highline CT [INAUDIBLE] showcase, and see some of the great work that our students are doing, and to see our students actually start to interview for potential jobs and experiences that they can get into.

And then, one highlight that I would say is being able to sit down with some of the members of this superintendent student leadership team and to have some conversations. Many of them were seniors on their way to the next chapter, getting ready for graduation. But many of them are also some of our sophomores and juniors. And having some of that conversation hearing around what's been working for them, some of the best hopes that they have, and really look forward to continuing that conversation.

A number of other meetings that I able to go into tribal consultation with the [INAUDIBLE] tribe. And then, it was really important to be able to be part of quite a few interview processes that we were able to have, so that I can be part of those to hire some new staff that's coming in. So again, just really grateful for the time. I think it was time well spent.

And again, a rare thing that happens in our business. And I really feel like I learned a lot. And on my second day here, I feel like I have a lot of information, still have a lot to learn, and really grateful for this opportunity. So thank you.

And we've got 4.2, introduction of new building administrators. That's on you.

That's on me. So yes, I have the opportunity to introduce some of our new administrators. And I will start first with Becca Chen, our Chief Financial Officer, who is in the back here with her family. Welcome, Becca. She's with her family, Jesse, and her two children, Isaiah and Juju. Becca began her career as an intern at Smith Barney.

Since that time, she has held numerous positions at several institutions, including University of California Irvine, Bellevue College, Washington State Department of Revenue, University of Washington at Cascadia College. And most recently, she served as a Director of Business Operations for Seattle Central College. She holds two Bachelors's degrees from the University of California, Irvine, in political science and international studies. She is most proud of the relationship she built with her team at Seattle Central.

Together, they realized the savings of \$8 million in their budget, with their budget. And outside of work, she loves sports, and is a fourth degree black belt that trained with a Korean national team. So don't mess with her. She also enjoys spending time with her husband, Jesse, and her two children Isaiah and Juju. And if any of you are tennis players, I know last year, she was ranked as a 3.5. So welcome, Becca, it's great to have you here.

Next, I'd like to introduce Laura Schneider, who is our Director of Secondary Initiatives. Greetings. Welcome, Laura. Laura started her career in education in Boston, teaching at an alternative high school. Most recently, she served as Manager of Professional Development for Seattle Public Schools.

She has a bachelor's degree from the University of Michigan, a Master's from Columbia University, and a PhD from the University of Michigan. She is most proud of publishing her book, *Literacy for a Better World*. I look forward to reading that. The promise of teaching in diverse classrooms through Teachers College press. In her downtime, she enjoys writing poetry and being outdoors. Welcome, appreciate you being here.

Next is Maries Huening, who is going to be our principal at Glacier Middle School. Welcome. Maries started her career in education as a German and English language teacher in Chicago, and most recently served as Assistant Principal at Highline High School since 2018. She has a Master's degree from the University of Konstanz, Germany, and a Graduate degree from Danforth Educational Leadership program, and a Doctorate of Education from the University of Washington.

One of her professional accomplishments is the growth of the English Literature Department at Highline and the increasing inclusion of multi-language newcomer students in all aspects of high school life and learning. In her downtime, Maries is an avid swimmer. Welcome, Maries.

And next, we have Sandy Rios, who's going to be our principal at Madrona Elementary School. Welcome. Sandy started her career in education in 2000 as a guest teacher for the Kent School District and has moved her way up to the most recently serving as assistant principal at River Ridge Elementary School, which is the newest elementary school in Kent School District.

She holds a Bachelor's degree from Central Washington University, a Master's in Education from Lesley University, and earned her principal credential at the University of Washington in the Danforth program. Her proudest accomplishment is opening a brand new school and working on systems and culture. She enjoys traveling to Mexico to reconnect with her roots. Welcome to our district.

Next, we have Jay Novelo, who will be our assistant principal at Tyee High School. Jay began his career as a substitute teacher in Seattle Public Schools. He started in the Highline School District teaching at Raisbeck Aviation High School. Most recently, Jay served as the Dean of Culture at Tyee High School. Jay holds a Bachelor's degree from the University of Washington, Tacoma and a Master's in Teaching and Master's in Education from University of Washington, Seattle.

