

## Highline Public Schools | School Board Meeting - October 5, 2022

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Welcome, welcome, welcome, everyone. Welcome to the Wednesday, October 5 regular Board meeting. Please stand for the Pledge of Allegiance.

Thank you, everyone. Roll call, please.

Director Van?

Here.

Director Howell?

Here.

Director Alvarez?

Here.

Director Hagos?

Here.

Director Garcia?

Here. We're now on to any calls for changes or additions to the Board meeting agenda. All right. Then we'll move on to recognitions.

Yeah, we'll start off with recognitions. And just so everyone knows, we are doing a recognitions a little bit different this year. We'll be rotating through each Board member and Superintendent, chairing one of the recognitions that we're going to have. But this is all for us to recognize every month there's different groups and individuals that are doing amazing work, and we always want to make sure and call that out.

So this is a new process that we've implemented, and we will be rotating throughout every month, knowing that in different months we may have one or two. In other cases, we have six or seven, so it's just a little different format that we have. And we always want to honor, recognize. So tonight we will start with Disability History Month and go through Family Involvement Education Month, Anti-bullying Month, and Principals Appreciation Month.

After each recognition, we will have someone from each one of the groups speak at the podium. And at the end, we will all come up, and we'll do one big group photo together, so trying to streamline the process a little bit and make sure we have everybody honored and recognize. But we'll start with Disability History Month.

All right. I have the privilege of sharing this. Whereas the Washington State Legislature has designated October as Disability History Month and whereas people with disabilities in our district, state, nation, and the world have made significant contributions to our society, and whereas recognizing disability history will increase respect and promote acceptance and inclusion of people with disabilities.

And whereas recognizing disability history will inspire students with disabilities to feel a greater sense of pride, reduce harassment and bullying, and help keep students with disabilities in school, and whereas studying disability history in the context of the larger Civil Rights movement will provide important civic learning, and whereas Highline Public School reaffirms that learning about disability history and people with disabilities is an essential part of a complete and basic education for all students.

Now, therefore, the Board and Superintendent of Highline Public Schools do hereby recognize October as Disability History Month in Highline and call upon all Highline citizens to celebrate and promote quality educational programs that include instruction, awareness, and understanding of disability history and people with disabilities. And I believe we're going to have Gaye and Darren receive this.

Hey, Hi, I'm Darren Spencer, one of the co-directors of special education. Director Howell, Dr. Duran, and the Board, thank you so much for recognizing Disability History and Awareness Month. It's so important for all of our students and families to be recognized, but our students with disabilities often don't get that opportunity. So we really welcome your recognizing their contributions this month.

We also want to highlight just some of the efforts that are going on in the district this year around including students with disability, and I'm looking for meaningful inclusion for all of our students to participate with their peers together. Some of our schools are making wonderful strides for this, and we're very excited to be a part of it in Highline.

I'm Gaye Bungart. I'm Co-Director of Special Education with Darren, and I think something important to remember as we celebrate disability month is to focus on "ability" in that word because our students are all very able and capable and to also remember that special education is not a place but a service for our students. So thank you very much.

We'll all come up together at the end. Thank you. And next up, we have Family Involvement in Education Month.

I have the privilege and honor of reading that proclamation.

So bienvenidos a todos. Welcome, everyone. [SPEAKING SPANISH]

So whereas parents and family members are their child's first and most influential teacher, and whereas family involvement in a child's learning is critical to success in school and life, and whereas the role of families in supporting the success of Highline students from preschool through college cannot be overstated.

And whereas family engagement in a child's schooling is a legitimate element of the education system, and whereas when schools, parents, and communities work together as partners our children benefit, and whereas Highline's educational leader and staff are developing programs and resources to support stronger partnerships between families, schools, and communities.

And whereas the vision of Highline Public Schools is to graduate all students, prepared for the future they choose, now, therefore, the Board and the Superintendent of Highline Public Schools do hereby recognize October 2022 as Family Involvement in Education Month in Highline and urge all citizens to join in this observance. Congratulations to all.

And with that, I'll ask Alita and their guests to come up to the podium.

Gracias, Board Director Alvarez, and thank you, Superintendent Duran and Board members, for the acknowledgment of our families and all they do for us here in Highline.

I just want to say-- and I want to read this so I say it correctly-- that family engagement in Highline Public Schools means trusting relationships, open communication, and opportunities for families and schools to partner in their students' learning.

What I love about this definition is that it has been co-created with our families, and we have many families and community partners who are here who represent our families in receiving this acknowledgment, and so I would like for them to stand to be recognized. And I'm going to Zizi say this in Spanish, and then I'll name off who's here today.

[SPEAKING SPANISH]

So I'd like Abby and Claire to stand from African Community Housing. We have Fred, Kim, Denny, Linda, and Stephanie from our Family Action Committee. We have Rosie and Melissa from the Highline Council PTA.

[SPEAKING SPANISH]

So those are our guests from Latino Civic Alliance and, of course, [? Caress, ?] one of my fabulous family and community engagement specialists. So thank you again.

Next up, we have Anti-Bullying Month.

