

Highline Public Schools | School Board Meeting-September 21, 2022

All right, all right, all right. Let's get this show on the road. Welcome, everyone, to the September 21 regular board meeting. Please stand for the Pledge of Allegiance.

Welcome, everyone. Roll call please.

Here.

Here.

Here. And please note two excused absences by Director Hagos and Director Alvarez. We are now on agenda item 1.4. Any changes or additions to the board meeting agenda?

I have none.

All right. Then we will jump to scheduled communications. Can we please get our regular policy guidelines around public communications? And can we please have Kelsey Roehner up to the mic please? OK. We'll jump back. Can we have Taylor Dominique?

[INAUDIBLE]

Got you. Do we have Patricia Bailey?

There it is.

Thank you. Good evening, school board members. I'm a retired classroom teacher. And on May 4 of this year, I spoke to you about the pattern I noticed in school reform, noting that over the many years I taught, every new reform did not bring success but rather more lackluster results.

Child centered school reforms consistently had sound promising. But these reforms were present-- let me start again. [LAUGHS] Child centered school reforms consistently add-- I'm sorry. These reforms presented as so much more humane, more egalitarian, more open minded, kind, and respectful than other reforms. The reforms purport to hold the silver bullet that will cure the present inequities in student learning.

Student centered programs are not academically sound because they are not academically centered. This is a key difference. These reformers will generally disparage skills and content focused learning as motivated by deficit thinking because they see identifying deficiencies in student learning as bad.

With child centered learning, there is an attempt to put students in the driver's seat to determine what is taught. However, students do not know what they do not know. That is why they are in school. Teachers do know what students need to know and are tasked with the job of taking their students, whatever the grade, to the next academic level so they will reach their full potential. For example, when I discover I'm deficient in a needed or wanted field of knowledge, I buy books or sign up for a class. Recognizing deficiencies is a way self learners guide their achievement and the way teachers should determine what students need to learn next.

The lack of skills in reform programs is disastrous for children, especially students who are economically disadvantaged. Advantaged families can fill the gaps left by a child centered education with help at home, with tutoring, or enrolling their children in private schools. This is not an option for those with limited resources and education. They are left behind. That is where the achievement gap occurs.

We need to ask ourselves, what do students need to be successful and reach their full potential? They need excellent foundational skills in reading, math, and writing in addition to arts and sciences. For an example, good writers in order to express themselves effectively need understanding of spelling patterns, be able to spell basic sight words, be able to punctuate correctly, have a good grasp of grammar, have a rich vocabulary, be nourished with elevated literary expression, and so on. This is hard work. But I found most students enjoy purposeful hard work.

On a related note, teachers keep daily or weekly data of their students. But it is also necessary to have standardized testing to keep good academic outcomes on track. As near as I can tell, we have not had a statewide test that was valid and reliable since before the [INAUDIBLE] test probably 25 years ago. Poorly written assessments are detrimental to education and are rightly discarded. But they must be replaced with well designed assessments with specific data analysis and psychometrics to ensure helpful achievement information. Thank you.

Thank you. Do we have a Deborah Lip here?

[APPLAUSE]

Hello. I'm Deborah Lip. And I know everybody's tired tonight. [AUDIO OUT] 10-4 tonight. Yeah, we get all these grants. And we get all this partnership and all this stuff. But we have little cars or barrier cars that we bought to transport kids. We have vans to feed the kids during COVID. We have vans. We have electric buses that nobody's driving unless it's the bus pretty much because after an hour spill on them, we don't want to touch them.

And I'm just being honest. I'm a school bus driver for Highline. And I love it. You know? So I want to go over it. OK, you want to drive one student with tonight it's EverDriven is who we're going to give a half a million dollars to contract tonight to take one student places like soil that we don't have this year, a couple of places maybe we don't have, drivers doing with the barrier car, with the van?

So half a million. I don't think any of us get paid near that. We got a raise back in September early like you teachers got something too early. It was six point interest then by the time it started September 1. Anybody know what the interest rate is? 11 something I heard. So we got a 12.4. That would be a \$1 or 1.4% raise.

So it all sounds good. I live in King County. My taxes on my house at 65 years old in SeaTac, \$467,000 on my taxes. 65 years old the house is. I need \$100,000 worth of work that I can't afford. I can't afford to live here. We can't afford to live here.