His proudest accomplishment is being the co-creator of the Tyee Community Day, where students and families join in workshops regarding race, and identity, social justice, and college, and career. One thing about Jay you don't know is that he loves cars. Thank you, and welcome.

And next, we have Phuong Tran, who is going to be our assistant principal at Evergreen High School. Phuong began her career in education as a first grade teacher at Cedarhurst Elementary School. Most recently, she was an assistant principal at Washington Middle School in Seattle. She holds a Bachelor's and a Master's from the University of Washington, a Master's in Education from City University, and earned her principal certificate from the University of Washington Danforth program.

She is most proud of organizing STAMP testing on-site to remove inequitable barriers. As a result, a total of 147 credits were earned by 44 students, and more than 10 seals of bi-literacy were given. Outside of work, she loves jogging outdoors and trying new restaurants with her son. Welcome, thank you.

And next, we have Crystal Goodwin, who is going to be the assistant principal at Glacier Middle School. During her professional career, Crystal has worked as a Spanish dual language teacher, HiCap and STEM teacher for the Kent and Seattle School Districts. Most recently, she served as an academic intervention specialist for the Kent School District.

She holds a Bachelor's degree from California State University and two Masters' degrees from Western Governors University, and received her principal certificate from PLU. She is most proud of her work in establishing and implementing a school-wide Tier II intervention that increased student learning by using data to identify and address foundational skill deficits. In her downtime, she enjoys kayaking, rollerblading, and beach volleyball. Welcome to our district.

And next, we have Zharina Angeles Luna-- [INAUDIBLE] in the back, great. She's going to be our assistant principal at Madrona Elementary School. Welcome. And welcome the sound of your young child there as I recognize it very well. So Zharina started in education as a ninth grade ELA teacher in the Renton School District.

Most recently, she served as assistant principal at Daniel Elementary in the Kent School District and has been the interim principal for the last four months. She has a Bachelor's and Master's degree from Seattle University, and she earned her educational leadership certificate from the University of Washington Danforth program.

She is proud of navigating the roles of a school administrator as a new parent during the pandemic. She loves trying new food and loves to share it with others to show she cares. Welcome. That's right, cheer on Mommy.

Next, we have Dylan Koutsky, who is going to be Assistant Principal at Parkside Elementary School. Dylan started his career teaching high school in North Philadelphia, then returned to Seattle to teach at his alma mater, Garfield High School. Most recently, he was serving as the Dean of Students at Southern Heights Elementary.

He holds a Bachelor's degree from Western Washington University, a Master's from the University of Pennsylvania, and received his principal certification from the University of Washington's Danforth program, some similarities here. So Dylan is most proud of working to lead the district to become more inclusive for all of his students. In his downtime, he enjoys cooking and trying out restaurants with friends and family. Welcome.

And next, we have Taylor Blue, who will be the assistant principal at Cedarhurst Elementary School. Taylor's teaching career began in Highline, teaching math at [? Odyssey ?] High School. Most recently, she was the dean at Chinook Middle School. She holds a Bachelor's from Santa Clara University, a Master from Seattle University, is nationally board-certified, and completed her administrative certificate with Seattle University.

She is most proud of being an adjunct professor at Seattle University for their Masters in Teaching program. On a personal level, Taylor is an avid gardener, and grows and breeds dahlias. Interesting, welcome.

And finally, we have Kimberly Fronberry, who will be the assistant principal at Gregory Heights Elementary. Kimberly has spent her entire education career in Highline at McMicken Heights Elementary. Most recently, she was an instructional coach, multilingual learner facilitator, and admin intern.

She holds two Bachelors' degrees from Oregon State University, a Master's degree from Western Governor's University, and earned her administrator certificate through Western Washington University. Her proudest accomplishment was being named Rookie Teacher of the Year by the Highline Schools Foundation in her first year of teaching. Congratulations.

And in her downtime, she enjoys kayaking, paddleboarding, skiing, hiking, and going on walks with her golden retriever. Welcome.

And that completes all of our new administrators in our district. And we're really grateful for all of you, and for stepping up to the next level, and for many that are coming to our district as new employees, welcome. We look forward to working with you and getting to know you more. Thank you.