Thank you, Dr. Duran. Whereas bullying, intimidation, and harassment in schools are persistent detractors to a healthy educational environment for children to learn constructively, and whereas bullying consists of a variety of actions and behaviors intentionally designed to infringe upon the harmed parties physical and mental beings, targeting characteristics of the harassed party, whether real or imaginary.

And whereas the actions have effects on the well-being of students to a point where they lose the desire to engage in and connect with their school, classes, classmates, and adults, and whereas bullying continues in schools, and what these students connected to school in the Highline Public School.

And whereas the face of bullying has changed to include cyberbullying, where the act of such bullying, intimidation, and harassment has changed to be conducted over such medium, including but not limited to the internet, chat rooms, electronic mails, blogs, social working network sites, cellular phone calls, and transmissions, and more.

And whereas it is recognized that the acts of bullying, intimidation, and harassment can result in damage of property, physical harm, mental distress, and the death of a child, and now, therefore, the Board and Superintendent of Highline Public Schools do hereby recognize October 2022 as Bullying Prevention Month in Highline and urge all citizens to join in this observance.

And this evening, I'm going to have Isuzu as well as staff members from Sylvester in Highline as they're doing excellent job in their work in bullying, so Isuzu.

Muchas gracias. Buenas noches [SPANISH]. Good evening, Board of Directors. My name is Isuzu Niizuma, the District Ombudsman and the Compliance Officer for Harassment, Intimidation, or Bullying. Working to prevent, and address harassment, intimidation, and bullying is not an easy task, as you can imagine. It's a lot of work, especially after coming from the pandemic.

As a district, we are very fortunate to have extremely skilled staff members who work with families and students every day to make schools a safe place. Today, I invite a few of those outstanding individuals. They are here, and they serve as coordinators at their schools. And they are amazing. They really are.

From Highline, we have interventionist Jessie [? Chogbir-- ?] she's here. Thank you, Jessie-- and Principal [? Klinsaylee. ?] And from Sylvester, we have Principal Chad Kodama, and we have Tony [? Kayler, ?] who is going to give us a few words. So thank you very much.

Indeed, my name is Tony [? Kayler ?] or Dr. [? Kayler. ?] I'm the Re-Engagement Specialist at Sylvester Middle School. I entered public education about 30 years ago and starting year 25 in the Highline Public Schools. Now, throughout the past 30 years I've seen an emphasis on anti-bullying wax and wane. I've seen educators with heartfelt compassion deal with the effects of bullying. I've seen schools treat this as a check-in-a-box initiative, and, even worse, I've seen it ignored.

I want to highlight what I think are four important complementary aspects that are crucial for success in addressing harassment, intimidation, and bullying. District Policy and Procedures 30207, which is the prohibition against harassment, intimidation, and bullying-- the Policy and Procedure provides precise language and procedures in addressing these issues.

School-level professional learning and development along with staff attentive to HIB-- the adults must stay attentive to the problems at school.

Supporting our students and families-- harassment, intimidation, bullying is very traumatic for the students and their families. It also takes away the harmony of teaching and learning at our schools. And lastly, increasing awareness among our students and families-- if they don't know what it is, it's hard to see it and say it.

So thank you to Dr. Duran and the Board of Directors for this proclamation and recognizing the significance of HIB and continuing the efforts of anti-bullying. Thank you.

All right. And finally, we have a Principals Appreciation Month, which is one that I will read. Knowing that-- being a former assistant principal, principal, and knowing how important our school leaders are, it's an honor to be able to read this one.

So whereas principals and assistant principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with young people, the most valuable resource.

And whereas principals set the academic tone for their schools and work collaboratively with teachers and teacher leaders to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives, and whereas the vision, dedication and determination of a principal provides a mobilizing force behind any school improvement effort, and whereas the celebration of National Principals Month honors elementary, middle, and high school principals and recognizes the importance of school leadership, ensuring that every child has access to a high-quality education.

Now, therefore, the Board and Superintendent of Highline Schools do hereby recognize October as Principals Month in Highline and call upon all Highline citizens to honor and recognize the contribution of school principals and assistant principals to the success of students in Highline schools. And we have Robin Lamoureux from the Highline Washington School Principal Association who's going to be saying a few comments today. Welcome, Robin.

Yeah, very short. Thank you, Dr. Duran, Board Directors. On behalf of the Highline Principal Association, thank you for always making us feel valued and supported. As leaders and partners in educating the students of Highline, we feel very honored to work alongside you. Thank you.

Awesome. Thank you very much. And I think for all of them that we read tonight, I think it's a reminder for all of us as we think about public education. The work that we do here is so important because we are the future of America, so the work that we do every day ensures that we are creating the best future for all of our students and our community.

And I think at this time we're going to ask all the recipients to come on up, and we are going to do one group photo. So let's see how this works. And Catherine, we'll-- Catherine, we'll leave it-- Catherine, we'll leave it to you to direct and guide us.

I'm going to stand--

[AUDIO OUT]

[INAUDIBLE]

OK. There we go.

