

Highline Public Schools | School Board Meeting - July 12, 2023

Well, good afternoon, everybody. Welcome to our board meeting today. Please stand up for the Pledge of Allegiance.

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation. Thank you. Roll call please.

Director Garcia. Director Garcia, can you hear us?

Oh, there it is. Sorry about that. Here.

Director Howell.

Here.

Director Hagos.

Here.

Director Van.

Here.

And Director Alvarez has an excused absence as well as Dr. Duran. You have any changes or additions to today's board agenda?

Director Van, Dr. Duran is on the line.

Oh, Dr. Duran is on the line. I apologize, Dr. Duran. Welcome. Any changes or additions to tonight's board meeting agenda?

I'd like to make a few changes. I wanted to move some items to the consent agenda. Most of them are for annual reviews. And if there are no questions from those present virtually or in person, I wanted to move 8.2, 8.3, 8.4, 8.5. Those are in relations to the 4 million we spend on food annually. And then we have 8.7 and 8.8.

OK. So I have a motion to move 8.2, 8.3, 8.4, 8.5, 8.7, 8.8 to consent.

I second.

All in favor.

Aye.

Aye.

Aye.

Any opposed? I hear none. Thank you. All right, that's it for changes to the board agenda. Any recognitions this evening? I see none. And we're going to move to our scheduled communications.

On behalf of the board, we would like to thank you for coming and speaking this evening. Our norms and rules are posted on the screens. 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 for coming and speaking. We have one community member speaking this evening or this afternoon. His name is Michael Lewis. Mr. Lewis.

Hello and thanks for having me. Just wanted to introduce myself. My name is Michael Lewis and I am running as a candidate for the Highline School Board for Director District 1. A little bit about me. We moved here in 2015, my husband and I, and bought our house in the Burien area a couple of years after that. And I just finished my 28th year of educating children. I work in Kent School District where I'm a music teacher. So I've seen probably in 28 years easily over 10,000 kids too and taught them to love and appreciate music. So thank you.

Thank you. That concludes our scheduled communications. Dr. Duran, any superintendents updates?

Yeah, I've got a few that I'll share. Can everybody hear me OK?

Sounds good. You sound good.

All right. Very good. Well, first off, I want to just start off by Jackie Bryan has been our interim Chief Financial Officer. And I wanted to publicly name that she is going to be moving into the Chief Financial Officer role for the district full time. And that is official as of July 1.

So congratulations to Jackie. Really appreciate all the work that she's been doing in leading her team and just appreciate her time, effort, energy that she is doing to support all the work that we need to do to help determine our next steps with our budget and our overall financial planning.

I also want to just thank everybody and board members for all the work and attending the graduations. They were just a highlight I think at the end of the year after this first year of mine here in Highline. I just really loved seeing all the wonderful celebrations. I just know there's a lot of people behind the scenes doing a lot of work and really appreciate everything that they did to just make it a special event for all of our students and families.

Also wanted to name summer school is underway at multiple sites. And summer school will be in session until August 1st. And I think an important thing to note is that we also are offering summer meals at those summer school sites as well as other sites within our community, including churches and parks, other locations.

And if you go to our website, there under Summer Meals 2023 there's a list of all the schools and sites and times. For anyone 18 years or younger can eat free breakfast or lunch or snacks in any location during the summer. So just really want to make sure that our community is aware of that and that people are getting out there to get some of these meals that we're offering.

I also just want to thank our science curriculum adoption committee members for all their work that they did. Really appreciate their time that they've really invested in this to really make sure that we had the right resources aligned to our standards and really worked now to try to do as much integration as possible. Really appreciate all of their work they're doing.

And I just hope that finally everyone has had some chance to recharge during their summer. I think I heard Director Hagos say she was feeling a little bit refreshed. So that's good to hear. I hope everyone else is feeling the same way. But that's all I have for now. Thank you all.

Thank you, Dr. Duran. Appreciate that. OK. Done with our superintendents update. Now to our school board reports, legislative reports. There are no updates on my end here. So we're going to move to our directors reports. Director Hagos, any updates?