Thank you, thank you, thank you. Welcome, everyone. Up next, we have agenda item 5.1, School Board reports. We'll start off with legislative report. The only thing I'm going to share with you all is that WSSDA has their legislative priorities out. So if you get a chance, if there's anything that's particularly appealing that you really want us to be an advocate for through the WSSDA legislative priorities, let me know. And in the fall time, we'll be going back for some of those. So other than that, that concludes my legislative report. I'll open it up. Director Howell?

Nothing to report other than I'm really excited for all our new administrators. Yay. And I'm really excited to have Dr. Duran here. So nothing else to report. I've been out of commission.

Dr. Van?

Well, welcome, Dr. Duran. Welcome to the team. And looking forward to work alongside you. And also to our new administrators, when Dr. Duran was reading through everything, I'm not sure where on their downtime, I don't think there is enough. But welcome to the team. That's it for me.

Director Alvarez.

As well, [SPANISH], Dr. Duran. It's an honor and a pleasure for you to have joined us because originally, when we started this journey, it's like, we needed to find someone who also wanted to be here, just like we wanted them to be here because it goes both ways. You interview us as we interview you. So we are thankful that you chose to stay here with us, and looking forward to working together in the future. [SPANISH].

Director Hagos?

Yes, hi, can you all hear me?

Yep.

Wonderful. So welcome Dr. Duran I'm really excited about your leadership focuses to keep the Highline promise, to know our students and prepare them for a future they choose. And I'm really looking forward to working together so we can positively impact some academic achievement for all of our students here in the Highline Public Schools.

Also, welcome to the new administrators. I heard a few things. It was a little echoey, so I didn't hear everything. But the things that I did hear were exciting to me. So welcome to all of those folks who are now a part of our Highline team. And then, just a quick note, I attended a farmers-- I went to a farmers market. And one of the booths, I had learned about a woman who is putting together a young entrepreneurs club for kids.

And they're running a kid's day, as well, so kids can run their own booths and use their talents and skills to bring in some income, but really learn about themselves through this business activity. And that's really exciting. So any time I hear about kids activities that correlate to youth development, I love to uplift that. And I wanted to take a second to lift that up. But that's about it.

Welcome, Dr. Duran. You already we're excited to have you here. So I'll leave it at that. And we can just get the agenda moving along. We are now on agenda item 6.1, approval of the consent agenda. Is there any comments for the consent agenda? [INAUDIBLE]. Being that there is none, is there a motion to approve the consent agenda?

I make a motion to approve the consent agenda.

I second.

All those in favor, please say aye.

Aye.

Oppose?

Aye.

Aye.

And abstention. Motion passes 4 to 1. Next up, we have action item 8.1, motion to approve the Highline College-Pathway/ ELL Excel/ High School Success-Open Doors program. Any comments first from staff for us? Not that there needs to be any. Any questions from the board? I'm going to do a little delay all night long, so be prepared for that. Then, we will ask for a motion.

I move that the Highline School Board approve the contract with Highline College Open Doors 1418 program.

I'll second that.

Roll call, please.

Director Hagos?

Here.

Was that a yea or nay? Director Hagos, can you confirm your vote for me, please?

Here, yes.

Thank you. Director Howell?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

We are on an action item 8.2, motion to approve South Seattle College career link Open Door 1418 program. Just a quick moment for any questions. Then, I'll ask for a motion, please.

I'll move that the Highline School Board approve the contract with South Seattle College career link 1418 Open Doors program.

Second, please.

I second.

Roll call.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

Thank you, thank you. We're now on 8.3, motion to approve the King County promise. Is there any questions or comments from staff or the board? Then I'll entertain a motion.

I move that the Highline School Board approve the King County promise, PSTAA funded grant in the amount of \$391,706.

I'll second that.

Roll call, please.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

We are now an agenda item 8.4, motion to improve the state fuel contract with petrol card, incorporated for the 2022-2023 school year. Questions? Motion, please.

I move that the Highline Public School Board approve the contract with Petrocard, Inc for the 2022-2023 school year in the amount of \$750,000.

I second.

Roll call, please.

Director Hagos?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

All right, we are now on agenda item 8.5, motion to approve resolution 0922, the CPF budget extension adoption for fiscal year 2021-2022. Any questions for staff? Staff have anything they want to say? All right, then I'll entertain a motion.

