

Highline Public Schools | School Board Meeting - January 4, 2023

Welcome to tonight's school board meeting. It's Wednesday, January 4. Please stand for the Pledge of Allegiance.

I pledge allegiance to the flag of the United States of America. And to the public for which it stands, one nation, under God, indivisible, with liberty and justice for all.

Thank you. Roll call, please.

Director Howell.

Here.

Director Alvarez.

Here.

Director Hagos.

Here.

Director Van.

Here.

And Director Garcia has an excused absence, and to my left is Dr. Ivan Duran, our superintendent. Everybody is sitting way in the back. Why don't you guys scoot up? It's like the cool people sitting in the back. You guys, come on up.

Let's hear-- we've done roll call. Welcome back, everybody. Happy New Years to everybody. We're going to-- done roll call. We're going to go into director liaison appointments. Last evening-- actually, for the past month or so, we've been collecting all of the committees and groups that we have participated over the years, and now we get to appoint-- or I'm going to throw it out there for you guys to select a committee that you would like to participate in this year.

I'm just going to go over these real high level here. First one to CFAC. It typically meets once a quarter unless there is a need for once a month. Capital oversight is once a quarter. WIAA typically meets once a month for about an hour.

Highline Schools Foundation typically meets for once-- an hour for once a month. Highline Forum meets every other month on Wednesdays afternoon. The Wellness Committee doesn't meet regularly, but they calendar it for a time that works for all. And the Legislative Committee, and that is every month.

So with that said, I'm going to start with the CFAC Committee. Would any of you guys like to join that committee?

Could you also let us know who was on those committees before? That way, they have a choice to stay on them or move on.

Oh, OK. Yes. I was on the CFAC Committee.

[LAUGHTER]

I was just saying.

I am going to open it up to our directors if you guys are interested. If not, I'm more than happy to stay on board.

And would it be wise to-- or I think having two people, if they would like to join, that way, one can attend, the other one can attend, or should we just stick to one person? What are your thoughts? What are other people's thoughts?

If we've had one in the past, I think we could probably stick to one. I know that the Highline Forum, the presidents and one of their member typically go, that's why there were two. And WIAA, right?

That is correct.

Correct?

That is correct, but that was--

Yeah.

It is not necessarily-- we can change things or move things to help people. And previously only one person would attend and then we started tag teaming because some of the meetings-- like for the forums, they were during work time and some of us can get out and some of us can't. So we decided to tag team. That way, we both knew there was someone that could report back.

Yeah. We didn't talk about this in our email, but I know the Highline Forum met virtually for a long time and is now doing a hybrid. Do any of the others-- and the Wellness Committee was virtual. Do any of the others meet virtually or have hybrid options or are they all in-person? That may impact--

I know for--

--ability to attend.

Yeah, that's a great question, Director Howell. The Capital Oversight has the hybrid as well as Highline Schools Foundation. Are both hybrid.

OK.

So with that said, let's start off with CFAC. I am more than welcome-- I'm more than happy to stay on board with that. It's a great team of our community members and local officials that look at what is needed. So I'll be-- I'll scan that.

And one-- I know they meet once a month, but is it a consistent day and time?

It is consistent. For the interim, it's going to be once a quarter until there is an active project that they need to work on.

And-- I mean, I'm more than happy to join you on there.

OK.

Well, I was thinking of doing that as well. I'd be happy to take that.

--pass it on to you.

OK. Fun times.

So you'd like to co-chair that-- or co-participate?

Yep. I'm for it.

OK. OK, next up are Capital Oversight. And I have been on this group for about two years. This looks at all of our financials in regards to our school buildings and things like that, what the dollars are going towards. And this committee meets once a quarter. And normally on a Wednesday evening. Any questions? Or interest?

Yeah. If you can stand it, I'm more than happy to join you so you're not alone.

OK. If you are willing to be co with me, that--

I'm willing to be co just because I have interest in others. And so I'm willing to be co-collaborator with you.

All right. Thank you. Highline Schools Foundation. I have been on this group-- in this group for about two years as well. Great foundation. Supports our kids, supports our schools, a lot of activities that go out there. And they currently meet once a month virtually and hybrid.

Do you want to continue? I would be interested. I received an EXCEL Grant as a teacher from the Highline school donation. I feel very indebted to them. So I would be interested, but I don't want to take it from anyone else. All right. I'm glad that you volunteered.

All right. Great.

Sold!

[LAUGHS]

And then the Highland Forum currently was being held by Director Howell and Garcia. And Director Howell says normally the board president and a co-chair would sit in on it, and meets every other month on Wednesday afternoon. So I am more than welcome-- or more than happy to sit in on that. I just need additional support.

I can be that partner.

Thank you very much. And next one is the Wellness Committee. Director Howell? Can you share a little bit about that?

Yeah, we only had one official meeting. I know that it took a while for the group to get started. One of our f is leading that committee and had to get a bunch of moving parts together on it. And when the meeting invite was sent out, they chose a time that worked for everybody and the meeting was virtual. I'm not certain how often they'll be meeting. It is a new committee. So that's what I know.

Thank you for sharing. Any interest?

I will say, one of the goals is to promote staff wellness, but also how that fits in with student wellness as well and social-emotional learning.

Ah, this one has my name written all over it, so I'll do it.

[LAUGHTER]

Thank you, Director Hagos. Next up is WIAA. Currently--

I-- currently I sit on it. It's been-- on the last two years, I would say. I haven't been very active on that. It was-- I think there was a couple of documents that needed to be, but there wasn't-- I wasn't officially on any monthly meeting, and I'd like to stay on it so I could redeem myself and do a better job and really connect and figure this thing out.

OK.

If there's another interest, I'd like to stay on.

Director Garcia did let me know that he is interested in that as well. So if you guys would be co--

Absolutely, absolutely.

That'd be great. Thank you. And last up is the Legislative Committee. And this is a two-year commitment to participate based on our policy, and Director Garcia over the last two years has done a great job in regards to supporting us and being the voice of the board.

So normally the board president chairs this. So if you guys are OK, if you guys-- and if you don't mind, that if there are any meetings that I can't attend, that I can reach out to each of you and see if you can sit in on my absence, that would be great.

Yes.

Cool. I'll take that one. All right. Well, that concludes the director liaison appointments. Now moving on, calling for any changes or additions to tonight's board meeting agenda.

I have none.

I have none.

Thank you. And we'll move on to recognitions.

All right. This part of our agenda is when we spend time recognizing the groups or individuals for the work that they do in service to our community, and it's my pleasure this month to honor and recognize that this is a School Board Appreciation Month.