Yeah, it looks like--

[AUDIO OUT]

Perfect. All right. We've now reached agenda item three, schedule communications. On the screens you'll notice are public testimony guidelines. I'm going to ask all public speakers to read that before they speak.

But before that, I'm just going to remind folks of our group norms. These are the norms that the boards live by, and we hope that you would join us in also fulfilling these norms. We ask everybody to be present, respect different opinions, be easy on people but hard on ideas, be as concise as possible, enable all opinions to be heard, assume best intentions, seek to understand and then be understood. And with that said, do we have our first scheduled communication, Patricia Bailey?

Good evening, Highline School Board. I would like to tell about school board testimony delivered by a 15-year-old high school student in another district. It was heartbreaking, and I hope such things are not going on in our schools.

On the first day of school in the fall, the principal gave a heartfelt speech about equality and standing together. He began to list various races, expressing how much they matter and how important they are but did not once mention the race or identity that reflected the young speaker or half the students in his class. The student asked the board if they could imagine how uncomfortable it was to be characterized only by skin color on the first day of school and feel that he was somehow wrong just because of the way he looked.

He mentioned there were political signs all over the school about specific races that matter, specific sexual orientations, and specific perspectives that matter, and when he questioned why the equity statement couldn't represent all students, he was told that he was outlandish and offensive for asking the question. When asked why, he was told, whites have a pretty good situation right now.

He went on, quote, "So is that not racism, disregarding my question merely because of the color of my skin? To be honest, after enduring a year of people in charge telling me that I'm a racist, and I'm privileged, and pointing out our irreversible differences, I've never noticed race more, and its becoming the first thing I notice when I meet someone, which has never before been the case.

Our administration confidently told me that RHS students and staff are happy with their equity statement, but from my experience in talking with other students, this is not the case. I know many kids who disagree with their teachers, but they're too scared to stand up because they're worried their grades will be docked. They adjust their schoolwork to reflect an acceptable opinion to secure a good grade.

I've been approached by multiple teachers who have told me in private they agree with me but they can't say it publicly for fear of being disciplined by the administration or losing their jobs. There's clearly only one way to think in this district," end quote.

He closed by saying he was withdrawing from the school so he could focus on getting an education without such inequitable treatment. What a mess this principal has made of these students and teachers' lives. What kind of nightmarish vision would make a person do this to students and teachers? Where is the focus on academic achievement so all students can reach their full potential and be excellent readers, thinkers, writers, mathematicians, scientists, and artists?

It's heartbreaking to hear the story. How sad for all the students of all colors left in this divisive, toxic, bullying ideology, not liberated by real education. Again, I do hope this has not crept into our schools and that students are all being treated like children of God, equally, not divided from each other by mere appearances. Thank you.

Thank you. Fred Swanson?

Hi. So I know there's been a lot of conversation recently about the ways Highline has been engaging families and helping our kids feel comfortable with who they are by including instruction on race and identity in the curriculum. I wanted to share a bit about my family to tell you why I think the work you're doing in Highline is so valuable.

13 years ago, in the summer of 2009, my husband, Adam, and I received a phone call from a social worker that would change our lives forever. There's a child we'd like you to meet, she said. We'd been training for this moment for a few years, learning about foster care in Washington, deciding we wanted to work with an agency, taking the necessary coursework, and getting our foster license.

But nothing could really prepare us for the moment when we got that call or the next one that would call a few days-- the next one that would come a few days later telling us they were actually looking for a home for two kids. Jaylen, the four-year-old we were getting ready to meet, had a baby sister named Jade.

Like any parent, we worried about our capacity to care for these kids, second-guessed our skills, and questioned our readiness, and because our role was to care for these kids while their parents worked on building their own capacity, we worried a lot about making sure we were doing right by them.

It's a tricky thing to hold kids tightly enough for them to feel safe but not so tightly that it cuts off their connection to home, to love deeply enough to know that letting go might be what's best for them or maybe holding tighter is what they'll need, but either way it's out of your control. I started to understand what it meant to care for someone else's child, to love them like your own, but also to know they had and may again have an entire life beyond the one you were building with them.

And so it was for us when Jaylen and Jade arrived. We did our best to keep them connected to their mom while also keeping them safe, to love them, to recognize their strength and resiliency, to assure them that they were wanted, and special, and amazing, and to make sure they had the opportunity to hear that from their mom as well.

And when it was clear that their mom would not be able to care for them long term and the state took away her rights, we followed through on our commitment to Jaylen and his mother and adopted him.

Jade's dad entered the picture at this point, and soon thereafter, at 18 months old and on Christmas Eve, she went to live with him. Right before she turned three and Jaylen turned seven, the state called about another child, Noah. Because of his rocky start, Noah was not able to walk very well and would just sit down after a few steps, except if Jaylen was walking with him and holding his hand.

They had a week together, Noah hanging on every word and following him around, until we got the call that Jade was coming back. For Father's Day 2012, we were a family of five.

Jaylen had been excelling in school, having been selected for the Gifted Program and taking every opportunity to read to Jade and Noah and then read some more for himself. As he grew older, his early childhood experiences manifested in trouble meeting kids and making friends in school.

