

Highline Public Schools | School Board Meeting - June 21, 2023

Well, good evening, everybody. Thank you so much. And we're returning back from our Special Executive Session. We're going to stand up for the Pledge of Allegiance, please.

Thank you. Roll call, please. Director Alvarez?

Here.

Director Hagos?

Here.

Director Van.

Here.

And Director Howell has an excused absence. And Director Garcia is not with us this afternoon. And to my left is our Superintendent, Dr. Duran. Any calls for changes or additions to tonight's board meeting? Board agenda.

I'd like to make a motion to move action items 8.1, 8.3, 8.4, 8.5, and 8.6 into our consent agenda. So give a moment for people. I'm sorry, and include, since 8.6 and 8.7 and 8.8 are all similar, move those to our consent agenda.

Thank you. So that is a motion to move 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8 to consent?

That is correct. So I'd need a second after people have a moment to review.

Thank you.

I second that motion.

All in favor?

Aye.

Aye.

Aye. Oppose? We have none. Thank you very much.

Any recognitions this evening? No recognitions. OK, we're going to move on to our scheduled communications.

On behalf of the board, we would like to thank you for coming in and speaking this evening. Our norms and rules are posted on the screen. Please be mindful that you are here to speak to the board and that there may be students here or watching that are paying attention to your words.

In addition, the Board will not be able to respond directly to you about your testimony during the meeting. Thanks again.

First up, James Payne.

No.

James Payne, son of a science teacher. Tonight, you'll credulously approve a new science curriculum with no debate, as usual. But before you do, you should know how crooked your curriculum adoption process is. Having been on the K-5 science adoption team for two years now, I watch closely how this particular curriculum was brought to you.

I saw three glaring defects in Highline's procedure which horribly biased this outcome. One, lack of transparency behind the instructional materials committee itself. Two, massive under-representation of parents and taxpayers on the team. And three, the willful adoption of a curriculum standards framework from the fallen and corrupt Southern Poverty Law Center, or SPLC.

First, your shady commissariat, known as the Instructional Materials Committee, pre-ordained a woke outcome over a correctly academic product. By creating unfair committee rules, they drastically narrowed our curricular options. Their rules ensured the political science recommendation you'll see tonight over a pure version of K-5 science. Legal departments of the losing publishers will be informed of your bias.

Second, rather than ensure a fair representation of both parents and Highline staff, the process was engineered to pack the adoption team with Equity Symposium alumni. This ideological prejudice amounts to extreme indifference to the public interest of getting a quality, apolitical science education for our elementary pupils.

And most egregiously, in 2019, you approved a curriculum scoring rubric from the SPLC, a radical left wing hate group. Equity procedure P5 says, the CRT based social justice standards, from the SPLC, ensures students actively respond to and shape the role of race and identity in society, a totally illegitimate science curriculum goal. Once again, Board, your irresponsible and unethical political activism is fueling racial grievances and robbing kids of their education. Thank you.

Thank you. Alex Myrick?

Good evening. Earlier in my career as a mental health professional, I worked as a psychotherapist. It was clear that often the problem a patient presented with was not the root cause of their distress. Nowhere is this phenomenon more prevalent than in the case of gender dysphoria. The discomfort a young person feels with their own body is often real. But it is noteworthy that without any intervention at all, 70% to 80% of these children will identify with their natal sex by the end of adolescence.

The underlying issues may be anxiety, depression, autism, personal loss, unstable family, sexual abuse, or other childhood trauma. Research has shown that cross-gender behavior is often part of a fantasy solution to some associated problem. And the child imagines that being more valued or happier as a member of the opposite sex.

This district purports to prepare every graduate for the future they choose. Who in their right mind would choose a future of infertility, a lifelong need for hormone treatments with serious and irreversible side effects, such as suppression of normal bone density, cardiac complications, prevention or brain maturation and peak IQ, and suicide risk 19 times that of the general population?

That's the point. They are not in their right mind. Gender dysphoria is a psychiatric disorder, not an endocrine condition.

Media stars extol the virtue of embracing one's true gender. Where are the voices of those who have been damaged and are de-transitioning? If you search for them, you can hear or read their tragic testimonies. However, most of them are filled with shame for having been seduced into the fraud of sex change and are living in secret.

Some of them have taken their own lives. Others will sue the Highline School District, but will never be made whole. Please stop condoning these dangerous experiments and direct your staff to refer gender dysphoric students to qualified mental health care to diagnose and treat the underlying issue.

Next up, Keith Weir.

Good evening, Dr. Duran, Board members. Happy first day of summer and Happy Pride. Good evening, my name is Keith Weir. I'm a product of apprenticeship, training, and a Union electrician, and most importantly, a parent of three who have all attended Highline Public schools.

Two for three so far. One left to go. Go Rams.

[LAUGHTER]

I've lived in District since 1996. I was born and raised in a White Center, so a Seattle School Project person. We bought our first home here in 1996. And that was courtesy of having a living wage family sustaining career because of my occupation and my apprenticeship.

I'm here tonight to thank Highline Schools Administration for working with the building trades to bring a community workforce agreement to the Board tonight and to make our final request for you to act quickly on this agreement. I've personally been involved in efforts to have something like this put in place since around 2010. It is now 2023. It's time.

A CWA will help create economic opportunity for hundreds of working people, particularly women, people of color, veterans, and those otherwise historically disadvantaged from this community. A CWA will help folks like me, who face challenges and have challenges gaining access to the construction field through the valuation of registered apprenticeship and training.