So in honor of our school board, I have a resolution here that I'd like to read. Whereas our promise in Highline Public Schools is that every student is known by name, strength, and need and graduates prepared for the future they choose, and whereas Highline's five elected school board members establish policies and budget to support our promise and our bold goals for our students;

And whereas our schools serve nearly 18,000 students in the Highline community, and whereas school directors play a crucial role in promoting student learning and setting clear standards of accountability for all involved, and whereas school directors are directly accountable to the citizens serving as a vital link between members of the community and their schools;

And whereas our school directors are passionate advocates of equity for all children, and whereas it is appropriate to recognize our school directors' outstanding volunteers and champions for public education, now therefore, I, Ivan Duran, Superintendent of Highline Public Schools, do hereby proclaim January 2023--

I almost didn't say 2022, that was good. As School Board Recognition Month in Highline, and urge students and citizens to join in honoring and recognizing the dedication and hard work of our school board, and we can start tonight by giving our school board round of applause for all the work that they do.

[APPLAUSE]

Thank you very much. All right. And now we're going to move on to our scheduled communications. We're going to put up just our norms here in regards to our norms and also our-- I apologize. Our rules around our comments, our public testimony. OK, we're going to move up first to Mr. James Payne.

Good evening. James Payne with two at North Hill Elementary. So wokeness is defined as an awakened critical consciousness and has influenced large swaths of society in recent years. But wokeness intentionally undermines long-held principles such as the rule of law, equality under the law, freedom of speech, and due process of law. In real life, what we've seen is wokeness harming the very communities it purports to help.

Here at Highline, wokeness tricked you into adopting your equity policy as an excuse for this academically failing district, thus granting an infinite subsidy for future educational failure and reasons to institute racist procedures like IRI and ethnic studies, which, though premised on a set of racialized assumptions, are falsely dubbed anti-racist in nature.

Unsurprisingly, these efforts haven't improved student outcomes for those they were meant to benefit. Clearly, Highline is not anti-racist, but actually racist. That said, I'm here tonight because someone is lying. Your equity policy, 0010, unequivocally states, quote, "Highline students have experienced significant measurable system-wide inequities in achievement due to institutional racism and institutional biases," unquote.

So as part of a public records request Number P436 if you'd like to double-check me, I asked for the comprehensive list of all the district's institutional racism and institutional biases, just like your policy unambiguously declared.

While most of the time the public record section delays answering for many months, surprisingly, they quickly and affirmatively responded this time saying, quote, "No records exist." Isn't that interesting? You think that the district could readily back up its profound allegations of institutional racism and biases with actual facts.

Now either Highline has the comprehensive list and are illegally hiding our records from us knowing that admitting them would risk massive legal exposure to the district, or your entire justification for the equity policy is based on a lie, and demonstrably correlated with the flight of over 1,200 white children from the district since this racist policy's inception.

Highline's woke political activism intentionally fomenting racial grievances in this minority-majority district is the exact kind of bullying you purport to stand against.

So because the district lied to us with no actual evidence of institutional racism or bias prior to approving your equity policy and associated Procedure P5, now call on the school board to immediately cease the implementation of your IRI curriculum, suspend the IRI Community Advisory Council Design Team, IRI Task Force, and uproot critical pedagogy from every single class lesson K through 12. Not another lying IRI syllable should ever cross the lips of Highline employees.

Furthermore, because it's all predicated on a lie, you must also amend or eliminate woke policies which base their existence on Highline's demonstrably non-existent institutional bias and racism. Tonight. Don't wait. Introduce new legislation to cease it all.

Now alternatively, if we find out that the district has withheld or moderated public records, there'll be hell to pay. The Highline promise is a broken promise. Good important work to do, board. Better get after it.

Next up, Rich Coker.

Good evening, Rich Coker, Evergreen High School. I became a parent almost three years ago. I have an almost three-year-old now. I have another one on the way in May. And while I always thought of myself as a caring person even before parenthood, the depth of parent love still took me by surprise.

And a couple of years ago while talking about how much I was enjoying being a father, a student brought a line by bell hooks that I think perfectly captures this. That love is the will to extend one's self for the purpose of nurturing another's spiritual growth. It's so good, right?

So she also goes on to talk about how control is the opposite of love and can even be abusive. And to discuss that love is a choice, and we can choose to push ourselves to nurture others just like we push our students, we push our colleagues to always be growing. And the thing is that we can only nurture growth from where someone is because it's still their growth.

So we have to be in a position to see them and to hear them. For them to trust us and share themselves with us, our children, our students need to know that we are people who will accept and love who they are both in terms of their nature and their choices.

And that's what I see at Evergreen and it's what I see across Highline. Educators who love their students and extend themselves to nurture their growth. And for us to show that we are worthy of their trust, to do so, we have to first show our love for all of their identities, show it on the walls, in our anti-racist and inclusive curriculum, in the library, in our multicultural assemblies, in our restorative justice practices.

And when they tell us what they need from us, we will hear them, and we will make changes that support their growth. Because love is service, not control, and we'll always serve our students because we love them. Thank you.

Thank you very much. Next up, Katie Kresly.

Good evening. My name is Katie Kresly, a member of the community, and I would like to, first off, congratulate the new board chair and vice president. Very excited for this new year.

A couple of things I want to consider this evening is that I went to the retreat that you had on December 10, which was interesting because there were some great conversations that you had with regards to the listening sessions and also with regards to what's coming up with your strategic plan.

So tonight I'm going to-- I just want to touch on the graduate profile that we discussed, and also the proposed policy changes to the audience participation policy and Procedure of 1430.

First off, the graduate profile that you discussed is something that's-- it's interesting, because Washington State has one and you brought that up. And the other thing you would like to consider is rolling in Street Data, which is the ground floor information based upon the students, which is valuable information as well as the larger data.

The thing to remember is that in the Washington State profile of the graduate, it's just a simple state law, which is the purpose of the diploma, is that students are ready for success in postsecondary education, gainful employment, citizenship, and are equipped with the skills to be lifelong learners. And that is the premise, that's the law.

And the thing about the graduate-- the profile of the graduate that I noticed is that there's a lot of excellent, excellent things that we would want in a graduate, but very little of it, it touches and it seems to surround and hug everything about the person except that the academics are very lightly touched on, at least that's my understanding of it. There were a couple of samples that were brought up.

Street Data also says-- and actually Street Data, I think, brings up more about the academics than even one of the sample pieces, like the Clayton graduate that was brought up. So I really, really do hope that that becomes maybe one of those-- all by itself, academics is one of those six items you guys are-- so maybe that's something you could present as well at one of these meetings or at a work session. Not everybody has six hours to spend watching a retreat.

And by the way, the retreat is not yet posted. There are some technical difficulties. So for people who might want to watch it, that is-- I spoke with Sharon and she said that that's something that is just-- they're having technical difficulties. I know Christmas holidays, et cetera.