Not only is our education awful. [LAUGHS] We're not producing great students that we know. So we had to lower no college, which, hallelujah, stopped going to college and wasting your money to a trade school. Go somewhere that you want to do. Make it count. That's whereabouts the kids.

And I think we've forgotten the parents can't live here. We can't raise our kids here. And it's just really sad that we think we've got the best district. I'm embarrassed when I go to other districts. They say, oh, you live in King County? You live in Highline? And we praise it. And we thank everybody like this is such a great area. Yeah, a lot of us would like to live here, stay here.

And I said this last year. We're getting taxed out of our houses. [LAUGHS] And it's OK because most of these kids you want out of your district anyway. They're having to leave. And so I just want to let you know that.

I love Highline. I've been here 33 years from Alaska. Alaska Airlines 26 years. Hmm. Got outsourced from that 20 years ago. Number one. My husband's number seven. Another great company that we all love. Stop and think about what you're doing. Kids can't afford to live in this area. So we really might want to change some of the things that we think are so great. Thank you.

[APPLAUSE]

Thank you. Do we have Helen Brown?

Hello. My name is Helen Brown. I have the honor of serving as a school counselor at White Center Heights Elementary. What I'm about to read, it's a little bit different in my brain now only because as of today, it's about teacher displacement. But as of today, fortunately someone volunteered this year to take the place of a teacher that was to be displaced who's here with us today. And so fortunately, some of these things have changed. But I'm still just going to read because teacher displacement is a huge issue and especially impacts our community at White Center Heights.

So this morning, for the third year in a row, staff at White Center Heights was told that a teacher will have to be displaced, and a class will collapse on the dual language side. The impact that this will have on our students, especially our Black and African American students, will be felt throughout the building, not just in the affected grades. While I understand that navigating systems that were built to fail the communities we serve-- not by you all-- tough decisions must often be made. However, to not try to advocate a reversal of this decision would be a disservice.

As a counselor, my number one job is to serve all of the students on my caseload, which last year was about 300 as we have 2 counselors at our school. This year, I support first, third, and fifth grades. So the displacement of a fifth or first grade as it will have been now teacher impacts the students I support. And therefore, I feel compelled to try my best to speak on their behalf.

Our current fifth graders, fourth grade year last year, was shattered when our school was given inaccurate demographic forecasting. Initially, we had a four/five split in nondual language and two other fourth grade nondual language classes at the start of the year. Those classes were smaller, had strong experienced teachers leading them, and those students were thriving.

Then we learned that a nondual language teacher would need to be displaced because of lower enrollment than expected. And that four/five class would collapse into different fourth and fifth grade nondual language classes, some of which had the cap to 28 students. After that occurred was when our students in those grades began to unravel.

As a counselor, I keep data throughout my day on how I spend my time. Last year, this data yielded some illuminating inequities in how my time is used. I'm going to read a few numbers from the data I collected only from September to December of last year that will hopefully show why our three language track at White Center Heights is inequitable and why our nondual language classes get more impacted by teacher displacements and class closures.

Individually, I met with students in fourth and fifth grade nondual language classrooms 82 times in total from September to December. Fifth grade wasn't in my grade band last year. But I had a few students in the four/five classroom that collapsed who I stayed on with.

I met with students in fourth grade dual language classroom only five times total from September to December. 5 times versus 82 times. Of the 82 times I met with students from our nondual language track, 41-- so exactly half-- are what I coded as emotions but also known as behavioral escalations. When a student needs support with de-escalating, I on average spend about 20 to 30 minutes with that student or sometimes more.

When calculated, that means I spend approximately 14 to 21 hours on de-escalations from September to December. Of the 59 times I met with fourth graders, 31 meetings were from self referrals. From September to December, I got no self referrals from the dual language side students. And that is a problem.

If Highline charges all of its educators to know every student by name, strength, and need, how am I supposed to do that when two thirds of my caseload, who don't know me as well and vice versa because the majority of my time is spent with students in our overcrowded nondual language classrooms where students statistically have more trauma and higher cell behavioral needs? Don't take this as me complaining about working with those classes. I love them. And that love is exactly why I'm here tonight. I don't want to work with them less. But because there's only one of me for my grade band, and all students deserve a counselor who can be present and consistent.