All right. I guess I'm up. Yep, so just piggybacking on Dr. Duran's comment around summer school. It's National Summer School Learning Week this week. And so ditto on just appreciating those who are putting in the efforts to support our kids and their learning over the summer months.

Also I know that some of our community partners like the Boys and Girls Club in White Center, Club Chaos in Des Moines. I forget the folks over at Normandy Park, I forget their name, but they're also plugging in some summer learning for the kids in these different types of summer camps. And so I love seeing those things pop up and just kind of just helps me to see how connected our efforts are with the community and our schools in terms of addressing, making sure that there isn't too much of a summer loss for our kids for those who participate in those programs. So that's good to see.

Also in regards to a little bit more of that community work, I know that Harmony Grace is a graduate of Tyee High School this year. And she recently walked across the graduation stage and she was recognized for her civic engagement work through the Associations For Washington Cities. This is a scholarship that's available to students across the state and it has to come from the city. So city of SeaTac was the one who nominated her and she won. And so it's really good that we get to see our youth celebrated through their leadership works. And yeah, just well done, Harmony.

I think I have one more. I think I saw that our human resources recruiting at local events this summer. And that is very exciting to see. I'm a big champion and proponent of ensuring that the folks in the community know about opportunities here in our district and seeing that as something different and new. And I value that and I appreciate it. So that's my update.

Thank you, Director Hagos. Director Howell.

Not much to report here, but I just wanted to piggyback on what you said about HR. I know our HR team has been working very hard. And I actually saw them at WASA and AWSP in Spokane, where Dr. Duran and Dr. Reinig and I presented about our use of street data to set our strategic plan and how that's going. And our HR team was there and they were meeting lots of people from around the state and really trying to make sure that Highline has the best talent. We've made some great hires this summer and I'm just really excited about onboarding all of our new Highline staff. And that's it.

Thank you, Director Howell. Director Garcia?

Nothing to report, but I did want to just also give a shout out to the HR folks, because I just saw them at the Burien Strawberry Festival sharing some love. That was a proud moment to see our team out and about in community. So I just wanted to echo that recognition.

And if we could get some updates on when some back to school school supply days or whenever those things are happening, I would love to be able to come out and volunteer. So that is all for my report.

Thank you, Director Garcia. HR, you got one more shout out. You guys are doing a great job. Thank you so much. I also would love to congratulate Director Garcia on being named the Interim Director of the CWA. Congratulations, bud. Hopefully this becomes a permanent role for you here in October. But congratulations on your new role. And that is it for me for the directors reports. Next up is our consent agenda. Can I please have a motion to approve the consent agenda?

I move that we approve the consent agenda.

I second that motion.

All in favor.

Aye.

Aye.

Aye. Any opposed? None. Thank you very much. OK, our action items. 8.1. This is a motion to approve the K5 science instructional materials adoptions. Any questions or comments?

OK. So I have a few questions. I do appreciate the work of the diverse committee that included members from across our district. And I really do value that the committee efforts led by using the OSPI NGSS guidance materials to inform the committee and advise their discussions and decisions. So just I noticed that and I just wanted to say I appreciate that.

And it's also good to see that two of our lowest achieving schools and two of our highest achieving schools on science performance assessments participated in piloting the curriculum. That was good to see so they can offer some guidance and feedback with their experiences. I know that our elementary schools average less than 25% across the district. And so what I'm curious to know is how will this curriculum help our students achieve their-- kind of advance their achievement experiences in regards to these science standards that we have. That's my first question.

Yeah, great. So that was definitely a deciding factor in how we chose Amplify was the alignment of Amplify to the NGSS standards and then it's correlational alignment to the ELA and the mathematics standards as well. As we've looked at the implementation timeline for the next three years, we've selected units that have given a full scope and sequence of learning to our students K5.

Kind of a wide range of experiences. Knowing that every grade level will have a life science unit that aligns to the arc materials. And then we also have selected a unit or two at each grade level that will either then give students an opportunity to engage in either physical science or Earth science and/or another life science and/or design science.