The second thing is the-- the other thing I wanted to bring up was the policy of 1430 that's coming up, that you're voting on. Audience participation being four minutes or less going down to two, there's a whole bevy of things that you are looking to change, but I did have a couple of questions.

Like for example, the changing-- like-- let's see, where's my-- wow, I lost it. Number one is, who is allowed? I asked questions about this, too, which is, who gets to speak? How are they related to Highline School District? How are they related to Highline School District? And I could not get a good answer.

And so at this point they're not even asking for the address, they're just asking for an email and a phone number and a name. Prioritization. Is it possible that if we have a lot of people speaking about an agenda item that other items will not be able to get brought up, that people with valid concerns will not be able to be speaking. Is that possible? Maybe so.

You asked many questions about the policy-- possibility of changes coming up. So I would ask with sincerity if you could not discuss this-- or if you could discuss this tonight, it is probably-- it's your agenda item coming up, 10.10. And so maybe we can discuss it before the day of the vote. And again, I thank you very much for your service.

Thank you. Next up is Patricia Bailey.

Good evening, school board members. I'm here to point out some problems with Procedure 3211 which pertains to gender inclusion and its conflict with Policy 2000 regarding the importance of parent involvement in the schools. An underlying precept of Procedure 3211 is that students can change their sex. It's a fact that it's impossible to change one's sex since it is determined at conception. One can therefore conclude, it's against the mission of educational institutions to indoctrinate children to believe sex is mutable.

But Procedure 3211 goes even further than encouraging students to believe false information. It calls for teachers to ask students their preferred name and pronouns and then requires student school personnel to adhere to the child's dictates. Mind you, these are requirements from children. We need to recall how emotionally immature and mentally undeveloped we were as K through 12 students.

But even further, Procedure 3211 demands all personnel involved with the student apparently, including classroom teachers, paraprofessionals, librarians, administrators, and so on, to collude with the child against the parents to not reveal their alternative school identity if that is what the child desires.

Imagine an army of school employees having to secretly connive against hapless, unwitting parents. It seems parents are assumed to be enemies of their own children. I need to add, no one on this board appears to have been party to the creation of this procedure.

Imagine the conflict such a procedure involves for thoughtful and ethical teachers. They're being required to actively deceive the parents. They're being required to lie to the student and affirm their contrived identity knowing it will very likely lead to irreversible harm for the child. Medical modification of the body will almost inevitably lead to a lifetime of ill health and likely deep regret.

Procedure 3211 is in grim contrast to your excellent Policy 2000 where it states, "Parents and guardians are primary partners in the education of their children." I observed in the recent board retreat the overwhelming consensus of board members, the superintendent, and his cabinet as to the supreme importance of parents in children's education. Procedure 3211 and its concomitant policy need to be modified, or more likely, completely eradicated.

It's instructive that European countries like Sweden, for example, no longer subscribe to the so-called gender-affirming craze. A recent post in World News stated that care for those with gender dysphoria in Sweden, quote, "Will now primarily consist of psychological support to help the youth live with the healthy body they were born with," unquote.

To reiterate, in Sweden, students with gender dysphoria will be given psychological support to help them accept the bodies they already have. We need to follow Europe's enlightened lead in truly helping students and cease from vilifying the parents. Thank you.

Next up is Montey Anderson.

Yes Hi my name is Montey Anderson. I just want to start out by thanking everybody here for letting us speak and being here in front of colleagues. And I just want to say, before I start my comments here a little too much, I realize what a difficult job it is to work at a school district and be a leader here. And I just want to tell you, I commend all of you who are on the school board, for doing the hard work to come here and help students. And I know it's tough and I just want to say that before I start that you're doing the good work of the community.

My name is Montey Anderson. I'm the Executive Secretary of the Seattle Building Trades. I represent about 20,000 workers here in King County. I'm here to talk about a nice legacy program that we would like to introduce that we do in King County and Sound Transit and City Seattle about community workforce agreement.

Briefly, what a community workforce agreement is is it makes it so that job sites, the schools that you build reflect the community. A lot of times people do not have opportunities for construction jobs because of the way that getting those jobs is set up. What a community workforce agreement would do here in Highline is what it would say is to students of Highline, the taxpayers of Highline would have first access to apprenticeship opportunities on your own projects.

What you're doing is keeping the money home, and not-- let's be frank, not everybody's going to college. A lot of students are interested in the trades. And I think it's a real disservice when a person who pays taxes and lives at a community has trouble getting on a job in their own community.

So we really respect what Highline does here. We have lots of members that live here. We've got-- already started great conversations with superintendent and Scott over here. Everybody gets it. Everybody gets that everybody has a different path here and some of them is construction.

I think what we're hopefully going to work on here is the pathway to get there, the pathway to make it that the job site reflects the community and makes space for some of us that, like myself who aren't traditionally in construction, have a window to get there and a pathway.

We also-- I work with ANEW, which is traditionally women in the workforce. When we started here Washington State, it was around 2% or 3%. Now we're at 9% for women in the workforce. We're very proud of that. We think it should be higher, obviously, because the opportunities aren't there.

But these agreements, what they do is they give somebody a little stature to say, you know what? I want to go do this. And through your guys' CITC program or your CT program, and I think and with the community outreach and the pre-apprenticeship training we got, I think we can get there, to get these young men and women and veterans and recently incarcerated youth, everybody, foster kids, they all need to step-up that some of us didn't have.

And this community workforce agreement that we're proposing is going to give them that link to these projects, like I said, so they can profit from the jobs that the world is supporting. So once again, thank you for your time and your service, everybody, and be safe going home. I'm going to be leaving the powers out at my house, so you guys be safe. And Happy New Year.

Thank you. Next up, Terri Ainardi.

Good evening. My name is Terri Ainardi and I'm a SEAD interventionist at North Hill. SEAD interventionist means Social, Emotional, Academic, Development interventionist, which is a very long, fancy way of saying I work with kids, family, and community members around students' social-emotional well-being.

And I want to thank you for your hard work. It's a hard job that you're doing and I appreciate it. I also want to thank you for acknowledging that social-emotional wellness is a key part of our work. And we even have a social-emotional learning director now, Melissa Pointer and her crew, which are doing a great job. So I appreciate that.

And I want to tell you a little bit about my job and my role in the district. So my background, I was a paralegal for about 20-plus years. Then came into education, so I was a career switcher. And I've been teaching for about 15 years. I've been an interventionist for about four of those years.

Over time in education, we have seen that our students' social-emotional needs have grown. And it's become more and more pronounced and that was before COVID. We don't even need to go there. I have a passion for students' well-being and always have-- most teachers do.

And I was getting ready to maybe even think about a third career and how do I support that? And then we've got a new principal who is looking at our data and seeing that we had a group of students who were not progressing academically, and we figured out pretty quickly that it was their social-emotional needs that were kind of holding them back.