As a veteran, myself, I can tell you that the best thing you can do to thank a member for their service is to give them a purpose. It is not a hollow thanks to give them a purpose, a pathway to a living wage sustaining career. Had I known that, I wouldn't have wasted seven and a half years in the environmental engineering field, trying to save the planet with no pathway to sustain my family on the wages I was being paid.

There are so many stories before-- beyond my own. So many lives have been transformed by this. Pre apprenticeship pathways have led people into a new career out of prison into a new career, out of bad situations.

We have teachers. We have accountants. We have police officers who've all transitioned away from those careers and are now in a valued position within construction.

Thank you.

Please do the right thing and pass this.

Thank you very much. Patricia Bailey?

We are seeing the weaponization of compassion where evil parades as kindness under the banner of gender inclusive schools. The truth is activist policy makers are virtue signaling, cynically using the language of benevolence to push an agenda that is tragically harmful to children and families. The Highline School Board is operating in this same agenda.

How do we know? Highline has a gender inclusive school policy and procedures that require the withholding of student mental health information from the parents. Is there anything more important to parents than the mental stability of their children? Yet teachers are forced to conspire against the parents and are punished for divulging information to them.

Quote, "The district will not condone the release of information regarding a student's transgender status." Unquote. This is a policy of conspirators and despisers of families. There is no law that compels this policy, yet this Board has refused to change or remove these procedures under the deceptive banner of diversity, sensitivity, inclusivity.

The truly compassionate people are those who selflessly allow themselves to be called bigots, fascists, and transphobes. They are the ones who care enough to raise their voices against a future of suffering that will be visited on children who believe they can become trans. Students should be discussing academics at school, not deviant behaviors, and encouraged to share their private problems with their families.

You need to replace the Secret Sexual Identity Club procedure of 3211 with this inclusive universal policy, quote, "do to others as you would have them do to you." Thank you.

Thank you. Stephanie Tidholm.

Hello, I just wanted to introduce myself. My name is Stephanie Tidholm. I'm a parent of two in the District. I also work as a social worker in the Berrian and White Center neighborhoods. And I'm running for school board for District One.

Thank you. Katie Kressley?

Good evening, Directors. Several months ago you made a change to policy with regards to scheduled speakers, with the scheduled communications. I believe that we have a situation of unintended consequences here. I was assured that this is something that could possibly be changed in the future, depending on how it was working.

So you changed the policy to prioritize action items on the agenda, introduction items on the agenda, and then anything following. Anyone can speak, regardless of where they live, their address, the community they are in, as long as it's related to Highline. As I listened on June 7, I was listening virtually, there were 20 speakers that were listed. It was a long meeting.

It was a really long meeting, 20 speakers, 11 on the wait list, and 18 of those were listed as Community Workforce Agreement speakers. This is awesome. I wanted to hear what they said. Shockingly, as I was on the plane-- I didn't realize I could listen to these things and watch it.

As I was watching, I was hearing Director Van speak name, after name after name of people that didn't bother to show up. Why were 13 people to speak on the same topic of Community Workforce Agreement, that you would think, unity-- so the Union people and directors, people who are Union reps, et cetera, didn't bother to show up.

My question is-- well, first off, congratulations to Mr. Keith Weir for showing up. He probably called in and signed himself in, which is great. Because he spoke powerfully tonight.

Secondly, my question is, how are these people signing up and how are they doing it themselves? Is it something where they can sign up online? Could somebody be doing that for them? To sign up virtually. I understand that's a possibility, rather than calling in and actually saying that this is me.

So it's obvious that, while you had your best intentions to keep it focused on the agenda, maybe we want to listen to more student voices. Like the last person, who was a student, who spoke very well and very clearly on a topic not agenda related. Thank you.

Thank you. Thank you for our community speakers that came and spoke this evening. Next up is our Superintendent's Update.

Yes, thank you, Director Van. I'm going to start off. We have four updates today.

We're going to start with our labor partner update and invite Clint Sally, Principal of Highline High School, and also representing The Highland Association of Washington School Principals. Welcome, Clint. Good to see you.

Good evening, everybody. I'm proud to be here to represent HAWSP and the Principals Association of Highline Public Schools. It's June. We've all, collectively, as principals, but probably also as School Boards, and as teachers, as well, had a collective exhale as we finished another successful year in the district.

And I just really want to shout out, on behalf of principals, that I really, truly believe this. And this is not the only district I've worked in. But since coming here, I believe we have some of the most dynamic, dedicated, and competent school leaders of any district around here. And they really did accomplish a lot this year.

I want to celebrate a few things in my brief remarks, I mean, that we accomplished this year. We're two years out from a pandemic. We're still digging out of a lot. But we also didn't just-- it wasn't just about keeping our heads above water.

We continue to push for implementation of standards based grading. And that was a big, big lift for a lot of principal leaders. As we-- principals and assistant principals coaching up staff, providing professional development, getting by in around not just having standards based instruction, but having grades really describe the learning in a meaningful way.

We implemented it across the District really intentionally in support of our SEL goals. The panorama survey, which gave us really actionable data about how our kids are feeling about schools, which leads into our strategic plan goal of a culture of belonging. I think for the first time our principals and our assistant principals are really leading the work to describe what it means to have a really comprehensive understanding of how students are feeling in school. So that we can be responsible and responsive to this.