I'll move that the Highline School Board approve resolutions 09-22 for the budget extension adoption, fiscal year 2021-2022, increasing the budgeted expenditure amount in the capital projects fund by \$6,426,306 to \$35,756,360-- I'm sorry, \$306.

I'll second that.

Thank you. Roll call, please.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

We're now on agenda item 8.6, motion to approve resolution 1022, fixing and adopting the 2022-2023 budget. I'll bring it up to staff, or any questions from the board first? The question I would have for staff, and it's more of I know that we had asked that what kind of reporting are we going to get back to the board as it relates to changes that have to happen for the budget, anything that we can get updates on throughout the years, their expectations because I know there's concerns about how there's going to be some shortfalls?

So any comments you can share on that?

So we're making a transition. I'm down in HR. And Becca, as introduced by Dr. Duran, is our new CFO. And while we can't necessarily say exactly how that will play out, President Garcia, I do know that Becca and I, we have plans to collaborate together as we support her transition into this role. And after our last board meeting, there were a few communications.

And it's on our agenda to discuss and to help develop a more robust plan that we could then email some communication out to you specifically. But we just need to give her a little bit more time, unless you've come up with something in the meantime. I'll let you go.

Hello, everyone. It's so nice to meet you. And I first want to say, I'm so excited to be part of this community, and to be partners with you, and to present the information for you so that you can ask these types of questions. So I like to be uncomfortable because that means that means that there's growth that's happening, that means that there's change that's happening. And that's always a great thing.

So I was kind of thinking of different ways, so that communication could occur a little bit more effectively with our team. And one of the things that Kathryn and I were discussing was first, making sure that my team is fully prepped and really understanding all their fiscal information so that they're able to present it.

So no matter who you ask, I want all of them to have really clear, concise answers so that you're able to get the information that you're looking for. And especially with things like budget cuts that could be in the horizon, and with our ESSER funding kind of falling off, what does that look like, and what does that mean, and what are the impacts that it's going to have in our community?

I came here because I care about this particular community in a very direct way. I went to Federal Way High School. I came from immigrant parents. Both parents cannot speak English. I had to translate bank documents for them when I was eight years old. I still remember having to struggle, so I know what this community feels, and I know the importance of my work.

So I want to make sure that what we do, it's felt and is thought of clearly, and thoughtfully, and thoroughly. So with that said, I want to have you be really comfortable with the framework that I'm approaching this with. So as we are working through the communication plan and as we're thinking about this community in conjunction with that, know that whatever is presented, it is with you in mind. Thank you.

Thank you, thank you, thank you. Not to put you on the hot seat at all, so you're good.

I'm a little sweaty right now, and that's OK.

[? Chris ?] did that, not you. [? Chris ?] did that.

But it's OK. I really love her because she does such an amazing job with this team. And so I just want to also take a quick moment to say, thank you so much, and how much I really appreciate you for this interim time, and this time of transition, and what you've done for this team. So I also want to give a small applause for her.

Thank you.

And which appeases her from putting me in the hot seat.

Thank you.

Are there any other questions?

No. More for the board, I planted the idea last time of this might behoove us to consider doing a committee and appointing a board representative to help tackle some of these issues because I feel like this is going to be a big item for us to address. So if anybody's interested in adding that to their plate, let me know, and we'll get the ball rolling on how that partnership works out.

I look forward to it. Thank you.

Thank you.

If there are no other questions or comments, is there a motion, please?

I move that the Highline School Board adopt resolution 1022 to fix and adopt the 2022 to 2023 budget.

I'll second.

Roll call, please.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia.

Yea.

This motion passes 5 to 0.

Thank you. The next agenda item, 8.7, motion to approve resolution 1122, Sound Skill Center for the 2021-2023 minor works project grant. Any questions, comments from staff? Being none, is there--

Oh, here he is.

There's Scott.

I like to wait and make an entrance. So I just thought because this is a unique funding model, being a Skill Center, it would be important to note that this is not a bond or general fund project. But skill centers are funded through independent legislative action.

And so this funding comes direct from the state when we apply for either minor or major grants. So this will upgrade both the parking lot in front of the Skill Center, along with an electrical system capacity upgrade to allow us to apply in the future for some major grants to improve the actual older half of that structure.