So she was trying to do a lot of work around that. She created a position so that I could help out. That was my passion and my strength. So I'm going to give you an example of what I do. One of-- we had a student that came to our school as a second-grader. That student-- any academic demand sent them, fight or flight, and they did both. So there was lots of fleeing, lots of physical and aggression, lots of verbal aggression.

We worked with that student, targeted interventions, looking at the data, making tweaks, growth, growth. Oh, a little fall back, change things. So that's one of the things we do. This student is now in fifth grade. You would not pick them out from their peers. This is a general education student. They sit in their classroom, they do their work, they do a great job, and are able now to progress academically because of those social-emotional needs are being met.

Each student has unique needs, and that's just part of my job. I could-- teachers do a million things every day and so do I. So I won't list them all, but I want to let you know that part of my job is not all cases are that extreme, and we do meet kids where they're at. We learn-- help kids learn to interact with their peers appropriately, self-regulate. We create school-wide systems to help them with their social-emotional needs.

My ask of you-- I'm looking at this clock, four minutes goes fast-- is Highline's done a great job in acknowledging that social-emotional needs are important and you support that. My next ask of you and I think the next important step is that we create a position like mine in each and every school and that it is fully funded.

I don't know the ins and outs of funding, I'm not a principal, but I do know that every year, my principal has to cobble together enough funds for my position, and I don't think that's equitable, frankly. And I think the next step is for you to consider looking at that position in every school and fully funding it. Thank you very much.

Thank you. Next up, Keith Weir.

Good evening, Superintendent Duran, Board Members. My name is Keith Weir. I am a Highline School District parent and resident of the Highline area since about 1996. We bought our first house right around the corner from Gregory Heights. When we moved into our house, that school was still educating children in a classroom with buckets on the floor to catch the rainwater dripping through the roof. Fortunately, my children did not have to attend the school in that state and were able to attend the newly-constructed school once it was finished.

I personally worked on Mar Vista Elementary under the next bond project. It's good bonds, levies are important. I'm supportive of them. I'm here to speak in support of community workforce agreements as my friend Montey Anderson did as well. I'm an electrician.

I'm a union electrician, IBW Local 46. I'm a Navy veteran, a Seattle School District graduate, parent of kids in the highly capable program, which I'd like to make a mention. Kids in a highly capable program. Those programs are special education programs as much as special ed, and they'd be given due consideration when things come up.

The key piece I want to put out there is community workforce agreements provide an opportunity for, as Montey so eloquently put it, veterans, women, people of color, and folks from the community to be able to gain a pathway into a middle class lifestyle. We're talking to kids in middle school. We're talking to kids in high schools right now. I talk to all my children's friends about the value of apprenticeship.

I would love to get more apprentices come through our program at the age of 18, 19, 20, 21 years old and start a career pathway with wages and benefits and a pension rather than have folks come and see me when they are 30 to 35 years old wanting to become an apprentice, and they have 60, 70, \$80,000 in student debt they're trying to pay off, and that education and degree got them nowhere near what they will make as a building trades member.

So I would just like to eloquently state as eloquently as Montey did that community workforce agreements are about the community, it is about setting a fair and level playing field for all contractors to perform work on your projects. My tax dollars, I voted for the levy, we're funding the projects. I want to make sure the tax dollars stay local, preferably with local contractors.

I don't want a contractor out of Wyoming working on our schools here and money going home. I want kids from our neighborhood to be working on those projects. I want my sisters and brothers from my union and from other electricians and plumbers from the area to be able to work on local projects. That was the thing that Gregory Heights. I'd drive by that school every day and there was a contractor there that was not employing my members from my local union, it was a different shop.

So that causes some consternation when you have contractors that don't own up to a fair and level playing field. So it's just keeping everything on the level, prevailing wage, apprenticeship, utilization. You should have a certain number of folks on that job that are apprentices. As was mentioned, this should be veterans, women, people of color. I should be able to walk onto a jobsite in 2023 and not have it look like this anymore. Our community is not this. We are very diverse in the workforce on these projects and it needs to reflect that.

So given, that I commend you. I hope our discussions around coming to an agreement on a community workforce agreement move along further and can benefit our community. Thank you.

Thank you. Next up, AnneMarie Kebre.

Good evening, Highline School Board and Dr. Duran. I want to open with, all power is inherent to the people, and governments derive their just powers come to consent of the governed and are established to protect, maintain individual rights. That's the Washington State Constitution, Article I, Section 1.

The people have taken the time to do proper study to be able to come together across the Highline School District and have assembled in an orderly and peaceful manner to give instructions to their representatives and deal with matters of the common good. As such, we wish to address matters of concern, the results of which could lead to unlawful trespass of our natural, essential, and unalienable rights.

The people submit any reduction in time from four minutes to speak during the scheduled Highline School Board Meetings Public Comment Period would be detrimental to the people's ability to fully redress grievances and/or express ideas and concerns to the board and its officers. Please take notice that the people did not delegate authority to any board member or officer to modify the creation of the office they are entrusted with, nor are you permitted to exceed enumerated powers of your office.

It would be helpful if you could clarify in writing where the people gave you the right since creation to violate their personal rights. Government is at all times accountable to the people. Any attempt at preventing the people's participation in school board meetings are in violation of the law and you are guilty of maladministration.

I wanted to quote *Rodriguez versus Ray Donovan*, 1985. "Legislated statutes and forced upon the people in the name of law is fraud. It has no authority and is without mercy. Justice without Mercy is godless, and therefore, repugnant to our United States Constitution. All codes, rules, and regulations are for government authorities only, not human creators in accordance with God's laws." *Marbury versus Madison*. "All laws which are repugnant to the Constitution are null and void." Thank you very much.

Thank you. Next up, Mike Provenzano.

Hello. First, my name is Mike Provenzano, he/him pronouns. I'm one of the counselors at Evergreen High School. It's my sixth year there. And first and foremost, I want to say thank you so much. I want to come by this evening and say thank you for focusing on equity as my experience has been-- it's like critical to the success of students at in Highline.

And I want to talk tell you a little about the counseling programs, like the things are going on. I think you already know about things that are happening, but I wanted to let you know about them. Before I do that, though, I wanted to also just mention, I do think that the diversity of our community and the diversity of our schools really is the great strength that we have, and I think our equity focus really speaks to that. And in trying to support students in-- like the students with the greatest need getting more support.

And as a school counselor, that's one of my jobs, is to help identify students that need more and help, collaborate, consult, and directly give services to students in academic, social-emotional, and also college and career development.