[BEEPING]

I have a little bit more. Can I keep going? Or is that not OK?

I'm sorry. We got to be consistent.

Oh, shoot. OK.

You can leave your notes. And they'll be shared with the rest of the board.

Just right here?

Sure. Next up, do we have Kelsey Roehner? All right.

Superintendent and Highline School Board, I'm Kelsey Roehner. I teach at White Center Heights. I've been there for eight years. Today for the third year in a row, staff at White Center Heights was notified of a teacher displacement and class collapse on the nondual language side. For three years, we have advocated for a change in policy or model at our school to address the way these changes disproportionately and negatively affect our Black African American students at White Center Heights.

To understand this, you must understand the context of our school. Our three track models serve students in Spanish, Vietnamese, and on the nondual language side. The nondual language side serves the majority of our Black and African American students. For the past two years, because of systemic protection, teachers have only been displaced from the nondual language side. This is despite the fact that the Spanish and nondual language side, totals and ratios for staffing are counted together. The Vietnamese program is counted separately because of historically lower numbers.

Last year, the Spanish dual language program had several small classes that were maintained the whole year-- first through third grade level classes with 14, 18, and 16 students-- while the nondual language classes serving the majority of our Black and African American students were collapsed. And students were placed into overload class sizes. We advocated and collaborated at the district level with a stakeholders meeting and appreciated that this year, a Spanish side split class was created for the first time ever in the hopes of addressing our class size inequities within the programs and the assurance that dual language teachers can also be displaced too.

However, this year again, our student population numbers were overestimated. And four teachers new to our district were hired to fill vacant nondual language positions for this school year. These teachers are now protected under the tentative agreement language for two years. This is how we found ourselves with the news today that a middle tenured-- I'm using that for three to seven years of experience-- nondual language teacher must be displaced. This is despite the fact that nonlanguage class sizes are comparable to those that were allowed last year to be maintained on the Spanish side.

The displacement of middle tenured staff on the nondual language side at White Center Heights perpetuates the systemic racism that our students of color in the nondual language program face. Middle tenured teachers on the nondual language side are considered experienced teachers in our building and pillars of the community in a school that has struggled with administrative and teacher retention. In a Title I school with 50.9% of teachers being classified as having inexperienced status for the OSPI report card, the loss of these middle tenured teachers to displacement is directly detrimental to our students of color and nondual language classes. It is keeping our Black students in higher class sizes with inexperienced teachers, limiting teacher expertise within teams, and cutting off years of community relationships and knowledge that these teachers bring to our school community.

For last year's stakeholder meeting, I'm going to include four key takeaways with data supported trends. The displacement in our three track model consistently places nondual students in larger class sizes. Students in nondual classes have higher rates of SEL and behavioral needs, like you just heard from Helen, resulting in hyperimpacted classrooms within the building. This affects student learning.

ELL students on the nondual side receive less support. Students in nondual classes have higher rates of IEPs. These needs impact student learning greatly. Non-DL student learning is impacted by lack of non-DL teacher professional development and instructional support. These are the inequities facing the classrooms where our Black and African American students are predominantly learning. By displacing middle tenured nondual language teachers at White Center Heights, you are taking away student's rights to an experienced teacher.

I urge you, superintendent and the school board, to consider the unique impacts of this decision after years of similar decisions disproportionately and negatively affecting our Black and African American students in the nondual language program at White Center Heights. We appreciate your effort and progress with the stakeholders meeting last year. We understand the intention to protect staff and budgetary restrictions. However, if our ultimate goal is equity, we strongly believe that staffing policies and demographic systems at White Center Heights should be--

[BEEPING]

--revised.

[LAUGHTER]

Thank you.

[APPLAUSE]

Do we have Taylor Dominique?

Hi, board. I'm a superintendent. I'm Taylor Dominique. I have been at White Center Heights for four years now. I started there as an intern. And I'm a three year teacher now hired with a fifth grade nondual language. I love it there. I love the community, the students, the families. I love being there, everything about it, the staff.

This week, I found out that I was the displaced teacher that, as you heard from Kelsey and Helen, that would be moving to another school. I was told this week that by tomorrow, I would have to pack my belongings, pack up my classroom, and move to a new school on Monday and start teaching at a new school. Two days. Two days notice.