And while his school performance on tests was great, it became clear that the district where we were living was not going to be able to hold him and support him in ways that he needed. We started walking out of school in the second grade sitting, outside by himself, and reading under a tree. He had only one kid show up to his birthday party. We needed to find something better for him.

And so we moved to Highline, a district that promised trauma-informed teaching, family engagement, and cultural acknowledgment that would help ground our multiracial, multicultural family with gay parents in a place that welcomed us. Almost immediately we saw a change in our child. Our new school district was talking about adverse childhood events and how they impacted learning. Jaylen met other kids like himself with experience in foster care and kids not like himself.

Students were encouraged to talk about all of who they are. He developed friendships with other children with disabilities thanks to integrated learning and special education and found support and mentorship from his teachers and counselors. Most of all, school allowed him to be himself, never asking him to be something he wasn't and always celebrating him for all of the things that he is.

Jade started kindergarten a year later in Highline and Noah two years after that. I'm almost finished. By the time Jade was adopted in 2014 and Noah the following spring, our school family had helped us create a home for all three of our children where they were loved, and cared for--

Mr. Swanson--

--and helped. I got to-- OK.

You can leave the notes here, and they'll be forwarded to us. Thank you.

Yeah. I'm grateful for the work you're doing. Thank you.

Up next, James Payne.

Good evening, James Payne with two at North Hill Elementary. It's been a year now since the National School Board Association referred to parents like us, speaking before local school boards like this, as domestic terrorists and asked the Department of Justice to sic the FBI on us, inevitably chilling constitutionally-protected speech.

And what have you done? We, the people, taxpayers and parents alike, come here in good faith to share our opinions and concerns with you on how Highline schools are being governed. With zero evidence of any domestic terrorism within the district, you allowed them to vilify and smear our good name. And what have you done?

You utterly fail to publicly distance yourself from the NSBA or the appalling authoritarian actions of the DOJ. Without lifting a finger, you allowed your constituents, even ones you politically agree with, to be slandered like that. What have you done? Nothing.

Today, almost 70 years after the Supreme Court's Brown versus Board of Education decision ushered in the Civil Rights movement, there is an urgent need to reaffirm and advance its core principles, to insist on our common humanity, to demand that each of us are entitled to equality under the law, not equity, which is an impossible standard.

As I've said equity, or equal outcomes, is something mortals like yourselves and the staff back here can never provide. You need to get over yourself. We must bring about a world in which we are all judged by the content of our character and not by the color of our skin, or identity, or whatever woke, regressive progressivism that you vote for.

Rethink your prerogatives, Highline. Do not tear down some while building up others. That is not equity. You must jealously guard the constitutional freedoms of all of your constituents, not just your favored tribe. Thank you.

Thank you. That now concludes scheduled communications. We're onto superintendent updates.

Yes, yeah. [INAUDIBLE] I want to continue the collaborative spirit that we have here in Highline in having some of our labor partners come and share some of this time. And this month we have Robin Lamoureux, who is representing the Highline Association of Washington School Principals who is here to share a few words with us, perfect timing for the month. And thank you for your flexibility in scheduling, but welcome.

Yes, thank you. President Garcia, Dr. Duran, and esteemed Board Directors, thank you for providing this space for the Highline Principal Association to address the board publicly and provide you an update directly representing our principals and assistant principals.

It's been a busy start of the year. Principal leaders have been very excited to meet and interact with our new superintendent. This message of continuing to build upon the promise and the vision that our students and families will have what they need to be successful is very reassuring to building leaders who also want to ensure that students have access to strong inclusive educational opportunities to secure their future.

Principals will be taking part in the upcoming listening tour structures offering leadership input to continue to grow and address institutional biases and end inequitable practices in education. Every principal in Highline is dedicated to knowing our students and their families, honoring their cultures and identities, ensuring materials and instruction are culturally relevant, and engaging with our students, families, and the community.

We've enjoyed opening schools post-pandemic and inviting families back to the campuses after nearly two years. Schools held meet and greets, and open houses, and other ways to engage and welcome students and families, some returning for the first time since 2020.

One of the most important functions of a school leader is hiring quality teachers, principals, and assistant principals work closely with HR to recruit the highest quality teacher candidates. Even within a depleting workforce, we've been able to hire teachers to fill most positions. We acknowledge the efforts of our HR leaders and partners in supporting principal efficiency by doing whatever it takes to place the best teachers in front of our learners.

Guest teachers and substitute teachers support was very good in September, and it's becoming more challenging as we head into October and the flu season. Principals report that teaching and learning professional leadership development structures have been supportive, authentic, and job-embedded.



We appreciate the opportunity to meet within professional learning communities to share with our peers, mentors, and coaches on what matters to us-- leading instruction, shaping a positive school climate, developing our people, and meeting the needs of all learners. The association meets regularly with Dr. Duran and other district leaders to listen and share principal needs, concerns, celebrations, and provide input to important school matters.

I'd like to end tonight with a couple of quotes from some new-to-Highline leaders. This is from the principal of New Start High School, Kevin Takisaki. He said this-- "Highline is by far the best district I've worked in. This district walks the walk and fully supports principals to focus on what is important by addressing equity in the most tangible way."