And the district-- our district partners deserve a lot of credit for having some of the most intentional work this year in ramping up our supports for SEL. Highline High School and a number of our elementaries this year were very fortunate to have inclusion specialists for the first time. And so I really want to commend our principals who are taking the lead in trying to actualize full inclusion in all of our schools. So that students, regardless of their disability status, can access programming across the district in elementary, middle schools and high schools.

And just shout out the work of our inclusion specialist, Courtney Wylie, at Highline High School. Since I got the mic, I'll say it. We launched our unified PE program to great success this year and continually growing our Unified Leaders Program. One of the learnings that came out of this, that comes from this courageous partnership, is that our general education students, when empowered to support the unity and unified programming and inclusion, really helped us grow even stronger into those programs, as we've learned a lot about what it means to empower students to support their peers.

We continue to grow dual language. We continue-- we've adjusted with the new superintendent to do some really exciting, new plan goals, including being future ready and embracing innovative learning, as well as a real culture of belonging. And all of those are going to take really dynamic leadership on the part of the principals.

And I want to say, what I'm most excited about, just as we end this year and looking ahead to next year, is how proactive the district has been in embracing the University of Washington Center for Educational Leadership Principal Support Network. And we look forward to next year, partnering as an Association with our district partners and really understanding how to have an engaged, and consistent, and collaboration with our central office partners. Because we believe really strongly in the District message. And also believe that we have to figure out ways to most effectively leverage principal expertise in service of those schools.

And I'm so excited that this district has taken that proactive step to bring that support framework and that partnership to the forefront. And the Association is very excited about continuing that partnership next year. So it's been a great year. I remain totally honored to represent the Association and completely honored to be a school leader in Highland Public Schools. So thank you.

Awesome, thank you, Principal Sally. And just appreciate your leadership and know it takes us working together in order to reach these goals. So thank you.

All right, I'd like to invite Sandy Hunt, the President of Highline Education Association, for her final Board meeting as President and as a teacher in our district, as she moves on to the next step of Preference.

That's right. Thank you, thank you so much. I appreciate Dr. Ann giving me an opportunity to take a spot on the agenda tonight. Just wanted to, once again, thank you for all your hard work on behalf of our students and behalf of our District community.

The Strategic Plan has been a very exciting process. I'm excited to hand that process off to the next Executive Board, of which I think you've met Jeb. Jeb Binns will be leading that.

We have appreciated all the efforts that the students and the families put into directing the goals of the Strategic Plan, and the objectives, and been given, as educators, side by side with the principals and administration, putting together strategies for meeting those objectives. So I wish the district the best in moving forward into the new area and the new four areas. And I we're very excited, as we heard Clint talk about the panoramic data, not only for our students, but also for our staff. So our staff is interested and excited to see the results of that survey and see that climate survey incorporated in.

And then finally, last but not least, thank you so much for passing and pushing on the Community Workforce Agreement. This is a historic moment, not only for Highline, but for all of South King County. Appreciate the work that our labor partners have put into making that a reality.

But obviously, it would not have happened without our Board supporting it. So thank you. I encourage you to pass this tonight and then raise the toast. Thank you so much.

Thank you, Sandy. Appreciate that. All right, and now we're going to shift a little bit. And I'll invite Kesa up to the microphone.

Really, last night we had an opportunity to have our final Family Action Committee meeting. This room was filled up with families who dedicate their time, effort, and energy. And just have an opportunity to hear from someone tonight. So Kesa?

Good evening, Kesa Hendrickson, Chief Engagement and Partnership Officer. Also joined by a number of folks from the Student Support and Family Engagement Team, as well as some special guests this evening. This is our annual update, or report to the Board, around the Superintendent's Family Action Committee.

So we wanted to provide a little bit of background information. And then you will be able to hear from two of our fabulous FACT members. The vision of the FACT-- I'm going to read it directly, so I don't get it wrong.

Our families and schools working as partners to ensure every student graduates prepared for the future they choose. Our mission is families working directly with the Superintendent, bringing the family voice to District level decision making. And our charge is that the Superintendent's Family Action Committee will provide the Superintendent and staff strategies around effective family engagement practices, provide input and feedback on school district policies and department strategies and practices, and hold the district accountable for strategic plan goals. And then district staff will report out to specific measures on a regular basis.

Just a little background. The Superintendent's Family Action Committee began-- I keep wanting to say 10 years ago, but it's not true. It's 13 years ago, in 2010, under Dr. Susan Enfield's leadership and has continued under Dr. Ivan Duran's leadership. And we're very grateful for that.

We currently have 35 family members representing 17 elementary schools. We had 18, but one family member moved away during the year. All of our middle schools are represented. All of our schools are represented, as well as all of our Choice schools are represented. And it is true that we have family members who have children who-- elementary, middle, and high. So kind of representing the spectrum, if you will.

Over the years, we've had several FACT projects that include providing extensive feedback on our family engagement policy, our equity policy. They co-created a customer service training video for our office staff to use. They have helped us and our Family Engagement Team identify strong and engaging family engagement practices and strategies.

And those strategies go into our family engagement catalog, so that schools can choose which strategies they want to adopt. And our families have rated them a star rating from zero to five. They have provided countless departments feedback on their strategies and practices. And that includes our social emotional learning team, our standards based grading work, much more.