Last year, our students, as you heard from Kelsey and Helen, last year, our students were disproportionately impacted when our classes were collapsed. I was one of those classes that were collapsed. I had 19 kids. And then I ended up with 27. I was then told with the day and a half notice that when I came in on Monday, I would have another eight kids added to my classroom.

This year, now I have those fourth graders-- sorry-- [LAUGHS] that also got their classes collapsed. They had 28 and 29 kids in their classroom. This year, now I have those fourth graders in my classroom as fifth graders. And we have 18 in our class. But however, I was told that I would be displaced.

So fortunately, we had someone volunteer and say that they would stay-- or sorry-- move in my place. And I'm able to stay with my students. However, I'm wondering what action or policy we could do or change for next year because next year, again, I will be displaced. I will be asked to go given the seniority status at our school.

It disheartens me because I see myself as a positive role model, especially in a school with predominantly Black and African American students. And I would hate to leave the strong connections and ties that I have to the community and the students and the families. It disheartens me to see the inequities happen over and over and over again with our Black and African American students particularly. And those are the students that are being affected every year. Every year.

So thank you. And I hope that a policy or change can come to White Center Heights for our uniquely built three track model as well. Thank you.

[APPLAUSE]

Thank you. And as a reminder, the board doesn't respond during public comment. But we always welcome opportunities to follow up. So feel free to reach out to any of the board members. And we'll follow up. We are now on to agenda item 4.0, superintendent updates.

Yes. I'm going to invite Kisa Hendrickson to come to the microphone. We have a unique opportunity and request for partnership. And so we're going to use the superintends update in order to support one of our local communities. Kisa.

Good evening, everyone. I have the pleasure of introducing one of our partners from Mercy Housing to talk about an opportunity to engage in community that will ultimately benefit our students and families. And so I'd like to introduce Obinna Amobi from Mercy Housing. He's the project developer. And he'll talk to you a little bit about what Mercy Housing is up to.

Thank you. And hello, everyone. Again, my name is Obinna Amobi. I'm here on behalf of Mercy Housing Northwest. We are a nonprofit affordable housing development nonprofit organization based in Seattle that develops affordable housing. We own 51% properties throughout the state, which including seven in King County, which collectively serve 1,800 residents.

And this is one of the few properties that we plan to develop in South King County. We do currently have one. But we're planning to increase that portfolio to increase the number of families that we're able to serve. One of my colleagues, Elisa Luber, was here back in I believe January or February to speak about another project that we have in pre-development in the city of SeaTac. The one that I am speaking about today is located in the city of Burien, so not too far away from here.

The project that I'm here to discuss is partnership with Mary's Place on a site that's not too far away from here located at the corner of 130th Street and Ambaum Boulevard. This project will redevelop a site that Mary's Place currently owns and operates as a shelter. However, that site is currently underdeveloped. And the building is an older one that they rehabilitated to use as a shelter. And, well, the plan now is to redevelop the site with a new shelter that would serve a similar capacity of families on a nightly basis along with affordable housing adjacent to that shelter in a partnership that we hoped will serve as a pathway to stability for families in the shelter and for other low income families throughout the community that are currently cost burdened.

This project will serve households earning up to 60% AMI of area median income. To put that into better context, for a one person household, that would be about \$54,000 for a family of four. For a household of four people, that would be about \$77,000. But the majority of the units would actually be reserved for families earning below 50% of area median income, so more geared towards lower income families earning 30% to 50% of area median income. And again, to put that in better context, more than half of the units would include two and three bedroom apartments, which we understand is also lacking to serve people at that income level. So we're really hoping that this would be housing for families and large households.

As it's currently designed, this would be about 89 apartments based on the current design. That could change over time. We haven't gone through permitting yet. And so we still have a lot of work ahead of us. But we are currently applying for funding right now with the county, with other funding applications to come in the future years. Again, the goal of the project is to provide a pathway to stability, including serving households that are currently at risk of homelessness or formerly experiencing homelessness. So this is planned to be a true partnership that we hope will serve families exiting homelessness, exiting the shelter that Mary's Place currently serves.

So as I mentioned, we are currently seeking funding. If all goes well, this would be breaking ground in late 2024 with the project being completed in early 2026. So as I mentioned, it's pretty early on. I'm happy to return to this group at a later date when we do get further along. But wanted to come here while it's still early on and share that information with the school board and with the community, understanding that as this is a family project, many of the households here would likely have students that are enrolled in the school district or, who knows, might already be at present. So happy to be here. And thank you. Thank you very much.