Thank you. I also wanted to know if-- I know there is a few preschool teachers who go out and do these beautiful projects with our younger kids in these early learning programs. And so I'm curious, is there a component of this curriculum that can be fed to or provided or supported in the early learning centers across our district?

I love this question. We're always trying to look for those connections between pre-K and elementary, especially as we think about developmental appropriate instructional practices. And we know that curiosity is really the guideline for our students in preschool to become scientific thinkers. So as we think about the creative curriculum tools that we use in pre-K, we're highlighting those science components.

There isn't an Amplify pre-K, but as we're launching next year, we'll be able to really articulate how the creative curriculum and the Amplify curriculum align so that we can give the right questions to our preschool teachers to ask during those creative curriculum units to really engage students in being inquiry focused and curious learners.

Thank you. A few more questions. I'm curious about-- I saw that there was a lot of positive comments around the projects that are a part of this curriculum. And I know that schools can, if they so choose and have the capacity to do so, lead science curriculum fairs and things like that. So I'm curious to know, does this curriculum lend positively to that opportunity?

Yeah. I love the idea of having science fairs at schools. And if schools were able to resource those, either time and money wise, this curricular tool is so full of hands on experiences and virtual simulations that it would be a great opportunity for either a small group of students or a whole class to showcase what they've been learning. Having a family night. Come see what we've done in science, either a virtual explanation or, again, those hands on experiments. So I think that would be great.

We've also got a partnership with SAMS Lab, which I think you heard about before, where the libraries will have access and those materials will also align to the amplify units. And so even our librarians could be engaged with the science fair showcasing different simulations of science concepts and ideas.

Thank you for that. And so just a few more. I was curious about instructional time that's required by the curriculum program. And how does that amount compare to the science instructional time that's allotted in our K5 schools across our district? So does it match, I guess my question.

So right now we ask our schools to provide 45 minutes of science instruction for three units, about six weeks. And that's ample amount of time to implement Amplify continuously and fully. And I think that as we are launching next year, we'll lean into our ILEDs and school leaders to really make sure that those 45 minutes are really being allotted for science instruction.

I think one of our biggest aha's in implementing arc, the reading materials, was that kids are thriving on content based and inquiry based learning and Amplify leans right into that. And so the more that we can give kids an opportunity to really dive into content, the more excited they're going to be about engaging in school.

OK. And then just my last question. It's just around the community showcase. I know that there was a lot of effort and really wonderful material that was available. So I know a lot of time was spent in preparing these things. However, having only six people show up and/or in terms of the community survey, there was only three responders. Why? Why is there such a low turnout?

We're definitely so thankful for the community members who participated on our team. And I think Bernard is going to talk a little bit more about IMC procedures that help that.

So the numbers of folks that come up to the live event and the in person events we know are low and have lagged over the last several adoption processes that we've done. And one of the things that is on the radar for IMC to work on on an ongoing basis is to look to really examine what does it mean to have good community input on the adoption process. Sometimes that's shown up to an event. Sometimes it's about showing up and clicking on a link for a survey. But we think that there's some other smart ways to do that as well. And that's some of our work to get into moving forward, because we think that there are smarter ways to do that.

One thing we know that definitely happens is that the participants that are on the committees are bringing experiences and conversations that they've had with families and kids into the room in representing that. And we're thinking about how do we stretch that and formalize that more so that we make sure that folks that are on those adoption teams are really connecting with the communities that they're engaged with, whether that's at the pickup line or in other venues where they're able to connect with families and thinking about ways to get creative about what happens in student conference days when families are already on campus and having those conversations and throughout the process even of implementation continuing to get that input. So it's definitely something that's on the radar for IMC.

And responding to some legislation that came up last year as well, we're anticipating some updates to the procedures that IMC operates with that will reflect the need to do this better.

Smart. I like the idea of using those who are already on the committee who are community members and having them also reach out and be the arm of the community. So thank you for that idea. I did have one last question. I just remembered as you were talking. In terms of funding the curriculum that we're purchasing, are we eligible for, I'm just curious, I know I hear a lot about STEM grants and things like that. Are we eligible for STEM grants to purchase these materials?