With that being said, I do just want to make sure you know that the counseling programs are working on developing comprehensive school counseling programs that are going to be more robust and continue to improve these services. Additionally, I think it's really important in terms of equity to continue the focus on students in the LGBTQ+ community, students that are newly immigrated, students that speak different languages.

And I know it Evergreen, we have the dual-language program both in Spanish. We pilot-- recently started in Vietnamese, which is fantastic. I think we have a really welcoming, wonderful community of teachers that accept students and are affirming in so many different ways.

And in the end, if we don't support that diversity, if we don't continue to strive towards our equity practices and providing the things that students need, we're not going to get the outcomes we want. And I just, again, want to reiterate and just my gratitude that the policies we have, and I'm really, really proud to work in Highline and work for the community that I work for because I think we're headed in the right direction. I think we can improve, I think we can do better, and I think we're continuously striving to do so.

And I just want to make sure you know that I know that Evergreen High School and the counseling team school-wide are continuously striving to improve our services academically, social-emotionally, and in college and career development so we can see the best outcomes, so the students with the greatest need really get what they deserve. So thank you again. I really appreciate your time and service, and I hope you have a wonderful evening. Thanks.

Thank you. Next up, Alex Myrick, please.

Good evening, Dr. Duran, Chairman Van, and Highline School Board Directors. I am Alex Myrick. I'd like to extend my thanks to all of you for working so hard at very difficult jobs. Like each of you, I have sworn an oath to the Constitution of the United States. Enshrined in the very First amendment is the right to petition the government for redress of grievances. That is what happens at this very podium and this microphone on a semi-monthly basis.

The Washington State School Directors Association has no regulatory authority, but it has a history of being respected and followed by this district and board. It has five core principles, one of which is, engage local community and represent the values and expectations they hold for their schools.

Benchmarks of success include collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources, and soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

This is further spelled out under indicators for evaluating the benchmarks. Does the board seek input from parents, students, community groups, service organizations, and local governing bodies on important matters? Does the board carefully consider community and staff input in its decision-making?

And locally, the third bullet point here, your own policy, states, "Public testimony is an opportunity for the public to raise issues or provide information to the board." These are vital laws, principles, and policy respectively. Therefore, it is deeply concerning to see a proposal before the board that would undermine the spirit of all three levels.

You already have a dishonorable policy of concealing from parents a child's social transition to the opposite gender. Now you are proposing to limit feedback from parents and community members. This would be an unfair and counterproductive restraint on legal and necessary communications. So restraint would add to the disclosing, to the receiving of information.

Who would be the arbiter as to whether a topic is relevant to the agenda? How can you expect anyone to describe an important and possibly complex issue and advocate a responsible change in only two minutes? Do you consider yourselves accountable to the public and taxpayers or do you not?

Can you imagine your supervisor trying to talk to you about a work issue they consider important and you respond by saying, that's not relevant, or, I am only going to listen to you for two minutes, then you have to be quiet? In the name of fairness and accountability, I urge you to uphold your oath to the Constitution and vote no on changes-- on the proposed changes to 1430. Thank you for your attention.

Thank you. Next up, Stuart Jenner.

Thank you. I'm struck by how every single speaker here has come very close to four minutes. My comments tonight relate to school performance data, especially high school. I hope these comments are helpful, and in some way, can help shape the strategic plan update. I'm speaking a few meetings sooner than I'd planned, but as I look at the proposed changes to citizen comment, my sense is that it may not be possible to comment on data in future board meetings.

The reason is, priority for comments appears to be to topics related to whatever is on the board agendas. Data discussions have never been on regular board discussions. Sometimes they are on work study sessions occasionally, but those sessions don't have any citizen comment time. And as a side note, it would be hard to prepare any comments that address the topics of work study sessions since the agenda and materials usually seem posted at the last minute, if they're available at all.

And I see, I've already burned through 50 seconds and only-- boy, I gotta hustle here. Danny Westneat has a column published today, January 4, that points to how hard it is to get context on education data. He points out that we now are average. There's a link to NAEP, I will email that to you.

I've heard of NAEP, but one thing he points out is context is really hard. So at a district level, how is Highline doing? What is our context over time? The last big review that I'm aware of was on September 22, 2018. In a work study session, the board heard and discussed the presentation about high school test scores, including AP, IB, and the SAT-- and I have the link to that in here.

I've not seen any updated these figures since, but looking at it today, just 42% of SAT test-takers had a college-ready English score. Only 24% of math test-takers had a college-ready score. That's a 490 and a 530 for a total of 1020, which is much lower than most universities have historically wanted.

The presentation also had dismal results on AP tests with only 29% at Highline High School, 12% at Evergreen, and 10% at Tye having a passing score on the test they took. I'd like to have numbers that are updated on these as a part of the strategic plan process. We need a reality check.

Finally, I have data from the University of Washington obtained via public records request in 2020 by a friend of mine who has since passed away about the first-year GPA of students at the UW compared to their high school GPA. This data is generated for students who enter the UW in the fall of 2015, '16, '17, and '18.

Last March, 10 months ago, I filed a public records request to the UW and asked for updates to the data. The UW has repeatedly extended the request saying, we were working on it. Yeah, we're there working on it. Maybe they will, maybe I'll get data soon, maybe not. But in 2020, the results from the records request show that Highline scores were very, very low.

There were 277 schools in the state where there were enough students enrolled at the UW to show data. Aviation was 141st out of 277. That's when my son was going there, and all we ever heard was, Aviation is the top five school. Nope. 141st. Mount Rainier? Number 202. Highline High School, 261st out of 277. Schools 261st. Tyee and Evergreen are hard to understand because of the small schools that were still mixed in, but they also appeared to be in the 260s and 270s.

So how do the competitor schools do in our area where some district employees have sent their kids? Seattle Christian-- excuse me, Vachon ranked 5th. Seattle Christian tied with Lakeside, Bill Gates' alma mater, at number 6. Kennedy, 24th; Kent Lake; 100; Kent Ridge, 108.

I don't like to be the bearer of bad news, but that's the reality. I hope citizen comment can stay at more than-- at four minutes also.

Thank you.

This is really hard to get through.

And I just want to thank everybody for coming out and speaking tonight. Next up is our superintendent's update.

I'd like to start first by inviting Sandy Hunt, our Highline Education President, to share a few comments with us tonight. Welcome, Sandy, and second time seeing you today, and again, I'll say Happy New Year.

Thank you, thank you. Am I on there? There. Thank you very much. It is a privilege to be able to speak-- address the board. And so Happy New Year to you all. One of-- several of the comments that we're hearing tonight are about the community workforce agreements, and we're really at a nexus in, I think, the future of this district as to how we are going to address and incorporate the needs of our students who are looking for alternative pathways to careers.