Thank you.

Thank you.

[APPLAUSE]

Any questions from the board? All right.

Thank you.

Any updates, Dr. Duran?

That's it. Thank you.

All right. We will move along to school board reports. I have no legislative report at this time. And I don't have a direct report. So I'll move over to Director Van.

I have nothing this evening. Thank you.

Dr. Howe?

I also have nothing. [LAUGHS]

All right. Then we've moved on to the consent agenda. All those in favor of approving the consent agenda, please say aye.

Aye.

All right. Consent to--

May I have a motion for that consent to that second piece?

Is there a motion to approve the consent agenda?

I move that we approve the consent agenda.

I second.

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

Aye.

Thank you.

Here we go. Thank you. [LAUGHS] We are now on to agenda item 8.1. Motion to approve the 2022-2023 Copier Northwest contract year two out of five. Is there a motion?

I move that the Highline School Board approve the contract with Copiers Northwest for the '22-'23 school year.

I second.

All right. Motion and a second. Any questions before we move? Roll call, please.

Director Howell.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

This motion passes three to none.

All right. We are now on to agenda item 9.1. Motion to approve the Tyee High School design project approval of revised contract amendment number one and increase purchase order to P201436, Integrus architectural and engineering services. Scott, do we get an update for the following two items?

All right. Thank you, board, President Garcia, board members, and Superintendent Duran. Happy to answer questions on this. This is actually the same answer for 9.1 and 9.2, just two different architecture firms. These are for the Tyee and Evergreen projects.

This board action request was approved originally. I think we were at action at the last meeting. Then in review of the documents, section 8, which we've shared with you, was added to these documents to support the architects that we're working with.

And you'll see that [CLEAR THROAT] the language talks about if there's a material increase in the MACC, which is the maximum allowable construction cost, when we reach 100% construction draw construction documents for those projects that the architects are allowed to change their fee base, which is actually defined by WACC in Washington State based on the maximum allowable construction cost for a project in a school district. The architects received a percentage of that. This will carry that contract up to 80% prior to the start of construction. The balance or 20% of that original contract with the architects is fulfilled at the end of the project as they're a part of the project management team throughout the whole construction process.

Hopefully that made sense. I tried to get that where it would make sense. It's the same contract that you're going to see in any school district for the architecture side of a construction project.

Open up for questions.

I do have a question. Thanks, Scott, for bringing that up in regards to section 8. I guess a couple of questions. One is how did we miss not having number 8 in the original contract where we approved that? The reason why I'm asking is that between the two contracts, it's close to \$6 million. And it will become an off of the 2016 bond. And we're under budget, right? So about \$10 million. So this would decrease our profitability or savings there.

Mm-hmm.

So why would this not-- heaven forbid that our bond does not pass in November. I thought that these numbers or the cost would be attributed to the next bond and not the previous. So how would that work?

That's a multipart question here. So we did complete projects under budget and moved the proposed date of our bond later by two years. Originally we had talked about 2020 for this construction bond to go in front of the voters. Because of COVID and economics and everything, it was determined that wasn't the right time to put a bond in front of the voters.

We agreed to move it out two years. That movement of two years supported continuing the construction and the planning for those projects, which includes the work of the architects. Originally we had only intended to be somewhere around 60% schematic design had we run the bond in 2020, which would still have left us close to a year's work to get to the point where we were ready to start moving dirt and building a new school.

This opportunity that we're trying to take advantage of here allows us to take it out to 100% construction drawings probably by the end of October, so ahead of our November 6 vote, which means those projects are not only shovel ready when the bond passes in November. Obviously we can't start building Tyee with students in the building. But for Evergreen, that means we can start prep work on the site development because it's going to be adjacent to where the current school is. We can also get in front of ordering those large ticket items that are currently because of supply chain issues years and two years out that can impact the intended finish of those projects.

And we want to maintain our 20 year promise of on time and on budget. This allows us the opportunity to get a lot of that inventory in stock prior to actually starting the projects or at least get them ordered and on the way so that they are not something that holds up the construction project. The funds available to carry this drawing further out to 100% construction drawings are available only because of the great work of our capital projects team and the contractors and architects that we worked with on the previous three projects to maintain the eye for efficiency as we move through those projects and finish them under budget.