Sorry, I was going to-- is there a motion, please?

I move that the Highline School Board approve resolution 11-22, Puget Sound Skill Center 2021 to 23 minor works projects grant, and hereby authorize the superintendent or designee to sign and deliver any and all necessary documents to carry out the actions authorized by this resolution.

I second.

Thank you. Roll call?

Director Hagos?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

All right, we are now on action item 8.8, motion to approve resolution 1222 for the 2022-2027 capital facilities plan and proposed impact fees, authorization to submit for school impact fees, and continuation of exemption of impact fees for King County Housing Authority. Questions?

I do have one quick question, but why is it that we have to do this every year versus us just-- because we approve the plan for multiple years, but it seems like this is something we have to tackle every year?

And I appreciate the question. There's two processes here. One is we do a five year renewal, where we create-- we actually hire an architect to go and evaluate all of the buildings that fall under this mandatory maintenance requirement from the state. It's the state's way of assuring that when they fund us with school construction assistance dollars, that we're actually maintaining those buildings that those dollars fund.

So every five years, we apply for a grant-- which we did this year-- that funds an architect that reviews those building conditions and scores them. Then, we take that document to the annual process that we do every year with King County, where we review current building [INAUDIBLE] scores and get approval from the county that assurance that we're maintaining our buildings to the standard expected, which also keeps us in line for eligibility to collect impact fees when new developments happen that impact schools.

The White Center area is a great example of where multifamily housing went in a few years ago in pretty dense sections. And that had a huge impact on school capacities. And there's no funding associated with those impacts, unless we collect impact fees from the developers when they put those processes together.

So currently, we only are eligible to collect impact fees from unincorporated King County. In Kent, we're close to the approval process with the city of Des Moines. We are not eligible to collect any impact fees right now because of our declining enrollment. But this keeps us in position that when enrollment changes, we were eligible to collect the impact fees.

Thank you. Any other questions? Is there a motion?

I move that the Highline School Board adopt resolution number 12-22, 2022 to 2027 capital facilities plan and proposed impact fees, authorization to submit for school impact fees, and continuation for exemption of impact fees for King County Housing Authority to allow the district to collect impact fees from King County and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac and Tukwila, and hereby authorize the superintendent to sign any and all documents to carry out the actions authorized by this resolution.

I'll second that.

Roll call, please.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

Thank you. We are now on agenda item 8.9, motion to approve revision to policy 3122, excused an unexcused absences. Any follow-up questions or comments from staff?

This is Director Hagos. I have a couple of comments and a question for staff that may or may not be able to be answered today. But I'm hearing a little bit of an echo, so excuse me if I pause from time to time. But I just wanted to say that I notice that we have policies that legitimizes physical illness through excusing those absences.

And it's really great to see that mental health and mental illness related absences will now be explicitly included in the excused absence list. Without it being explicitly listed on the list that is provided statewide and also is included in our policy, kids can internalize the issues that they are having. And it further complicates and contributes to disengagement in schools.

And my hope is that this helps to re-engage students who feel stigmatized by mental health issues and move them from thinking something's wrong with them, or feeling any kind of shame, from experiencing mental health challenges, to acknowledging they just need a few days or a moment to take care of themselves and get back to the business of learning when they're feeling well enough to do so.

And so I just wanted to say that the new language not only acknowledges mental health is a part of health, but it also aids in the effort to destigmatize mental health in the educational setting, so I'm excited about this. The question I have for staff-- again, you may or may not be able to answer this today.

And that's OK. Just something to consider is how will the school-based attendance teams work to identify individual students with the chronic mental health related absences and connect them to school or outside resources for support? And how will this data be disaggregated?

The data of specifically having mental health reasons for absences, how will that data be disaggregated from all other absences, absence-related reasons, and used to support our students?

This is Holly Ferguson, Chief Policy Strategy Officer, since Director Hagos can't see who's standing up here. I can answer a little bit of that, and then we can give you a little bit more information once we have the full team here. We do have attendance leads in all of our schools. And they are charged with helping schools implement these new rules.

So we'll work on job-alikes and that kind of activity with them moving forward, this next school year. Specifically to the disaggregation of mental health, the reason why mental health is put into that section of illness is so that the student does not need to disclose-- or family does not need to disclose that the student is having a mental health concern, for interests of privacy sake.