This year we focused on informing our strategic plan goals. So we spent quite a bit of time doing exercises, visualizing what they wanted for their students and their children. They identify the priorities that they, as a committee, wanted to address. And then, based on those priorities, they had an opportunity to meet with various department leads over one meeting.

It was like a round robin situation. And we had representation from our Special Education Department, our Social Emotional Learning Team. There was a section around School Board relations and a section around standards based grading. So we've been busy for the year. And that's enough for me.

We'll be able to hear now directly from our families about their experience on the FACT this year. And we do have members in the audience, too, who just came to support.

So maybe we should have them all stand up. And then have everyone speak. So if you remember the Family Action Committee, please stand up.

[APPLAUSE]

All right, so first off, we have Stephanie Scanlon, who's going to share a little bit. So thank you for being part of The Family Action Committee. Look forward to hearing from you.

Thank you. It's been my pleasure. I started with the Family Action Committee in 2016. Because I made a deal with my son, who was just a freshman at Evergreen. I said, I would be engaged in your school if you would also show the same level of engagement with Evergreen. And I would do my part with leadership and trying to be engaged in the processes that he'll be in for the next four years.

So that was my commitment. And I am pleased to say that through this process, I've managed to be a part of an amazing community. Been able to collaborate with parents with many different perspectives, many different frames of reference.

And it's really, it's helped me kind of form what I think a nurturing and welcoming environment in a school should look like. And maybe it wasn't my original thinking, but it's a collaboration. And I really appreciated the feedback and the learnings along the way.

Now I have a daughter who's a freshman at Evergreen. My son is graduated. He's going to the UW.

And he's made the Dean's list. So I'm very proud of him. And I say that that's a result of the education he received at Evergreen. And my daughter is on the same track. I'm very proud.

We love the Highline family. And we love the District. And we think that if you're engaged in the process, it's just a win-win for families and students, as well as the leadership in place at the schools.

I think it's-- you can't fail if your opinions are heard. And that's it. Thank you.

Wonderful. Thank you. And thanks for sharing the good news about your son. Hey, let's give a round of applause for that.

[APPLAUSE]

All right, next up, I'd like to invite Iliana Arano, who's going to share, with support from interpreter, ZZ Newman.

[SPANISH SPEAKING]

That's fine. Hello, my name is Iliana Arano. [SPANISH SPEAKING]

[SPEAKING SPANISH]

[LAUGHTER]

I'm so sorry. [SPANISH SPEAKING] I'm sorry. My name is Iliana Arano. I have two children in the Highline Public Schools.

One has graduated from middle school and is going to go to Highline. I have been a member of the Committee, FACT Committee for a year. And I would like to talk about my experience there.

[SPANISH SPEAKING]

OK, go ZZ.

So I would like to tell you about the good experience that I've had. I have learned a lot, how to help my children in school. You have taught me about their education and how I can help in the home.

I have learned about the policies of the schools, something that I didn't know anything about. All the support that you have given to my children and to myself. What they get in school, the support that they get in school. And you are also always very open to listen to us, our concerns. And you give us ideas on how to help our children in their studies.

My daughter was below credits. But you have helped her a lot with the programs. And I have learned a lot about bullying, also. That's it. Thank you very much.

Gracias, thank you.

[SPANISH SPEAKING]

[APPLAUSE]

Do we have any other members? I know we have one that just came in. Does anyone else want to speak?

Just one more.

One more. All right, go ahead. Bienvenidos.

[SPANISH SPEAKING]

[SPANISH SPEAKING]

[LAUGHTER]

First of all, it's really nice to see new faces, to know you. First of all, thank you very much for allowing me to meet new faces with you all here. It has been a great experience. And it's wonderful to know that there are people like you here.

Oh, by the way, my name is Maria Del Carmen Lopez. I have three children in the Highland Public Schools. Two of them go to Choice Academy. One of them has ADD. And it has been very hard for him in school.

But I'm very grateful for all the support that he has received, all the work that the staff has given him. I also want to thank you for the voice that you give me and to allow me to be a member of this committee.

First of all, this is my first year participating in this. So I'm very excited about that. And yeah.

[SPANISH SPEAKING]

OK, that's it. Thank you very much.

[APPLAUSE]

Very good. Thank you. Thank you. Thank you, ZZ. I appreciate that. I know one of the things that struck me from one of the parents who shared last night is that a student graduated from Highline and is actually just finished their first four year-- or graduated from UW and is on the way to do a Master's program. So it was a really a great story to hear.

But I'm really grateful for the Family Action Committee. Because as we did the work on the Strategic Plan, it was members of the Committee that actually named the story that if we get the culture of belonging right, the other three goals are going to come into play pretty easily. So I appreciate their involvement and input.

Because that's the story I've been telling. You're the ones that named it for us. So I appreciate that.

But thank you for all your service and work that you've done this year. And I know many are returning next year. Because the work has been so great.

So it's a great work. So thank you. One more round of applause.

[APPLAUSE]

All right, my final item. I'd like to invite our Chief Financial Officer up to the microphone just to share a quick update around our bond, which is really good news.

[SPANISH SPEAKING]

Just a big thank you to all. Sometimes it is hard to come speak in front of public. So thank you for taking the time for coming.

Good evening, everyone. I have some exciting news to share. We had our bond sale this morning. And it was the largest bond sale that Highline has ever had.

We sold at \$280 million. And we had very, very interested investors, which allowed us to lower our interest rates. And so that will be a significant savings to our taxpayers over the life of the bond.