I appreciate that. Thank you.

In regards to our budget for these projects, there's always a line item for increased cost just that happens, right? So is this in line with what we are seeing with what we budgeted for increased costs?

Yeah. So that, again, I think is two questions. One is we always establish a contingency budget in every project. And that's because there are always unanticipated things that come along. COVID is a good example. There were some impacts because of that as we did these last projects. So, yes, there is a contingency budget that's set aside.

The maximum allowable construction cost is the number that is always established when you finish construction drawings. You can't get that final number until you get to 100% construction drawing because then you know how many 2 by 4s you need to order, how many windows you need to order, all of that stuff. Now you can really put some accurate numbers along with your current today's prices as opposed to when we started this conversation four years ago about building new schools. So I probably strayed off of what you were looking for. Hopefully that gives you what you were looking for.

I can follow it.

I'm happy to try again if you want something better. [LAUGHS]

No, that's good.

OK.

Are there any other questions? Then I'll entertain a motion.

I move that the Highline School Board approve the revised contract amendment number one and increase purchase order P201436 with Integrus Architecture by \$3,515,433 to continue the design of Tyee High School.

I'll second.

Director Howell.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

This motion passes three to none.

Thank you. We're now on agenda item 9.2. Is there a motion?

I move that the Highline School Board approve the revised contract amendment number one and increase purchase order P201331 with Bassetti Architects for the amount of \$3,190,482 to continue the design of Evergreen High School.

I second.

Thank you very much. Roll call, please.

Director Van.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

This motion passes three to none.

Thank you very much. We're now on agenda item 9.3. Motion to amend board procedure 1630P, evaluation of the superintendent, and approving the 2022-2023 superintendent evaluation focus themes. Holly or Erin, do you guys have any updates that you'd want to share with us?

Yeah. I don't think so. I think it's continued information what we covered at the retreat last week.

Got you.

Just all codified in the policy and procedures.

Sweet. Are there any questions that we want to jump on before we entertain a motion? [LAUGHS]

No. No questions.

All right. Then is there a motion, please?

I move the school board amend board procedure 1630P, evaluation of the superintendent, as attached to the board action report and remove form 1630F.

I will second.

Roll call, please.

Director Howell.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

This motion passes three to none.

Thank you very much. We are now on introduction items 10.1. Motion to approve the new Maritime High School Strong Launch and Program Development Federal Grant. Do we have any questions?

Not so much a question but just a thanks of gratitude to our Representative Adam Smith for helping us secure this earmark for our schools. So appreciate.

Awesome. Thank you. We're onto 10.2. Motion to approve the annual contract with EverDriven LLC for the 2022-2023 school year. Any questions for staff?

Yes, I do have. Got your backup.

[LAUGHS]

[LAUGHTER]

So if you can help me with some clarification around this. We just previously signed a contract that coincided with a couple taxi companies previously. How is EverDriven going to support the McKinney-Vento? And how's the money going to be dispersed between the two or three?

OK. Thanks. That's a great question. And first of all, this request will open a PO for this amount. It's not a guaranteed contract. It's billed by service provided. So the company that we've used for a while, originally they were American Logistics Company. And they just have changed name. They were purchased by and now are called EverDriven.

In the transportation world, I'm sure our transportation staff that are here and the district is familiar with the challenge we're having with getting enough drivers on board to be able to keep our office staff in the office, be able to make routes or days that are survivable. And I can't express my appreciation enough for the energy and the efforts that our drivers and transportation team are putting out right now.

We're not alone in the inability to find enough people to have every vehicle have somebody sitting behind the wheel. These companies that we work with and set these POs up with are to back up what we do. Our goal first of all is to transport as many McKinney-Vento students as possible in house by our district employees, by our staff in yellow school buses or in a van or a car if it's appropriate, keeping in mind McKinney-Vento can be as far away as Monroe. And so it's not something that you want to send a school bus on. That's when you start looking at what's the most efficient and effective option available to the district to support transportation not being a barrier to a student's education.

We partner and set these POs up with multiple companies just for the purpose of we're going to call on a morning, and they're going to say we don't have somebody available. We want to have a second choice and a third choice. So we do in district first with district employees. Second, we partner with neighboring school districts where that opportunity is available. And our third and last choice is to contract outside of the district.