J. Novelo, a new assistant principal at Tyee High School, said-- he wanted you to know this. I appreciate the mentorship by my ILED, Jacqueline Downey, and my principal, Victoria Terry. And lastly, from Crystal Goodwin at the Glacier Middle School site, she notices Highline's intentional effort to diversify the staff. She said, I am-- she said, I am seeing strong applicants of color and appreciate being held to higher accountability for equitable hiring practices.

So thank you again for this opportunity for the association to partner with you and to serve our students, families, and communities throughout all of Highline. Thank you.

Wonderful, and thank you. And Robin, would you like to-- would you like to introduce some of the colleagues that joined you tonight, just knowing that they're here? I think it's important to bring their voice into the room, please.

Vicky Fisher is here tonight. She's been in the district a long time and has served as a former president of the Highline Association. We have Therese Tipton from the Aviation High school campus-- she's also on the Executive Board of the Principals Association-- and Clint Sallee from Highline High School. He serves on the Executive Board as well. And any other principals-- I saw some principals sneak in, but they probably snuck out already.

Mike.

Oh, Mike Zita is here. He's also served as the former President of the Highline Principals Association, so we've got some esteemed people in the room.

Awesome. Thank you very much, and thank you for being here tonight. In that same spirit, I also would like to just recognize Alex Haas, who's a principal at McMicken Heights Elementary school. She traveled to Washington, DC today to be recognized by the National Association of Elementary School Principals as this year's Washington State National Distinguished Principal, so she's in DC accepting that award.

So she was nominated by her peers for this honor, and she has led a school culture of expectations and excellence while promoting social, emotional learning and culture responsive instruction and serve all students. But I think she's a great example of what we're all aspiring to do and really honored that she's being recognized today.

And next up I'd like to invite our Chief Financial Officer, Rebecca Chen, to the podium to give us a quick update our enrollment, knowing that that's something that's been on all of our minds. So welcome, Becca.

Hello. [NON-ENGLISH SPEECH] My name is Becca Chen, and I am the new CFO here at Highline Public Schools. And I realize that this is my first time speaking in this capacity, so I'm very excited to meet all of you.

I'm going to make this as quick as possible because I know there's a lot ahead. So as you may all know, the national trend is that there is an enrollment decline, and Highline is reflective of that. Our demographer has shown that our projected enrollment for this year was 16,879.

After going through the numbers a little bit, we landed at 16,811. At the beginning of the year, which is our four-day count, we were at 16,419.8 I'm an accountant in my background, so everything is to the tenth, one-hundredth. So that leads us to a variance a 391.20, so that means that we were under our projected after our four-day count.

As of September 23, we were up 134.43. We are very excited about that number, but we must all remember that October tends to be our highest number. I'm going to give you a quick breakdown of our September four-day count. For our elementary school, our total FTE was 7,476. As of September 23, that is 7,726.54, which is a variance of 45.54 to the positive.

So that means that in October there was a bit of a swing of 250 students that has enrolled all across our various schools in the elementary schools, so yay, and thank you to all our staff for supporting that. In our middle school, our projected was 3,227, and after the four-day count, that number was 3,296.

As of September 23, that number is 3,380.42, which is a variance of 153. For our high school, our projected was 4,000-- excuse me, 3,959. Our total was 4,104. But as of September, that number is 4,213.55, totaling-- I know that you guys have your calculators out. You're following along with me. So that totaled to 7,593, which equaled a variance of 254.55 students. So we had a-- excuse me, 407.97 students in our secondary schools.

In our other schools, which is our choice schools and alternative high schools, the variant-- our projected was 1,944, but in September, in the four-day count, it was 1,542. As of September 23, that number was 1,624.92, which is a variance of a decrease of 319.08.

So I'm going to give this to you once again so that you can see it. As you can see, there was quite a swing in the number of our total students from the four-day count to October. This means that, typically-- let me go back one. When we do all our changes in our staff, it is based off of our four-day count so that there wouldn't be as much disruption into our students and to our staff.

And so far, our projections have been pretty spot-on. Right now we're only at a variance of 1%. After our four-- after our four-day count, that was only 2%. That's pretty good. A couple of things that we should remember is that, one, October's count is always going to be the highest. Students tend to be enrolled at the higher rate at that time.

Another reason for a big shift in our secondary enrollment is a lot of our students went from virtual to in-person learning, and the reason for a decline, specifically to Highline, is a couple of different reasons. One is there tends to be a higher-- lower trend in the elementary level, but that has been all across the nation. That's just a national trend overall.

But locally here, there's been a huge shift of individuals moving to Snohomish. They're moving over to the rural areas, and it tends to deal with a lot of the housing market. The price for entry to for single-family homes here has been a little bit higher, which makes it a little bit more difficult for families with young children to move into this area.

So these are a few of the reasons why-- there's a multitude of reasons for more of the decline in our elementary level than in our secondary. But I also want to emphasize that just because there is an increase in enrollment doesn't necessarily mean that there's going to be fixed to our budget as our expenditures are higher than what we currently have in our revenues. So we have to be really mindful that right now we are still using our fund balance to help balance our budget, too, so we could meet all our expenditures. Thank you.