So we will have final numbers in the next couple of days. But I wanted to share that update. And let you all know that we closed July 19 on the bond sale. And we will have the money then to start construction.

Wonderful, thank you. That's great news. Appreciate that. And I think that deserves round of applause for our entire community.

[APPLAUSE]

That concludes my updates.

Thank you, Dr. Duran and our FACT members for being here this evening. Appreciate that. Next up is our School Board reports.

Don't have any legislative updates. We're going to move to our Director's reports. Director Alvarez, I want to start with you.

Thank you to the Family Action Committee for being here today. I deeply, deeply value family engagement and participation in our school efforts. And I appreciate you guys being here tonight.

Also, I spent quite a bit of time these last couple of weeks attending several high school commencement ceremonies. And I absolutely treasured the moment I got to address our graduates and congratulate them for their academic, personal, and college and career achievements. I wish them much success as they step into the roles they have chosen in their next stage of life. It was a lot of fun.

I also had a short opportunity to attend the Aviation Town Hall hosted by a few of our officials. We had Representative Adam Smith with Port of Seattle Commissioner Muhammad there. Senator Kizer was there. And Rep Tina Orwoll was there.

I appreciated seeing there was a lot of care and a lot of drive of folks in our community as they spoke up about the noise and emission impacts to our youth health and student learning. It was really powerful to see our community come forth and ask questions of our local leaders. And our local and state officials did seem concerned about the topics that were discussed. And they talked about advancing some solutions for the kids in our Aviation impacted communities. And I really do look forward to seeing some of the outcomes of that collective effort.

So that's a wrap up of my Director's report.

Thank you very much, Director Alvarez.

Thank you, Director Van.

[SPANISH SPEAKING]

So again, thank you to the CPAC. Just because their voice is so important and their recommendations. So thank you again.

Also graduations was highlights for the last couple of weeks. It's just always so-- to me, as a school board Director, that's one of my highlights is at the end of the year seeing all our kids walk across that stage. And then last week, I was able to attend a Bow Lake Field Day. That was an incredible experience, as well.

Got to see a lot of the kids. I got to be in charge of the badminton station. Let me play, let me tell you, that was a really fun. I think that as a board Director, as well, those are some amazing opportunities. And I encourage all the directors to continue to try and make some of these outings out.

It was good to see-- meet with the teachers, a couple of parents that were there. But to kids, they just-- they see someone new at the school and they want to know what are you doing here? Who are you?

I mean, they're just so curious about just anybody that comes to-- new at the school. So it was good to talk to some of the kids. And then the last thing I wanted to say, just a big shout-out to Kathy Emerick. A couple of weeks ago, we had Washoe County Schools Early Learning Team that came from Reno.

I'm part of the original-- Kathy and I-- Ms. Emerick and I went to the P3 Leadership Certificate program at UW-- I want to say 10 years ago, 13 years. I don't know. It's been a long time. We were the first cohort. Originally, it's out of Colorado. And when Kristi came down this way, it was moved here, and now it's back to Colorado again.

But they came over to really look at just sharing some of the strategies they'd been using, just how their early learning programming is happening to support our youngest learners. We learned from them. They learned from us. They wanted to see how we were engaging families, how transitioning to elementary was looking for early learning.

And so it was just a really good opportunity for us. We got an invitation to go see some of their programs. So maybe we'll talk about that in the future. But we got to really see some of their own lessons learned and put it into practice here-- how we're going to put that into practice.

So thank you to Kathy for leading that. They had a school board director-- excuse me-- they're trustees in Reno. So we had a trustee come with their team, so I was able to meet with her, as well, and just a lot of learning even how they did some things. There was a lot of note-taking and a lot of opportunity for us to learn from them, as well.

Although they said they came here to learn from us, but I think we did a lot of learning from them, as well. So just thank you, Kathy, for leading that and organizing that. And I just-- I think it's fabulous that we don't have to reinvent the wheel, that we can learn from each other. And so that was that.

Thank you very much. I'm going to echo what the other director said about graduation. What a joyful last few weeks-- Dr. Duran's first time getting up there, and watching our kids walk across that stage was awesome.

But a lot of this stuff couldn't have happened without our staff, Janet and team-- Eileen, Sativah-- our Safety Security Staff, our Audio Video Team. These are the people that were behind the scenes that were making it happen, especially when Tyee-- when Tyee started out, it was raining, and we had guys and people out there wiping down the chairs and with blowers.

So you don't go unnoticed. We appreciate you. Thank you for supporting our kids and making it a very special day for them. So that is it for me. That's my report out.

So I also want to thank Scott because he put in a call to stop the rain, and it worked. So thank you, Scott.

That's Scott. I think he did the dance.

Yeah.

He danced out there.

He did something back there. But whatever he did, it worked because you're right. It started out raining. Everything was wet. And by the time they were walking across the stage, it had stopped. It was just in time. So thank you, Scott. Thank you.

Appreciate that. All right, we're going to move on to our consent agenda. Can I please have a motion for--

I make a motion we approve our consent agenda.

I second that.

All in favor?

Aye.

Aye.

Any oppose? Hear none. We're going to move on to our action items. 8.2-- this is to approve resolution 19-23, fixing and adopting the '23-'24 budget. Any questions or comments?