I appreciate that. Thank you.

Thank you. How do we get reimbursed for McKinney-Vento costs?

Yeah. So the transportation allocation is written the same regardless of-- there's no different fee or different value of the allocation per student whether it's us transporting the student or not. And the ridership is accounted for. Three times a year, we submit a report to OSPI. And they calculate our allocation based on our previous year's history along with an average of each third of the school year to determine how that allocation works.

So we're reimbursed at probably the 80% level across if you look at how our district transportation operates, the money coming in from our allocation versus the cost to do the transportation, which five years ago, we were close to 100%. And as inflation takes its toll on us and allocation systems don't change and adjust accordingly, we slowly walk backwards from that 100%.

So is that something that we can add to our legislative priorities if we wanted to change that at the state level or advocate?

Yeah. It's great to advocate for that. I did serve on a legislative committee that rewrote the student allocation system and created the Stars program that we're currently operating on. It was adopted about 10 years ago. It just doesn't have a piece in it that's designed to address inflation.

Got you. Thank you. All right. Thank you, Scott.

Mm-hmm.

Thanks, Scott.

We're now on to 10.3. Motion to approve annual highly capable student programs state formula grant. Any questions?

Hey. I have a couple. So I understand that we have obligations to identify and serve highly capable students given our state laws. And this funding goes with those expectations. It sounds like part of this is to report to the state what we're doing and how we are serving our highly capable learners.

I read in the report that we're working really hard to make sure that our representation in our high cap program matches the demographics of our students who aren't served by highly capable. And I saw some efforts to do so. Can we talk about what we're planning to do in the 2022-23 school year that's different that we're hoping might serve all students better?

Sure. So one of the things that was different two years ago heading into last year was a different screening tool. So we moved from CogAT to the NNAT3. And that tool seemed to show results that were more closely associated with our Highline demographics. So that was a good step in the right direction.

Additionally, we just want to continue to evaluate what our current numbers are looking like heading into this year so that when we head into February that our multidisciplinary committee, who does the selection process, can really be using our equity lens in Highline to be interrogating our process more thoroughly to make sure that we are addressing those needs. So continuing to look at how we utilize the data from the NNAT3, continuing to look at how we utilize the data from i-Ready, and our other sources of data that are helping us make this selection process alongside that equity lens heading into our spring.

Thank you. Once students are identified in high cap, I know that there are opportunities especially in the early grades for challenge program and things like that. As they get older, there's more embedded personalization around high cap. Is that correct?

Where are we in our guaranteed viable curriculum in terms of the personalization and depth and complexity where within those-- I'm assuming that's something that the IMC considered when adopting curriculum. But are those things we're interrogating so that we're not having to create extra or teachers or teachers feeling pressure to create extra opportunities for depth? Do we have those within our GVC?

Yeah. And maybe I'll phone a friend here. But I would say that we are absolutely through our curriculum adoption process making sure that we are selecting high quality materials that really span and can support all of our learners in reaching more depth and complexity. We're also engaging in a lot of work around rubric development so that as we select our essential standards that are helping us really focus our energy in the right areas that we are thinking about, OK, if a 3 is considered on a rubric at grade level, what are we doing to be pushing learners to go into that more complex learning associated and utilizing the curricular resources that we have selected to ensure that we can move that forward?

So I think it's a combination of the work that our teachers are doing in their professional learning communities and developing our rubrics that are really designed to address the full depth and breadth of our standards so that we ensure that all of our students are having access to on grade level content and mastering that on grade level content and that our highly capable students are then also to take that next step and go deeper into that content.

All right. Thank you. I have some other questions. But I'll email later.

Thank you.

[LAUGHS]

Any other questions? All right. Then we're on to 10.4. Motion to approve annual readiness to learn partnership.

I do have a question like Miss Kisa and Miss Lita's coming up. Thank you, ladies. So I do have a question in regards to how we are looking at our partnerships with our community partners and measuring success. How do we know that these schools that we are supporting and contracting out-- how are we measuring success?

So currently in our partnership process, when we enter into an agreement, we call those our partnership agreements. We have our community partners identify their goals and measures of success. And then we require that they send a report. And they'll identify the duration whether it's quarterly, biannually, annually.