Great. Thank you. Do any of our Board Directors have any questions for Becca at this time?

All right. Thank you so much.

Great, thank you. The last thing I'll share is that-- I think you all know that the listening tour has begun, and so we have a number of focus groups that started up this week. And we have-- over 60% of those focus groups are keying in on our students, so really looking to hear how the promise has been true for our students and things that we can do to work and improve so we can refresh our strategic plan.

We have our first community meeting tomorrow at Tyee High School in Director Howell's area, and so we look forward to that session. And please go online to our website where we have all this information posted. We have seven community meetings set up, five in each of the directors' areas, and then one in each of the director's areas for five, and then two virtual meetings. But we'll look forward to learning from our community on what we can do to ensure that this promise continues to be true for our students. Thank you.

Thank you. We are now onto agenda item five, school board reports. I just forwarded an email with a couple of highlights for the legislative report that I'm about to give. But the big thing is that the 2022 WSSDA General Assembly voted on the legislative and permanent positions over the weekend. We are now tasked with providing our preference, our top five priorities.

So Joe and I will be probably meeting next week to go over that, and we would welcome any feedback if there are any other priority areas that you guys would want us to consider. I will likely be using last year's legislative-- Highline's legislative priorities to help guide how we select these priorities.

I also wanted to thank Scott and Jennifer for hosting the Highline Forum last week. I thought it was really successful. And we are benefiting from the port. They have some community grants that are funding some community based orgs that are here in the school district, so I just wanted to highlight that. If you get a chance, check over the minutes for the Highline Forum.

And the final thing I wanted to talk about in my ledge report was that I attended the 2022 mayor reception hosted by the Seattle Southside Chamber of Commerce, and it was a great opportunity to hear from the local electeds and just hear what the priorities are. So thank you to the chamber for posting that. And that concludes my legislative report. We'll move on to Board reports. Director Howell?

Other than tomorrow night is the first listening session at Tyee at 7:00, I have nothing to report.

Thank you. Director Hagos?

Tying in with the listening session, I just kind of wanted to put it out there that we do have a new date for district five, which is my area. It's moved from October 13 to November 1 for the community meeting.

I know that our district has done a great job communicating that. Thank you, Katherine. I just want to just put it out there since I have a moment to do so. So make the change if you plan to come to that listening session, although you can come to any of them no matter where you live. If you plan to come to that one, it's November 1.

And I wasn't-- I had an excused absence the last-- for our last meeting. So just quickly I wanted to say, on the agenda there was the Maritime grant and the Highly Capable program are both on there in terms of-- it was moved from-- I think it was an introduction and moved to an action item for tonight.

And I just wanted to make one quick comment because I know that there may not be an opportunity to do so. I know that Maritime is doing some great things. In particular, I saw that the Highly Capable program enrollment numbers showed our ELL population to be highest in terms of the demographics in the program, and it seems to be they have a goal to ensure equitable access by removing language as a possible barrier to identification and ensuring the kids can participate in the program.

And I believe that they're doing a great job. It's showing in the enrollment numbers, so I just wanted to highlight that. And that's about it for my report.

Thank you. Director Alvarez?

So I just wanted to report that this last Friday, Seahurst Elementary, which is literally a hop, skip, and a jump from my home, had a block party from 4:00 to 7:00 or 4:00 to 6:00 or something like that. And I went-- I walked over there, and I was just amazed. This is the second one I've attended, and it was just-- literally, it was a block party. The school was packed.

It was to celebrate heritage, the Hispanic Heritage Month. As well they had some baile folclóricos, some dancers. They had-- the council member, Hugo Garcia, was there. So we just-- it was literally a party, and they had tacos, and agua de horchata, and agua de pepino. It was incredible.

And the Principal Terry walked up to me. She goes, Director Alvarez, I hope you don't think all we do at this school this party. I'm like, I am so happy that you do this partying and happening. But what I wanted to highlight is the engagement of families. There was families from all walks of life.

I sat at a table and played loteria for a little bit, and there was all kinds of-- even tiny, little kids who couldn't even-- so I was like, OK, this one, this one. So I was guiding them because they had no clue. They just wanted to be involved. And the parents were encouraging other kids to come, and there was just different tables.

But the engagement of families in that community is just-- it just filled my heart. So kudos to Seahurst Elementary, and for their family engagement, and for really honoring-- I know that my neighbor is the President for PTA, and she's always constantly coming over to translate things into Spanish.

And when things want to be done, things will happen. She actually raises money. Like they sell popcorn for \$0.50. And with that, they use that same money to buy sweatshirts for the kids who-- when they want to order sweatshirts and they can't afford them, they will buy the sweatshirts for the kids. So everything is just reinvested, and I'm just thinking, yes, my neighbor, Jane, is white, but she's always so inclusive around making sure that our kids are getting their needs met. And so she's always coming over, and I just appreciate the fact that she goes that extra mile.