I just have a comment. I just want to thank Jackie, and Holly, and Erin for taking the time to meet with me. We were able to go through some of the budgets. We had that work study but also then individually. So thank you for taking the time. I got to ask some of my own questions just to figure things out. So just a big thank you for clarifying.

Thank you. Any other comments or questions?

I had of question. As I go through the cities, and I encounter families, one of the things that continues to come up in conversation is pandemic-related challenges and some of the negative impact in their students' ability to access and make growth at their instructional levels. And so one of the things that I read through the budget book and noticed-- I notice that several schools are going to receive that LAP additional high-poverty-school funding allocation.

And so as I was reading that section, I was really excited because I saw the opportunity of perhaps math interventionists, or perhaps extended day programs, or after-school tutoring and things like that. And as I was reading that, I kept on reading.

And then I noticed that there's a focus for 2023, 2024 for that funding. And it was not that. And the funding had to do with professional development and social-emotional learning. So my excitement dwindled, and I thought, well, where did these goals come from?

Sure. So I can respond to that. The state actually sets the focus areas for LAP high-poverty funding. Schools do not have to use the dollars they're allocated for those specific areas, as long as they're spending within LAP guidelines, which is supplemental and not supplanting dollars, they can spend it as they see fit.

LAP high-poverty is unique because each dollar that a school generates, it must go back to that school directly. So as we receive the allocations, we plan with school leaders through their resource alignment process to include how they're going to use those LAP high-poverty dollars in their AAP for the following year. And so as long as school leaders are not supplanting the dollars, they can decide how to use those.

Thanks, Jackie. So it sounds like there are state-focused areas, and there is discretion from schools to be able to use it for student needs, perhaps for direct student support services. Thank you.

Yes, absolutely.

Thanks.

You're welcome.

I think that's it. Thank you very much. Can I please have a motion for 8.2?

I move that the Highline School Board of Directors adopt resolution 19-23 to fix and adopt the 2023, '24 budget. I'll need a second.

I'll second that.

Thank you. Roll call, please.

Director Alvarez.

Yea.

Director Hagos.

Yea.

Director Van.

Yea.

This motion passes three to none.

Thank you. Moving on to action item 8.9. This is to approve the Evergreen High School replacement project. Any questions or comments? Thank you. Can I please have a motion?

I move that the Highline School Board of Directors approve Evergreen High School replacement project-- approval of guaranteed maximum price contract amendment number 2 and increase purchase order number CP230035 with Cornerstone General Contractors in the amount of \$87,340,024, plus Washington State sales tax of \$8,821,342.42 for a total of \$96,161,366.42. And I need a second.

I'll second that.

Roll call, please.

Director Hagos.

Yea.

Director Alvarez.

Yea.

Director Van.

Yea.

This motion passes three to none.

Thank you. I was actually going to have you reread the dollar amounts again, but--

[LAUGHTER]

It's OK. OK, moving on to our intro and action items, we have three this evening. 9.1-- this is to approve resolution number 22-23-- intent to include the Pilot Community Workforce Agreement in the new Tyee High School construction contract and King County grant approval expenditure.

Scott, would you please add some comments to that tonight? Thank you.

All right, thank you, School Board, Superintendent. I appreciate the opportunity to come up and just share some thoughts and feelings around community workforce agreement and the work that's gone into this.

I think, first of all, a huge thank you to the School Board and superintendent for the support in allowing me to have pretty wide freedom as we went through the process of negotiating and coming up with an agreement that both supports the intent of the Community Workforce Agreement through the improved apprenticeship participation in community work and keeping the work in the community but also allowing us to negotiate an agreement that is a win for both the district-- actually, for all-- a win for the district, a win for the community, and a win for the students and the trades that are going to be involved.

Additionally, Loni Anderson and Lisa Bogardus-- I need to thank them both for their patience as we went through, and over, and around every obstacle that came our way, and we were able to get to a resolution on that. Sandy Hunt-- she was not in direct negotiations, but she was the energy pushing me a lot of times to keep the ball moving, so I appreciate that, Sandy.

The Community Workforce Agreement-- we did try and do this a long time ago, and we didn't get to the go line in time to do our projects from the 2016 bond. So I think it's pretty exciting right now that we have the opportunity. We've been able to work together and come up with an agreement that's mutually agreeable, that supports all of the goals the district has, along with the goals of the trades, as well.

There are some unique Highline characteristics, I guess you could say, in here, in this agreement. One is the traditional hiring process, whether you're looking at apprenticeship or subcontractors, when you're using the distressed ZIP code hiring model is to take the most distressed ZIP code and start with that one and then go to the next.

In this project, we're starting with-- because all of the ZIP codes within our district are distressed, we're starting with the ZIP code of the project. So SeaTac is where Tyee will be built. The first hiring pool will be selected from SeaTac community. That's both in apprenticeship selection processes, along as the contractor, the general contractors going out for subcontractors. So it's a huge opportunity to keep the dollars that our taxpayers supported generating for this project here in the community.

Another advantage that comes in with this Community Workforce Agreement is the question that came up about hiring veterans. So the state has requirements-- not requirements. They have aspirational goals for hiring for women- and minority-owned businesses for subcontractors. Included in that, there is no language around veterans, as far as including that aspirational goal with those.

Community Workforce Agreement has a Helmets to Hardhats agreement portion added into the contract so that it actually supports, then, that group that was missing from the original process. So, again, another win for those that stood and served our country for us.