So I don't believe we will be able to get hard numbers around, this number many students had a cold, this many students were out for mental health reasons. We do, however, use a number of product screening tools in our schools, where we're able to use those tools to help move students into pathways that they may be needing, such as mental health, or drug/alcohol, or other type of treatments.

We do have data on that, that we can look at providing the board in a disaggregated way.

Thank you.

Absolutely.

Are there other questions? I can speak really quickly to some there are a number of laws that regulate attendance. They don't all fall in 28A, which is the laws that are the K-12 laws. And so this particular policy pulls from a number of different places when it's talking about different things like tardy versus unexcused absences, excused absence comes from the Becca Bill.

And there's other medical statutes that deal with student reasons for absences. So I just wanted to mention that that's out here for everybody.

Thank you. Related to that, would you be able to share all the different kind of policies and procedures that are connected or might impact attendance if that ever comes up as something we can maybe geek out on and try to figure out a more comprehensive way of talking about attendance?

I can figure something out. Yeah, I think there's a-- yes, there are a number of things that I can point you to that touch on this area. Attendance is going to be a push again this fall, as we come back. So we can also have that as part of our workplan.

Sweet, thank you.

Absolutely.

I thought you were going to rattle off the policies for us right off the bat.

Right here, right now.

I was going to, but I know so many that we'd be here forever.

Thank you.

Thank you, thank you. Is there a motion?

I move that the Highline School Board approve the revisions to board policy 3122, excused an unexcused absences.

I second that motion.

Roll call, please.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

Thank you. Up next, we have motion to approve revision to board policy 4312, complaints about staff or programs. Are there any questions or updates from staff? Being that there's none, is there a motion?

I move that the Highline School Board approve the revisions to policy 4312.

I'll second that.

Thank you. Roll call, please.

Director Alvarez?

Yea.

Director Hagos? Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

Thank you. We are now on agenda item 8.11, motion to approve revision to board policies 2023 and 2420. Any questions?

Can I just make a comment? I'm really thrilled to vote on this. As a teacher, moving to standards-based instruction and standards-based grading really impacted my practice. It impacted how I communicated with students about their learning, how I communicated with their families, how they communicated with one another.

I'm really thrilled to be given the opportunity to vote this into policy. And I just want to thank Bernard Koontz for all the work that he's done for over a decade on this. I think it really positions us well, not only now to change what instruction looks like, but also in the future for how students could potentially earn credits and demonstrate learning and mastery. So I'm excited.

Thank you. If there is no more comments or questions, is there a motion, please?

Just one question, ditto to what was just said. I think this is great. This is going to be going in the right direction. And it was already said really well. But I'm just curious to learn about family input on identifying key essential standing grading standards, and more so how are we engaging our families and understanding all of the standards that our kids need for 21st century skills, and then how those key essential standards were identified in helping them understand the reasons why they were selected?

It's just my question for staff.

I don't believe Bernard is here tonight, so I think that's one we'll have to follow up with you on to give you some of that background information on how family input was included to identify these standards. So we'll follow up with you on that one.

I can say, as a family member, I attended a few-- this was during COVID-- but some Zoom informational sessions. Kathryn can probably speak to what they were better but anyway, where Julie ran them, and they got information from families. And then, they explained what standards-based grading was and how it was different from traditional letter grading, and things like that.

So I some work that was done because I was a part of it as a parent, but I don't know the extent of it. But there was stuff.

Thank you.

Thank you. Is there a motion, please?

I move that the Highline School Board approve revisions to policies 2000, 2023, and 2420.

I'll second that.

Roll call, please.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

And tonight, we have an intro and action 9.1, annual renewal and service maintenance of all S2 security net boxes, SUSB license agreement through LONG Building Technologies Inc. Do we have staff ready to give us an update?

Absolutely. I look forward to that. And first, I would like to say that I should have done this the first time I came up, but I was more focused on keeping me in the center of the spotlight with my entrance. I want to take this opportunity to welcome Dr. Duran.

And I really look forward to working together with you as we move forward on all these projects. So I should have done that when I came up the first [? time. ?] Welcome aboard. So this is set up as intro and action tonight because of timeline. A couple of reasons are driving this. But number one, we'll go back to the beginning. In 2016, part of our promise to the community with that bond was to improve the safety and security of our school district.