So this particular purchase is largely being purchased through ESSER as part of the recovery effort to make sure that we have on grade level materials. So that's where most of the funding for this particular adoption is coming from as well as basic ed. At the same time, we're always on the lookout for every possible opportunity to receive funding that comes up that can help our kids.

And what I anticipate will probably happen is moving forward with this, we're going to have a core piece that we're continuing to adopt and implement, but additionally what I anticipate is the schools want to do science fairs, like Kathy was mentioning and that you were talking about, there'll be opportunities to and needs to find funding to support some of those things that stretch the science even further.

Great questions. Thank you. Director Howell, any questions?

Just really quickly. I am super excited about this. I am thrilled that Amplify harnesses curiosity that kids come in with naturally. We know that one of the things that we see happen by middle school and high school is oftentimes students are given the idea that science is just memorizing things and it doesn't have a place for them. And so I love that Amplify does and that we really have worked to find a curriculum that does that.

You mentioned time and time spent on science. And what we hear often in secondary is that a lot of science and social studies are kind of pushed to the side when there's a focus on math and literacy. I love that Amplify has embedded ELA and math standards in it. But with that, what professional learning and support do you have planned for teachers as they learn Amplify and they're still kind of figuring out arc? What can we do to support teachers?

So we have a gift of a whole year before we fully implement this across our K5 schools. And so next year as Gregory Heights tries this on, we're going to learn a lot from those teachers and the feedback that they give us throughout the course of the year of how much time does it take to get those. And then my team will be working on frameworks and really making connections for standards and timelines and how to support planning so teachers aren't overwhelmed with the planning component.

Feedback that we heard from our piloting teachers that was materials were really easily accessible and prepared in advance. And we're going to learn more about that next year so that we're really supporting teachers and having a science curriculum that's deep but not overwhelming.

Great. Thank you.

Thank you. Director Garcia, any questions from you?

No. Thank you.

Appreciate that. Thank you very much. Great questions. Can I please have a motion on 8.1?

I move that the Highline School Board approve the adoption of Amplify Science from the Lawrence Hall of Science as the new instructional materials for kindergarten to fifth grade science for a grand total of \$4,193,104. It's in a span of eight years with minor modifications as approved by our superintendent.

I second.

Roll call, please.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Van.

Yea.

This motion passes four to none.

Thank you very much. Moving on to action item 8.9. This is for approval of resolution 21-23. This is capital facilities plan and proposed impact fees authorizing to submit for school impact fees and continuation of exemptions of impact fees for King County Housing Authority. Any questions or comments? I hear and see none. Can I please have a motion?

I move that the Highline School Board adopt resolution number 21-23, 2023 to 2028 capital facilities plan and proposed impact fees authorization to submit for school impact fees and continuation of impact fees for King County Housing Authority to allow the district to collect impact fees from King County and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac, and Tukwila, and hereby authorize the superintendent to sign any and all documents to carry out the actions authorized by this resolution.

Can I have a second please?

I second that.

Roll call.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Hagos.

Yea.

Director Van.

Yea.

This motion passes four to none.

Thank you. Action item 8.10. This is to approve the MOU between Highline Public Schools and the city of SeaTac regarding the Tyee High School replacement project. Any questions or comments?

I do have a comment. I just want to thank our team here at the district, as well as the city of SeaTac. Just communicating back and forth with some I wouldn't say issues but some outstanding concerns with the city and the district and for the partner collaboration. So thank you to the team here as well as the city for that partnership. With that said, can I please have a motion?

I move that the Highline School Board authorize the superintendent to execute the memo of agreement between Highline Public Schools and the city of SeaTac regarding the high school replacement project.

I second.

Roll call, please.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Van.

Yea.

This motion passes four to none.

Thank you very much. That concludes our action for action items for this afternoon. Moving on to our intro 9.1. This is motion to approve revisions to procedure 0010 P5. This is instruction on race and identity. Any questions or comments? Yeah, question?

Yeah, I have a few questions. OK. He's moving up to the front here. My question is-- I guess I'll wait for you to move all the way up to the front. So that way-- there we go. OK. So are we teaching social studies standards and supplementing with the elective social justice standards? And if so, what curriculum do we use for social studies in elementary school?