It's her first year as president, and she's already done so much. But just the family engagement piece just blew me away because I knew it was Friday night and the weather was good. It was starting to get a little chilly, but the amazing, huge turnout, so kudos to them.

Thank you. That's great to hear. Director Van?

All right. Thank you. My listening session is going to be on October 10 at Highline School. So I'm hoping that you all come out and have some open conversations with us so we can learn a little bit more about what your needs and wants are.

In addition, thank you to the runners and to the volunteers that participated on the Oktoberfest run last week. I know Dr. Duran ran-- well, followed behind Dr. Enfield, I was told. So thanks for all that came out and supported the students and the community. We Greatly appreciate your help on that. Thanks.

Some people were not there.

Zing.

No comment. I'll just add, on Saturday, October 15, Evergreen High School is hosting a Dia Los Muertos cultural event with a cultural art gallery. It's just really inspiring to see that the school that I went to is now actually hosting an event. It used to just be me and my dad that would go set up a altar at the school, and now it's like a whole community thing. So I'm just really proud of that.

And also, on the same day, the Northwest Symphony and Encanto Arts is hosting a music festival at the Multiport-- at the PAC. So I just wanted to highlight those two events for the community. And that concludes my board report.

We are now on to the consent agenda. Is there a motion to approve the consent agenda?

I make a motion that we approve the consent agenda.

I'll second that.

All those in favor, please say aye.

Aye.

Aye.

Aye.

All right. Consent agenda has been approved. We are now on to action-- action items. We are on 8.1, motion to approve the new Maritime High School Strong Launch and Program Development federal grant.

I move that the school board approve the federal grant of \$1,050,000-- 50 for Maritime High School Strong Launch and Program Development.

I second.

Any questions for staff? Being none, please.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Garcia?

Yea.

This motion passes five to none. Thank you. We're now on to 8.2, motion to approve annual contract with ever driven LCC for the 2022-23 school year. Is there a motion?

I move that the Highline School Board approve the annual contract with EverDriven LLC for \$500,000 to cover the cost of transportation service for the 2022-23 school year to support our McKinney-Vento students.

I second that.

Thank you. Are there any questions? Being none, roll call, please.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

Director Garcia?

Yea.

This motion passes five to none.

Thank you. We are now on to 8.3, motion to approve annual Highly Capable student program state formula grant for the 2022-2023 school year. Is there a motion?

I move that the Highline School Board approve the highly capable state grant application and annual program plan for the '22-23 school year.

I second that motion.

Thank you. Are there any questions? Being none, roll call, please.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

This motion passes five to none.

Thank you. We're now on to 8.4, motion to approve annual readiness to learn partnerships. Is there a motion?

I move that the Highline School Board approve the readiness to learn partnerships with Communities In Schools, CHOOSE 180, and Puget Sound Educational Service District.

I second.

Any questions?

Just one question-- I noticed that the readiness to learn partnerships is intentionally targeted to the middle schools and high schools where there's-- I'm sure there's a very high need and people are doing all they can to support our students to be ready to learn. My question is, will there be any development to provide similar supports to elementary schools in need?

And Lita O'Donnell's here to respond to that question. Thank you.

Hello. Thank you for that question. So one of the readiness to learn dollar partners is Communities In Schools, and they do an elementary program at Madrona. This money for readiness to learn right now is a focus on mentor programs, social and emotional supports, case management services, counseling, and some community referrals.

And so while I acknowledge that a lot of these programs are serving our middle and high school students, we also have several community partners that are doing work right now at our elementary level. We also know that a lot of those programs are funded by ESSER dollars and care dollars.

And so we spoke a little bit about this last week, about a plan in our team, in our Department to be doing comprehensive reviews of our partners. Part of readiness to learn has a historical factor to it. But we'll also be reevaluating when we need to make decisions next year about how the funds get allocated.

And we have had in the past some readiness to learn dollars fund elementary, and so it's not that elementary is off the table. It's just where they fell this year when we were doing allocations.

Thank you. And then I just have one quick follow-up question that you may not be able to answer today, but thinking in terms of the future when we come back and revisit this next year, I'm curious to know-- we talked-- you talked a little bit about the comprehensive review of the partnerships and how they're supporting our schools.

I am interested in learning about the impact of these programs and how they relate to the academic achievement or outcomes of our students. So a review of that in terms of just providing some insight and understanding of how successful these programs are would be great.

Perfect. I can speak to that. We've already started to do that process, and so if there is something that the Board would like to see or know specifically, we have the reports from these three organizations from last year.

OK, I appreciate it.

You're welcome.

Any more questions? Is there--

We have a motion.

--a motion?

We have a motion.

A roll call. Roll call, please.

Director Howell?

Yea.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Garcia?

Yea.

This motion pass is five to none.

Thank you very much. We're now on to Introduction items. We're on to 10.1, motion to approve new purchase of districtwide Promethean boards for classrooms. Any questions that we want to direct to staff?

I do have a question. Good evening to Sean. How are you doing?

I am doing well.

My question around this is-- this request is for 75 brand-new Promethean boards which are kids call big iPads. In January, we approved a-- we had an action where we approved for, I believe, over 1,000-- close to \$5.6 million in new boards, and I thought that was for all of our rooms. So can you tell me where these 75 are going to go to and how it's being supported? Is it to replace some other ones that are broken? So some clarity around why we have to buy 75 more.