We know that there are-- first of all, this is new ground, new territory. And so that takes some attempts to figure out what the financial impacts are going to be. We have to be responsible with our bond dollars.

Because this is a first in this type of arena, there isn't a template that we can go to and say, OK, here's the impact that it's going to be. We can give our best guess based on what's happened in different pieces of different projects around here.

If you look at the light rail project, that's all done under the Community Workforce Agreement. The Seattle Seawall is under a Community Workforce Agreement. The new Climate Pledge Arena was done under a Community Workforce Agreement. So there's pieces that you can pull out and look at impacts.

We know there is going to be an impact. We're still not positive what that final line will be. We did apply for-- there was a federal grant provided through King County to support moving toward a Community Workforce Agreement approach on construction projects. We applied for and were awarded \$500,000 in that grant process to support-- offset administrative impacts of a Community Workforce Agreement.

So I think we're in a pretty good position. We have a strong, solid relationship with the trades right now. They called today saying, we're excited and ready to work, looking forward, working together to come up with a great project that really sets the bar high for what happens in the future.

Thank you. Directors, any questions?

I want to say, Scott, thank you for your leadership in this area. When we started these conversations, we wanted to make sure that the interests of the district were protected. You've done a great job in that space of finding a way to partner with our labor associations to come to a good place, so appreciate all your work in this and look forward to see what we do learn from this and opportunities for our students, especially for the apprenticeship experiences.

Absolutely.

Thank you, all. Please have a motion.

Oh, can I-- just a quick comment, just to say I'm glad that we reached an agreement for the pilot Community Workforce Agreement. We've heard from so, so, so many people, and these folks have either come out of our Highline Public Schools and/or currently have kids in our Public Schools.

And to be able to say that we are investing in our communities just as much as they've invested in us means a great deal to me. I'm also excited to see the fact that we are able to expand some of those apprenticeship programs for our kids-- some possibility around that for our students so both our families and our students-- and, like you said, it really is a true win all around. But I am very much interested in seeing what happens with our students' opportunities around apprenticeships. So just thank you for the efforts on this.

Yep.

I also want to say thank you. I wouldn't go by but, again, and just hearing not just from our community but from our own alumni who were born here. I heard today this testimony today from Mr. Weir that, not only was he born here and went through our system, had an other opportunity, but yet decided to go into the trades that he's in.

And he was able to buy his home and stay here in our community. So it just goes to-- the testimony that this is an amazing opportunity for even our own students and community. So thank you.

Yep.

Thank you, directors. Any other questions or comments? Seeing none, can we have a motion, please?

I can save you, Angelica. I move-- I know that was a wordy one earlier, so I'll take this one. I move that the Highline School Board of Directors authorizes the superintendent to execute resolution number 22-23-- intent to include a pilot Community Workforce Agreement in the new Tyee High School construction contract.

I'll second that.

Roll call, please.

Director Alvarez.

Yea.

Director Hagos.

Yea.

Director Van.

Yea.

This motion passes three to none.

Thank you. Motion 9.2-- this is motion to approve the memorandum of understanding between Highline Public Schools and their Department of Archaeology and Historic Preservation regarding the Tyee High School replacement project.

I have just a quick question, Scott. Just wondering-- I don't know. Is there any particular-- I know when it's a historical preservation or something, there's things that we must keep. Is there any exciting thing that we're, like, keeping? Or what is it that is all going to be involved?

So I appreciate the question. Tyee is a unique-- the building is a unique character all by itself. And it's actually the architecture of that building that is of historic significance. So it's not the building itself. It's not a particular emblem or totem or anything along those lines.

It's actually the architecture of the building. And it's part of compliance with our state compliance in order to remain eligible for School Construction Assistance Program that we participate in this study and protect the historic architecture through documentation and pictures.

Thank you.

Any other questions? I hear and see none. Can I please have a motion, please?

I move that the Highline School Board of Directors authorizes the superintendent to execute the Department of Archaeology and Historic Preservation memorandum of understanding and mitigating measures in the Tyee High School replacement project. And I need a second.

I'll second that.

Roll call, please.

Director Alvarez.

Yea.

Director Hagos.

Yeah.

Director Van.

Yea.

This motion passes three to none.

Thank you. And our last intro and action item is for the approval of contract for QubicaAMF bowling equipment for South Central Administration Building to support addition of WIAA High School Girls Bowling to Highland Public Schools' athletics winter season. Questions or comments?

I was going to make you reread that one, but I'll leave it alone.

[LAUGHTER]

With that, I mean, just a comment-- how exciting to be able to add one more opportunity for extracurricular for our youth to have a bowling in our district-- a bowling team-- so they'll have a place to practice. So how exciting, just to comment.

Yeah. In addition to that, Scott, do you know how many schools right now have these young ladies that want to bowl or how many teams we have?

Here in Highline?

Yeah.

So we have three teams right now that we have the numbers to establish. So we have the bowlers. We have the building. We have the lanes. We have everything but the pin setters, right now. That's the challenge.

So with three teams right now, there's a good chance that there will be four by the time we get this up and running. We want to be ready to go. The reason it's intro action tonight-- we want to get on this project and get the pin setters replaced.

There's a new system out called string setters, so you don't have all the mechanical workings that are behind the scenes on the bowling lanes. And it's very low-maintenance, ease of operation, works together with our current scoring system. So it's going to be-- we already checked through WIAA.