One of those opportunities was to change from a standard key-lock system across the whole district to a current technology of today door locking system, that's automated, that has the opportunity to do lockdowns from a single point, that if somebody loses their master key, we simply turn it off. It costs the district \$1 to replace it with a new badge.

We don't have to re-key doors to the cost of thousands of dollars every time that happened. The ability to manage door locks, to set door locks on timers so that this building opens up for the public at 8:00 AM and closes up at 5:00 PM without somebody having to remember to do it, we can do the same thing with schools, where there's a single point of entry that all aspects of building safety, whether we're talking about administrative buildings, or school buildings, or facility buildings have been addressed through this new lock system.

And because this is new technology, there are subscriptions that go with the processes, along with maintenance and upgrades to the software that runs everything. We have an opportunity to purchase a five-year subscription that freezes the current rate for our lock system and includes all the maintenance that was in the original agreement, which will save the district hundreds of thousands of dollars over this five-year period.

So we're trying to move this through fast enough to meet the timeline of the vendor that provided all the locks. And we have been working on this for quite a while, working in conjunction with Andrew and the Business Services Department to make sure we're crossing all our T's and dotting all of our I's to sign off on a five year subscription. I'm happy to answer any additional questions, if there are any.

I have a question. So it seems like we're doing this-- I was reading updating or [? renewing, ?] let me see, or updating the newer schools. So where are we with the older schools?

All of the school buildings are done, the S2 system. And [? Ellie ?] can confirm. We do have a couple of doors that are, because of supply chain issues, haven't been finished on the interiors. But exteriors of the buildings are all locking automatically and function with key cards across the whole district. We have the two phases, a phase one and phase two. Phase one's 100%, and phase two is probably 99%.

Nice, thank you.

[INAUDIBLE].

[INAUDIBLE].

Scott, can you repeat that just so that Director [INAUDIBLE]--

So for those in the virtual audience, this includes renewal of all licenses across the district for all buildings.

Thank you, Scott.

Director, or any other directors, I have one question, sorry. Are there any outs if-- let's say we end up doing our budget process, and we're like, hey, we want to go back for whatever reason. Do you have any opportunities to exit this agreement?

There are some exit opportunities. I can't quote you the exact timeline, but they were extended notifications, if we want to end the subscription. And there is a fee, a penalty fee, if we do it early in the process. If we're out toward the end, it's simply a long notification.

And what would it look like? Would we just have to go with a whole other system at that point, if we wanted to not go with this provider?

The system would still function, we just wouldn't be eligible for the upgrades. And as systems stopped working, then we would be looking at replacing piece by piece.

Thank you. If there is no more questions or comments, I'll entertain a motion.

I'll move that the school board approve the annual renewal and service maintenance of all S2 Security NetBox SUSP licenses throughout the Long Building Technologies in the amount of \$600,000 plus applicable Washington State sales tax.

I second.

Roll call, please.

Director Hagos?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

This motion passes 5 to 0.

Thank you. Next up, we have introduction item 10.1, motion to approve Graduation Alliance-Open Doors 1418 program, Graduation Alliance ALE program. Approval of this motion would approve contract with Graduation Alliance-Open Doors 1418 program for the ALE program.

Are there any questions for staff? Would anybody entertain a motion to move this to the next consent agenda?

Yes, I would like to move motion item 10.1, motion to approve graduation alliance to our consent agenda because it is similarly to our 8.1 and 8.2. So if there is no other objections, I would like to move that to consent.

All right. Do we do-- sorry, it's been a while. Motion to move that-- or is it a roll call, or just a vote?

I'll second that, so that way we can vote on it.

Thank you.

And that's just a voice vote.

Voice vote? OK. All those in favor, please say aye.

Aye.

Any abstentions? Nays? Now that we've made it-- or is there any unscheduled communication? Now that we've made it, is there a motion to adjourn?

Nope.

We just get to hang out with you the rest of the night.

I move we adjourn.

I'll second.

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

Aye.

Aye.

All right. We have adjourned at 7:04 PM. Thank you.

Thank you.

Good night, everyone.

Good night.

Good night.