All right. So many times the social justice standards lend themselves to being taught within the context of social studies. So in general, that's a place where this instruction often happens. Although it can happen across the instructional day, it can come up in different content areas for sure.

In terms of specifically looking at questions around where it's taught at the elementary level, we have a few things that we specifically teach there. There's a curriculum called Story Path that's used to support social studies at the elementary level, as well as some of the work that we do with our tribal partners since time immemorial, which is another place where we teach social studies, as well as other units that that team of specialists has created that complement the work at the elementary level.

OK. Thanks. And then I was curious, are the social justice standards available in other languages? We have a very diverse community and linguistically diverse. And I'm curious to know do our families have access to those teachings and know what they're about?

Yeah. So the social justice standards and a lot of the accompanying materials are fully available in Spanish. Those are produced on the website and they're available there across the country. So those are fully available in Spanish.

In terms of accessing them in other languages, I would say that our approach would be similar to other content areas where schools have access to a range of language access supports to be able to make those available to families. But we haven't taken on the role of translating them ourselves into different languages, as it's in a different organization that's actually created the social justice standards.

OK. Thanks. And then I have a couple more questions. If there are others who have questions, I can stop and come back to my questions. OK. So what came of the community advisory committee? I noticed that it was on our policy to have one. I don't know if we had one and it was disband or if it never started. What came of that?

Yeah. So there was a committee and it met throughout the 2021 and '21, '22 school year. And there was a trajectory of work that they launched in 2021 and worked through a work plan that year and the following year and completed a number of different projects to provide supports to staff in doing that work. So a lot of those guidance documents that they created are part of the set of resources that teachers have access to now.

OK. So they had some sort of a agenda and they accomplished their agenda and they've been disband.

So in 2021 the group kind of convened and said, hey, what are the things that we can do to contribute as community members? And there was a work plan that was created. And so there was a series of things on there, about half a dozen items that they worked through. And then the rest of that year and the following year, they worked through those projects.

And then as they got to the end of the school year last year, the group said, OK, we've created these things. Let's see if they can get used now. So that group hasn't continued to meet. It was a group that met during those first two years to provide community input into the guidance that teachers have access to.

OK. And since then, I noticed that there are a couple of schools that send out community polling surveys to ask families their perspectives or understanding around this policy. Do we have access to those? Is there some sort of collected piece of information? Or is it school by school? I'm just curious. I would like to be informed by our community to see how they feel about this situation and I'm trying to gather where is that information so I can make a decision.

Yeah. So those specific efforts that you mentioned were initiated by the schools and weren't centrally deployed. So we can certainly follow up with those schools. And if you share those schools with us, we can get you that information. But there wasn't a central effort or ask of schools to do that.

OK. Thank you. Appreciate it.

Director Garcia, Director Howell, any questions? I do have one there, Bernard, thank you. And Director Hagos just asked my question in regards to the community advisory council. So since it's been disbanded for this year, when there an opportunity, I mean if we need, that we would create another advisory team, right, and share the thoughts, correct?

Yeah, absolutely. So I think if we think about different areas of instruction in different programs, we often have a lot of community input at the beginning of those projects. And we can think about different projects around the system we do or different components of what we offer.

And so we're at a point right now with our work with instruction on race and identity where we've provided tools, we've provided training to teachers, and I think moving forward where we're at, and I think what the procedure represents is the idea that we'll be continuing to gather information with where we're at and figuring out where we need to go next. And I think part of that figuring out where we need to go next in this coming year will be figuring out how do we gather high quality input from our community on what that looks like. So I think that's absolutely part of the work moving forward.

I appreciate that. Director Garcia, any questions?

Not at the time.

I appreciate that. Thank you. Thank you, Bernard. 9.2. This is to approve authorization to join the social media lawsuit. Any questions or comments on that?

Yes, I have questions. OK. I'll wait for Miss Ferguson to come up. And it kind of just centers around what we stand to gain. Thank you. So I'm curious. Can we negotiate in terms of what we stand to gain if we do enter into this situation, specifically for our Highline Public School students? I'm not sure if it's something where there's an outcome and all schools yet something similar or can we negotiate something specifically for Highline? I guess that's my initial question.