It meets all the competition requirements for a bowling alley, and we'll actually be able to host tournaments here at Highline in combination with the bowling lanes. And I don't know how much information you want, but we've got a little cafeteria there that our special ed department is going to take over, and they're going to be serving premade snacks and learning some life skill programs in there while we run the tournaments and those kind of things. So it's a double win.

And do we know if there are already teams near our area? I didn't even know there was bowling teams.

Yeah, Kent has high school bowling. Renton has high school bowling, and Tukwila will probably have high school bowling for girls.

Wow.

The other win with this is one of our goals in the district is to be close to 50/50 in boys and girls participating in athletic programs. This will move us toward that number and actually allows us to open an eighth grade boys soccer program, which we currently don't have, and it's our most popular sport in the district.

Thank you very much.

Mm-hmm.

Can I please have a motion for 9.3?

I move that the Highline School Board of Directors approve the contract for QubicaAMF bowling equipment for the South Central Administration Building in the amount of \$257,140.30, including the Washington State sales tax, to support the addition of WIAA High School Girls Bowling to Highline Public Schools athletic winter season.

I'll second that.

Roll call, please.

Director Alvarez.

Yea.

Director Hagos.

Yea.

I'm sorry, was it a--

Yea.

And then Director Van.

Yea.

This motion passes three to none.

Thank you very much. That concludes it for intro and action. Moving to our introduction, there are 10 here, and I'm going to read through them. I'm going to ask if there's any questions or comments. 10.1-- this is to approve the K5 science instruction materials adoption. Questions or comment? None?

10.2-- this is to approve purchases from Dairy Fresh Farms Incorporated for the '23-'24 school year.

Just a quick question on that-- is-- oh, I saw Holly get up, and I'm like, what?

[LAUGHTER]

Wow, Holly. I'm just-- this is basically a renewal of our contract.

Correct.

It's not a new contract or anything. It's just an annual renewal.

Yes. The Board approved our agreement to participate in the co-op through South Kitsap School District, and this is now the purchase through that co-op.

Awesome. Thank you. That was it.

Thank you. 10.3-- this is to approve purchases from BBB Corporation, a.k.a., Charlie's Produce, for the '23-'24 school year. Questions or comments?

So basically it's the same through the-- OK.

10.4-- this is to approve utilizing USDA commodity food in the '23-'24 school year. Questions or comments? 10.5-- this is a motion to approve purchases from US Foods in the '23-24 school year. No questions or comments?

10.6-- this is to approve purchase order increase for the '22-'23 first student contract. Any questions or comments on that? Seeing none, 10.7-- this is to approve the resolution 20-23-- intent to construct the Tyee High School replacement project and award construction contract. Questions or comments?

All right, we can move on. 10.8-- this is to approve the Tyee replacement project and the approval of the builders insurance. Questions, comments?

Seeing none, 10.9-- this is for the approval of resolution number 21-23, 2023 through 2028 Capital's Facility Plan and proposed impact fees-- authorization to submit for school impact fees and continuation of exemption of impact fees for King County Housing Authority. I won't read that again. Any questions or comments?

Just a quick question-- so is this something that we also have been doing before or are able, because of the school-- tell me a little bit more.

So this is an annual requirement for us to remain eligible to collect impact fees on new construction with the exemption of the King County Housing Authority low-income housing. Even though we go through this whole process and remain in compliance and eligible on paper, because we're in a declining enrollment stage, we're not eligible to collect impact fees.

What we want to do is keep this current so that when the district enrollment turns, which is anticipated according to the demographer in a couple of years, that we remain eligible to collect those impact fees on large projects that impact school populations.

Thank you. That makes sense. I was like, tell me more because-- thank you. That-- it's my mic. Can somebody fix it?

All right. Thank you, Scott. 10.10-- this is a motion to approve the memorandum of understanding between Highline Public Schools and the City of SeaTac regarding the Tyee High School replacement project. Any questions or comments? I hear and see none.

And I think with both [AUDIO OUT].

All right, with that, that concludes our intro. We're going to go to--

Hold on really quick. Just want to do a point of order because we had the K through 5 science bill 10.1. Does that need to be read into public record-- [INAUDIBLE] the presentation? I think what we can do-- we can hold it for action and have you do it then. Thank you.

That'll be great. Thank you. That moves us to our executive session. I'm going to recess for an executive session for approximately 20 minutes in accordance with the provisions of RCW-42.30.110. The purpose of the executive session is to receive and evaluate the complaints or charges brought against a director or staff member. Can I please have a motion?

I make a motion we recess for an [AUDIO OUT] second.

Can I just make a correction? We're doing a 60-minute, not 20, is my understanding. Are we doing 20 or 60?

60.

Thank you, Director Van.

I make a motion we recess for 60 minutes for an executive session.

I second that.

Aye.

[INAUDIBLE]

Kathy Emerick and Mariam Madill, will you please come up? Kathrine Emerick and Mariam, please come up.

Testing. Test. Testing feedback.

Well, good evening, good afternoon, everybody. We're back from our exec session. Can I please have a motion to adjourn?

I motion that we adjourn.

Wow. I second that. That was fast.

Where's the interpretive dance?

All in favor.

Aye.

Aye.

Aye.

[INAUDIBLE]

Are you in agreement or dis--

Yes, I'm in agreement.

To what-- to say?

To adjourn. To adjourn.

OK, thank you.

Thank you.

Bye.