I know CTE program has just-- being looked at, and it is a great opportunity to be moving beyond, I think, just apprenticeship, preapprenticeship to bringing some apprenticeship models into CTE. Moving some of that work, then, into our-- those connections in the trades into the building projects that have been approved by the community. And what we've heard tonight, really keeping that money in the community.

I know Evergreen's contract is on your agenda tonight for-- and I have not heard how that contractor connects with our community and if there are local contractor and if they've agreed to some of the requests that we've heard from our community tonight around making sure that our community is the group that's employed by these contracts.

But I think whether or not that's the case with Evergreen, we do have the opportunity with Tyee whose contract has not been developed and approved with an entity to really bring these features into that contract, into that contracting process, and really learn from that process.

So I really strongly urge you to prioritize that as you are looking at Evergreen and seeing where the strengths and weaknesses are in what the contractor is offering with regard to what our community is requesting, and then incorporating those really strategically through a community workforce agreement into the work that will be carried out at Tyee, as well as Pacific.

This is a high priority for our union. These are our students' families that we're talking about, as well as graduates. And as we've heard, this is a fantastic way into the middle class. And so we need to be building those connections within the community as well as down through the grades. As we heard, even all the way down into middle school, kids understanding that this is a really viable pathway.

So thank you very much. I did want to comment just briefly on reducing the minutes from four to two minutes. I do think that is a rather drastic change. I think a compromise might be three minutes I don't know if you've done studies across other districts as to how much, but if we're feeling that four minutes is longer, I mean, I certainly understand that people want to be able to express themselves.

There also-- it might be helpful to talk about your use of email and people's access to your emails, because I know a lot of times I direct my members to sending you emails. And to me, the email options create an opportunity that gives people a lot more detail into what their interests and concerns are, but maybe people are not as aware that they should be emailing you because it isn't always about standing up and saying your piece in public, but really trying to get you to read and think thoughtfully about our concerns.

So again, thank you, Happy New Year, and please look at ensuring that all future building contracts include community workforce agreements. Thank you.

All right. Thank you, Sandy. And I know we plan on doing some other conversations in the future around community workforce agreement, but Scott Logan, would you please come on and just do a quick update on where we are with community workforce agreements?

We met with Montey Anderson and Fernando Arevalo from the Seattle Building Trades on December 15. So we've started some conversations, but Scott, if you can just give a quick update on where we are and where we'd be going. And I think also address why everyone cannot be considered under one of the CWAs right now.

All right. I appreciate that opportunity. And first of all, thank you to the school board in recognition of School Board Appreciation Month. I know that you guys put a lot of hours into helping us have a successful school district, so really appreciate what you guys do.

As far as community workforce agreement, some great conversations have happened tonight, have had the opportunity to meet multiple times with Montey and his team. And also with Keith in previous rounds, we tried to get to this-- tried to get a community workforce agreement in 2016, 2015, 2016, we were working on it. We did not get to the finish line at that time. I can tell you, we are significantly further down the road toward a community workforce agreement now than we were at that time.

We have a state superintendent who supports community workforce agreements. We have an attorney general's office who says-- who now says it is legal for a school district to have a community workforce agreement providing you've written your RFP for contractors appropriately so it's addressed ahead at a time and you're not surprising anybody.

Which is the reason we can't go backwards into Evergreen. We've already been through the RFP and interview and selection process for the contractor for the Evergreen project. Sandy mentioned a nexus, and I appreciate Sandy and her energy around this topic. She's been-- definitely not let me rest on my laurels around this-- around the community workforce agreement topic, and I appreciate that, Sandy.

When I think about in 2015, 2016, we were interviewing contractors, it was a different world than we're in today. The last thing you heard from a general contractor when they came in to try and get a job was not, we have a director of inclusion and equity within our own contracting-- within our company.

When we did our final three interviews for the contractors for Evergreen this year-- or this month, this last month, which was also last year now, all three of them, but in particular, the one that was selected, had their director of inclusion and equity with them in the interview process.

The selected contractor, when their director spoke, they mentioned that they've met with 76-- in-person, 76 unique small women and minority-owned contractors within the community to get them both up to speed on what it takes to get on the list to apply when jobs start opening up to get your company bid in there with the contractor as a subcontractor.

So we're well down the road on the overall idea of a community workforce agreement. We absolutely support what's behind this, which is supporting employees of the projects living in the community where the projects are occurring. It supports youth directly from schools into apprenticeship programs. It supports at-risk youth who are maybe meeting some challenges in life that they need a different opportunity or more help to get to an opportunity. There are winds from all directions when you talk about a community workforce agreement.

My personal responsibility to the district is to make sure what we do is, number one, legal. Number two, fiscally responsible in the decision-making process as we put together RFPs to go out for general contractors and subcontractors on our projects. We can write an RFP that will qualify a CWA project, a bid with a CWA attached to it.

We need to be very careful as a district to not write a restrictive RFP. We do not-- first, there's two losses of that. Number one, the district can't restrict the opportunity for people to participate on our projects. Number two, a restrictive language in an RFP will reduce the bidder pool, and when you have a reduced bidder pool, you have higher prices.

So we want to do this dance very carefully, we want to do it right, and we do want to get to yes with Montey, with you, with Sandy, with everybody. And we are headed down that road. Happy to answer any other questions.

No, I think that's good, Scott, thank you very much. And as we continue to do our research and more understanding-- we have meetings coming up with King County, with the Port of Seattle, we will keep the board informed of our progress in this area. Thank you, Scott. That concludes my updates.

All right, thank you very much. Thanks, Scott. Next up is our school board reports, legislative report. Since I just got appointed and Director Garcia is not here, I have nothing to report out on. Moving next to director's reports. Director Hagos.

I have nothing to report this week. We just got back from holiday, so nothing to report for now.

Thank you very much. Director Howell.

I have nothing to report.

Thank you very much. Director Alvarez.

I have nothing to report.

Wow. Thank you very much, that was quick. I do have a couple of things. Just Happy New Year's to everybody, 2023. Thank you for the opportunity to be your appointed board president as well as vice chair. Thank you so much for supporting me.

A couple of things I want to bring up. Looking at our schedules for this year, in April, we have a board meeting during spring break. I didn't know if you guys wanted to show up or not. But my recommendation would be that we cancel that meeting so we have time at home with our family as well as staff. So just a recommendation.

As well, we're going to need to also schedule a July meeting, and we'll send that out once we get more dates when everybody's available. OK. And that is it for me, but go ahead.

That sounds fine.

[LAUGHS]

There's no disagreement at this time.

OK. Thank you. All right, we're going to move forward with our consent agenda. Can I please have a motion to approve the consent agenda?

We'll make a motion we approve our consent agenda.

I second it.

OK. A roll call, please.

You don't need a roll--

Oh. I'm sorry. All in favor? I apologize, guys.

Aye.

Say aye.