All right. Good evening, Board Directors, and I appreciate the question, Director Van. So the original purchase was for 1,015, and that's what we identified as the instructional spaces at the time. After a reevaluation of the project as we do with all of our projects, we found that there were some instructional spaces that had either been converted from that January time into the new year or we needed to support additional programs, like HVA and HV.



So in addition, we have some replacement panels so that there's no lost instructional time. If one of them breaks, we can put another one up quickly and then return the other one as part of our seven-year warranty, so 1,015 for the original purchase and another 75 for this additional.

Thank you. One other question around the ease and usability of it-- I know that during the exec session we were talking about all the fun things that you can do with it. Is there anything else-- I was really impressed by what Director Howell was talking about how we can do it, and then Dr. Duran was sharing that he was able to do a lot of things themselves, learning. So what additional support are we doing or giving to our teachers about the future here with these boards?

So appreciate that question as well. We have-- as part of our purchase, it includes a two-year educational consultant who actually works directly with schools and also supports our digital learning team to work directly with schools to include the panels as part of instruction.

So we do ongoing support, direct to the panels and direct to the teachers, as well as scheduling reports or scheduling-- excuse me-- training at schools to be able to create additional capacity. And then we also leverage some of our instructional leaders and teachers who are really good at the panels to be able to-- empower them to be able to teach on their own.

I appreciate that. Thank you. That's it.

I'll also just add on that all members of cabinet have gone through some training, and we are learning how to become more proficient and modeling the way on how to use some of these technologies. So don't call on us for tech support yet, but soon we may be able to be there.

Awesome. Thank you. We're now on to 10.2, motion to approve resolution number 1422 for certification of the 2023 property taxes. Do you have any questions for staff?

All right, we are now on to unscheduled communication. Thank you. Same rules apply. Please take a moment to read our public testimony rules on the board, and our first speaker is Sandy Hunt.

I don't know. I'm trying to make a timer because I never have a timer. I'm actually here as a member of the Yes for Highline Schools campaign. I'm really excited to be able to invite you to the doorbelling that we're going to start this Saturday. We're going to start in the Des Moines area.

So I think I already saw Carry signed up, and we invite you to-- anybody in the room here to join us for that. We are going to be promoting Proposition 1, which is the rebuild in that area, obviously, of Pacific Middle School and then Tyee.

Next week, we'll be going around SeaTac and then the following week at Evergreen, the White Center area, so please join us for those. We have launched our phone banking. So teachers are out after school, calling Highline voters, helping to inform them about Proposition 1. And so I've had-- in my own personal phone banking, I've done-- I had a very awesome response.

I'm trying to think what percent that would be. 75% of the folks had a very positive response, and half of those didn't know about the bonds. So it was really important that we're calling.

And the remainders-- except for one person, the remainders were all undecided but were very appreciative of getting the information. So I do invite you to join us phone banking. We're phone banking on Tuesday, Wednesdays, and Thursdays from now until November 4.

We have computers that we were able to get from the [? WUA, ?] so the-- and the [? WUA ?] is also going to be supporting us with text banking. So we're very proud of the fact that the Union is able to step up and provide these in-kind services for this campaign, and we encourage everybody to vote yes on Proposition 1. Oh, wow, I'm good.

Thank you. Next up, we have "Bran-deese" [? Trenhole, ?] and I apologize if I got it wrong.

It's Brandice Tranhole. Thank you. OK. I am here as an HEA member, not wearing red on Wednesday because I'm here to support our classified staff. I have seen not only my role increase in the nine years that I have been a teacher, but I have seen the ask and the demands on our classified staff increase as well.

And I'm here to say that I cannot do my job without our wonderful classified staff being highly qualified, paid well, getting good benefits because they don't show up if they don't have those incentives.

I do appreciate that you all have done a great job. I think Dr. Duran has been inviting them to come and speak at school board meetings, and I know that right now we're trying really hard to get more classified staff into our buildings because we see the lack of people signing up for these jobs. But I think a lot of it comes down to the demand and the lack of support that they feel like they're getting.

I have been talking to all of my classified staff and asking them what they need so that I can advocate for them. A lot of the things that they're saying is the added roles have been extra stress on them, and it makes their original jobs more difficult.

So in the office, being a nurse as well as your office staff-- a lot of our classified staff are feeling like they don't know what that role entails or that they should be making the decisions about which kids should go home sick or how things are going. The other thing is that, as of right now, most of our classified staff are in a rotation where they are constantly supervising students, and they have no time for breaks and often not even enough time to make it to their next stop.

I have lots more to say about this, but I'm running out of time. So I will be here more school board meetings to tell you more. Thank you.

Thank you. You can also email those notes to us. All right. That has concluded unscheduled communications. Is there a motion to adjourn?

I make a motion that we adjourn.

I second that.

All those in favor, please say aye.

Aye.

Aye.

Aye.

Aye.

All right. We have adjourned at 7:08. Thank you all.