So currently, we don't set per se because it's their program. And we give them the space. That being said, with the number of partnerships that we have taken on with the use of ESSER funds, we've gotten a little more organized. And we want to have more of a symbiotic partnership where we both can say what the goals are. And some of that will be dependent on the nature of the partnership, what the needs of the school are, and then also what the partner-- what they've established as their measures for success.

So these contracts, when we're about to renew this, when would you have those agreements upon success rates or those KPI metrics?

We're piloting it with our ESSER partnerships currently because there were some specific goals associated with ESSER-- I mean, excuse me-- with pandemic recovery. And Lita can speak to that in a little more detail. But in terms of partnerships at large, the reason why we haven't required it is because we have partners where they provide services to our students at no cost to the district. And then we do have some that are at cost, some that are grant funded. And so we haven't really streamlined the process because it's all over the place.

What you see in this board action report is two different types of partners. So we have CHOOSE 180. We would call that an intervention type partner where they're not necessarily providing enrichment for students but more so intervening for students who have behavioral needs. And then we have Communities In Schools. And their model is actually intended to meet the needs of the school explicitly.

So the way they support each school at the three different schools, they're partnering actually looks a little different. It's intended to match the needs. But the commonality is that there's a case manager there supporting this school. And so it just is usually part of a school's larger student support team. And then I'll let Lita speak to some of what we're doing in terms of what we're requiring right now.

Thank you.

Thanks, Kisa. So for the ESSER funded partners that we have, I have a team of family and community engagement specialists at all of our schools. And they meet monthly with those partners and with school staff to reevaluate the goals that are listed in the partnership agreement and also looking at student attendance.

And then we're also asking for some additional data around student voice. And so we're asking our partner organizations to send us quotes and information that come directly from our students. We're also making an intentional effort to go out and visit these programs. And because ESSER has so many funding components and so many reporting components that we do in house, we're making sure that we're revisiting and entering that information and really tracking what our partners are doing with our students and then also checking in with our school leaders and our school staff, who are also working with those partners.

I appreciate that. Thank you.

I also want to say I appreciate metrics and numbers and all those things that have to be reported especially with ESSER funding. But I also really appreciate that you're already collecting street level data. And I value that just as much especially from programs like this.

So as you're collecting that, you said quotes and things like that. I think those stories, especially when I think about CIS or CHOOSE 180, those stories really matter and really tell a story that maybe attendance numbers don't. So I don't know if we can capture that. But that feels to me appropriate.

Yep, we're happy to send that out.

Thank you.

Thank you very much. Appreciate it. All right.

You're also welcome to visit any programs if you want. So just let us know.

Thank you.

Thank you very much. We are now on to unscheduled communication. Katie Kressley.

Good evening, directors. My name is Katie Kressley. And I noticed that you just approved about \$6 and 1/2 million more for a revised architectural design. And that is for Tyee and for Evergreen. And I wasn't quite clear as to whether this was covered in the previous bond or if this was going to be covered by the bond coming up that has not yet been approved. So that's the first thing.

The second thing is that this past week, we had a meeting at Tyee High School. And we had a meeting last night at Evergreen High School. There was a presentation with regards to the bond where people had the opportunity to learn about the presentation, to learn what was happening, what the project was, the \$518 million price tag that would be attached to the bond over the course of 20 years.

They also had the opportunity to have question and answer. I noticed that last night Dr. Duran was there. Director Garcia was there. Thank you so much for being there.

And I want to remind people that tomorrow night is also going to be an opportunity to ask questions with regards to the Pacific Middle School that's going to be coming up 6 o'clock. And I want to invite and encourage directors to go there and Dr. Duran as well. It's very important information. And it's a long term commitment.

The other thing too is that, part two, I saw that I had a flyer here that came. And it talked about some of the highlights. And it talked about staying on budget. It also talked about how well the district was doing. They were achieving increases in the graduation rate and 100% graduation RAHS. And then the graduation rate had gone up 21 and a 1/2 points since 2013.

Amazing. And that was really a great thing. We hope that you keep track of those sort of things because metrics and KPIs, as Dr. Duran--

[BEEPING]

--and [INAUDIBLE] said, are very important. Thank you.

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

I move that we adjourn.

I second.

All those in favor, please say aye.

Aye.

We are adjourned--

Thank you all.

--at 6:56 PM.