Aye.

Any opposed? None. Thank you. Learning the ropes again. All right. Moving on to-- we have nothing-- items removed from the consent agenda or action items. Intro and Action Items, 9.1, a Motion to Approve the Annual Contract Amendment with HopSkipDrive Purchase Order for the 22-23 School Year. Scott, can we have come up here and share with us?

Absolutely. So my assumption is you want me to share the reason I've got this on as both intro and action in one night.

Yes.

Again, that's never our preference to do intro action. We like to have that time for questions, conversations, and going back and forth to make sure everybody is comfortable with decisions. Both 9.1 and 9.2 are listed as intro and action, and it's because purchase orders were not opened in a timely manner for anticipated work for this school year.

We're addressing the reason-- or we're addressing the reason that this happened along with the prevention of it happening again through appropriate progressive discipline. And we don't intend to get in this position again. This is a-- I don't want to say standard, but this is a normal purchase order-- these are normal purchase orders we do annually to support the transportation of McKinney-Vento students that's outside the capacity of our own employees.

Thank you. Any questions from directors?

Well, this is incredibly important. We never want to delay any type of service for our McKinney-Vento-- or students that are receiving McKinney-Vento services. So I know how critical it is to approve this motion for both of these contracts. And I can appreciate the urgency for sure.

So my question is, I should say, more along the lines of just the funding. What happens with the funding if we do not-- if the amount-- I'm talking for the HopSkipDrive, so Motion 9.1. What happens to those funds if it's not used up by the end of the year? Does it just stay there or does it revert back to a budget to be determined for next year?

It'd be great if it just stayed there, but it does not. It's a cost-per-ride service that we purchased, so it's billed monthly. And if there's a balance left at the end of the year, it goes back into the general fund and Becca has charge over it, then, of it's future.

Great. And I was just asking cause I was curious. Would that then lead us into having to keep with the service through HopSkipDrive in case we wanted to shop around? I don't know about their service, I'm sure they're doing a great job, but just in case. I was worried, if we allotted an amount, does it stay with them and then require us to continue with--

It doesn't stay-- this is for this school year, and we have three different vendors that we use to help support McKinney-Vento and other challenging transportation concerns so that we don't have to depend on just one. We've got-- because they're not always available either. They're struggling with employees just like we are.

And then just from my understanding, for understanding purposes around the dispatch, the Puget Sound Dispatch, do they-- with the contract, do they then take care of all of the routing and coordinating and communicating for transportation services for our students receiving McKinney-Vento-- what do they do?

So they basically do-- just do the actual ride. We do the scheduling daily for all of those. If there's a student that-- or hopefully a couple of students that are in one location and we know they're going to be at school every day that week, we'll set up that cab route that HopSkipDrive route for five days in a row.

But if there's somebody calls in and their student is sick, we'll call the cab company or HopSkipDrive and say, you don't need to go to this place because that student's not going to be there today. That reduces the-- they'll charge us to full ride if we send them and they don't pick anybody up. So I don't know if that answers your question.

It does, thank you. I know it's an incredibly complicated journey around transportation for kids outside of our district, and I just-- I'm glad that we've got services in place and I thank you for giving me the information that I needed.

--I would share is not just outside the district, it's homeless inside and outside the district. And there are challenges and opportunities and obligations to keep that information confidential so you don't set up a more challenging arena for that student to be successful. And our partners in both the cab companies and HopSkipDrive really help us support that as well.

Thank you.

Directors? Dr. Howell, do you have any questions?

I do not.

OK. Nice job. I do have one, Scott. And this is for both of them. I know that you said that you have things in place and it looks like just a process error in regards to our teammates or our staff here. So looking forward to correcting these because people want to get their bills paid and people want no interruptions for our kids. So thank you for that.

Mm-hmm.

Thank you. No other questions, can I please have a motion?

I move to-- I move that the school board approve the amended contract with HopSkipDrive and the purchase order for \$600,000 for the 2022-23 school year. I'll need a second.

I'll second that.

Thank you. Roll call, please.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Alvarez.

Yea.

Director Van.

This motion passes four to none.

Thank you. 9.2. Looks like Scott has already explained that. Any other directors have any questions in regards to this? Thank you. Can I please have a motion?

I move that the board approve the annual contract with Puget Sound Dispatch and the purchase order for \$1 million for the 2022-23 school year.

I'll second that.

Thank you. Roll call, please.

Director Alvarez.

Yea.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Van.

Yea.

This motion pass has four to none.

Thank you very much. Now we're going to move to Introduction items. You'll need to read these into record. So I'm going to read those off, and then I'm going to ask any board directors or staff that would like to speak to them.

10.1, Motion to Approve the Project and Construction Management Services for Evergreen High School Replacement Project with Vanir Construction Management. Any questions or comments?

I guess just a comment. It looks like they have a local office here now in Renton, so they are committed to our area and looking to support the areas-- the schools in our region, so I appreciate that. And I did have a question, although I don't think I fully understood the community-- what was it called again?

Community work force agreement?

Yeah, the workforce agreement. I am understanding, so I appreciate some of the responses that you have. It would be-- I am fully in support of that work. I know how critical it is for the people in our community to have access to jobs, and more importantly, for our kids to have access to different things in terms of apprenticeships. And so that seems like a really important program to look further into.

I don't know all the parameters, all the things that go into it, so I'll have to learn more. However, that was-- now that I have heard these pieces of information, it would be wonderful if we could go back, but I don't think we can at this point.

So my question was more along the lines of just how is the community engaged in conversations regarding design and planning and specific layout of the new building for Evergreen? They are such a tight-knit community, I know how much they are invested in the things that happen in the community.

So that's a great question, and part of it-- part of it's easy to answer and part of it still to come. I'll start out with Vanir. We've worked with Vanir on multiple projects, including in the last bond. They were our outside construction management firm district-wide for our projects and did a fantastic job for us.

Robin Brown is the lead, I believe-- is he a principal? For Vanir. And he is staying with us through these projects. He knows Highline, he knows the community, he knows the drives of the district, the initiatives of the district, and is really solid. For the-- including the community and design, so the majority of the design is done and that was done with a Design Review Committee, which did include staff, community, students, on that team.

So the majority of that work is done. We still have furnishing and color choices and those kind of things, which basic choices are done, but furniture colors and those things are still to come, and there will be a process set up for that when we get further down the road probably a year from now to get a student voice in particular, but also community voice on those choices.

Thank you.

Thank you. Any other questions? I have none. 10.2, it's the Highline High School Acceptance of Building Commissioning Report. Any questions or comments? Seeing none, 10.3, the Approval of Highland High School-- or Evergreen High School Replacement Project Award of General Contractor/Construction Manager Contract for Pre-Construction Services. Any questions or comments?

Seeing none, 10.4, Resolution 06 23, Approval of the '22 Study and Survey Report. Any questions or comments?

Just a comment or a question for understanding purposes.

Yep.

When I was reading through, the report had indicated that the survey was meant to be used for projects for the 2022 bond, but I thought those were already planned. So I'm just misunderstanding, what's the survey about?

So what can be included, there's a critical needs category for funding and in that bond which addresses catastrophic failures. It could be boilers, it can be roof, it can be different pieces of some of our pretty old structures that do fail or functions that fail within those structures. And those would be supported through Critical Needs Fund, which is included and supported through the most recent bond.

So that's the way it's going-- that it'll have a connection to current bond. And it gives us the forecasting tool to be able to both anticipate, along with make sure what we're putting into that building-- we don't want to put a 60-year roof on a building that's not going to last 10 years.

Thank you.

Mm-hmm.

Any other questions? I see none. 10.5, the Resolution 07-23, White Center Heights Elementary School, Water District 20, Easement and Bill of Sale. Questions or comments? Seeing none, we'll move to 10.6. Approval of Award Contract for Security Video Replacement Phase 2.

I do have a-- actually, a comment here. I know in this motion a lot of the dollars and the contract is XX. So prior to the next board meeting, would love to have some dollars and some names in there prior to approval.

That's required. We have to have that in there prior to, yes.

Thank you. 10.7, Use of the 2016 Bond Contingency for Projects Listed in 2016 Bond Prior to the Sell of the '22 Bond. Any questions or comments? Hearing none, 10.8, Revision of Highline School District Athletic Coaches' Salary Schedule Effective with High School Winter Season and Middle School Third Season of the 22-23 School Year. And it was revised as of today.

I just have a quick question, but that would [INAUDIBLE]. I was already going to call Scott. Scott, come on up. You've been up there the whole night.

Scott and I are always confused. I take it as a compliment.

No. Steve, just a quick question around-- so we're revising, and is it-- I know it's the middle of the school year, but I know it's upcoming season. Is this-- why are we revising it now?

We did a examination. Business services was fantastic in doing a look at the surrounding areas. We wanted these to be competitive within the region. And this is a non-represented group, there's not a cycle to this. We're doing the minimum wage update. This is as good a time as any.

OK, that was it. So thank you.

Mm-hmm.

Any other questions? I see none. 10.9, the Revisions of the Highline School District Classified Substitute Employee Salary Schedule Effective January 1, 2023. Any questions or comments? Hearing none, 10.10, this is to Approve the Revision to Board Policy 1430, Audience Participation, and Approval of New Board Procedure 1430. Any comments or questions in regards to that? I hear none.

Well, just a comment that-- I've just heard some of the things that have been said tonight and I'm going to be taking them into consideration. I have some very specific reasons why some of the things were brought up in conversation at our last retreat. But in just hearing what our folks are saying, just some-- I'll take them into consideration.

Thank you for saying that, director. I think that that's something that we all can continue to have that conversation before our next meeting.

All right. Thank you. Next up, 10.11, Approved Revisions to Board Policy 1240 Committees. Any questions or comments? None. OK. 10.12, Motion to Amend the Existing Contract with Soliant Health, LLC to Increase the Contract Amount from \$540,000 to 1.487 million. Any questions or comments?

I do have, actually, a comment for these next two. I know that we recently approved an amendment to the existing contract within the last four months or so. Would just like for us to be very cognizant about-- instead of being very specific, open the price up instead of having to come back to the board every other month and asking for the increase. Just being mindful for the remainder of the year.

I'd like to think about that because I don't want to just open up--

It's not an open checkbook, that's not what I'm saying. That's not what I'm saying. I just-- in regards to--

I get it. To the authorization of it to make sure that they have more liberty to approve it than to be coming to us for approval. I get it.

Correct. Thanks for the clarification.

It's an opportunity for us, I think, to look at what we've been spending over the past few years and maybe make a more accurate budget projection.

Thank you. 10.13, to Amend the Existing Contract with Community Care, LLC to Increase the Contract Amount From 225,000 to 710,000. Any questions on that?

Yeah, a question that I don't suspect is going to be able to be answered today and that's OK. Just something as I'm thinking through before we come back to our next meeting. I recognized there was a provision with the contract, it was Provision 7.

And the provision had to do with if there was-- so this is a provision with the Community Care contract. If the vendor, which is the Community Care contract folks, have either separated or terminated an employee from their agency, that agent-- that employee does not have-- From my understanding, does not have the ability to sign on for work with the district for a period of 12 months.

And the whole reason why we have these contracts, my understanding, is because we have such challenges filling these different positions and when we have-- I can see how detrimental-- how challenging it can be if there's a person with the best fit for the school, works really well for this with this kid, for whatever reason sever their employment with the community care agency, then cannot continue working with this kid in the school, that's a challenge for 12 months.

And by the 12-month time frame, that person would have found a different placement for work. So I'm really concerned about this provision in the impact on our kids and the schools.

So we have Dr. Jana Parker, one of our executive directors of teaching and learning, to address this, thank you.

I can speak to that part. The Community Care is the one organization that is a stickler with that, and in fact, it's two years, not one year. We do have partnerships with other organizations that will allow us to hire, but Community Care will not. We have tried to bargain with them and tried to-- through different negotiations and they're not willing. But the other organizations are.

OK. So that provision, there's no revisiting it for modification of any kind? That's--

No. We would be more than happy to, again, for next year for that contract, but as far as our past contracts, we have attempted to do that and they haven't been willing to budge.

OK, thank you.

So Director Hagos, I think, just to be clear, that's their provision, not ours.

Yes, but meaning like that's a concern of mine because I know the impact it could cause on schools and kids. But I understand that that's something that they're not willing to do and I have other thoughts, but thank you. Yeah, I appreciate it. I appreciate the feedback.

Dr. [INAUDIBLE], do you have something add to that?

No, I just wanted to acknowledge, HR has a role in filling these positions, and these positions, first and foremost, would be HEA-represented positions. Very hard to fill. And our core value, North Star is always students first. When kids come in, they have special needs. The HR process is not an immediate process. These partnerships are valuable, they're important, and they allow us to get services started for kids much more quickly than we would otherwise, particularly in this really unique hiring environment for special education staff.

Thank you.

Thank you very much. And that concludes our intro items. Number 11, any items would you like to add to the consent agenda?

We normally have a rule that if our-- not all our directors are here, that we don't put anything on the content agenda.

Thank you for--

Unless-- I mean, you send it out and he agrees.

I think you're correct.

OK.

OK. Unscheduled communications, we have none. With that said, can I have a motion to adjourn?

I make a motion we adjourn.

I second that.

All in favor?

Aye.

Aye. Thank you, everybody.