So the nature of this sort of lawsuit is that we join in the suit and we're proposing to join the suit that Seattle and Kent school districts are also joining. There's other districts as well. But kind of how it works is they go through. It's no cost to us to join. They go through and they do the litigation. So there's some staff time that goes into it, because they'll meet with a few people and they'll collect information on what schools are seeing as the impact of social media is having on students.

The lawsuit happens. It's kind of magic behind the curtain. I don't know. Our firms would handle that. And then at the end of the day, if the judge decides that our side should win, they allocate some amount of money and then it's distributed to districts via a formula. So the firms that are part of it will take their cut off the top. It's a contingency fee. And then the remainder gets split up among school districts. And that usually is based on population and sometimes it's also based on the amount of time that the district put in the lawsuit.

So in this particular case, Seattle is the bellwether district. They're kind of the leading district. So I would expect that they might get additional funds because they have spent significant staff time, far more than we would have to spend. In terms of the settlement, I think this would work a lot like the Juul settlement that we got a few months ago. We haven't received it yet, but we got notice that our side had won.

We will get some lump sum of money. And the goal with that will be to spend that money. We can decide how we spend that money. And the goal with that would be to spend the money on doing things that would mitigate the negative effects of social media. So you could imagine things like training teachers on how to recognize a student who's spending too much time on social media. You could see it on training people to know what is the behavior that you might see in a student who is seeing too much negative social media.

So the lawsuit really seeks two goals. One is, I'll use the phrase from the actual settlement letter, injunctive relief requiring the school-- excuse me. Injunctive relief requiring the social media companies to change how they design and operate their programs with respect to children. There's been a lot of media about this lately around the algorithms and such that are used to get negative media to students quickly.

The US Surgeon General's report on this recently was pretty shocking about how quickly children receive negative images. And I think about my social media feed and I'm like, wow, I never see that. So clearly there's math working behind the scenes. That would be one. So one idea is to ask the social media companies to change how they do their business to not negatively impact children.

And then the other one would be the benefit to us. Again, monetary compensation to provide resources needed to meet increased mental health needs of students due to the negative impacts of social media use. But again, we would be able to decide how we want to spend that money if and when that time comes.

Thank you. And then just the other question that I have. You seem to have already answered it, but I'm going to ask just for clarification purposes in terms of costs. What costs do we incur? What fees do we pay should we enter this lawsuit?

So great question. There are no up front costs. There are no dollars that will go out. There will be some, as I mentioned, some staff time. When we did the Juul, this will be probably a little bit more than the Juul case because the Juul, we have some hard data through the healthy youth survey on things like tobacco use, vaping, marijuana use. We don't have that as much yet with social media.

So they'll do some conversations with some people just to hear about-- and I've had a chance to talk to some principals and say, are you seeing a negative impact of social media in your schools? And they'll just run with that. So we'll do some staff time. That'll be one of the resources. And then in terms of costs, they will take all of the costs and fees off the top of any settlement that's gained. So there will be no out of pocket monetary costs to us.

And then whatever we get, who knows what the amount could be. We didn't know in the Juul case and that ended up to be around \$300,000 that we'll look to, in that case, putting towards anti-smoking, anti-vaping campaigns. And there's some folks working on what we might do with that. I would imagine a similar thing with this.

Thank you.

Absolutely.

Any other questions or comments? Hear and see none. Intro item 9.3. This is for the approval of contract between Highline Public Schools special ed department and Community Care LLC in the '23, '24 school year. Any questions or comments?

I have a question.

Yes.

Just one and I'm not sure if there's an answer to it. But I've been hearing about and I'm curious to learn a little bit more about Medicaid match dollars. I know that there's a reimbursement for some sort of special education services. Hi. And I'm still interested in learning about that. So in terms of recovery or reimbursement costs that we can generate through Medicaid match, what's available and what do we actually receive for special education services?

Thank you for your question. The Medicaid reimbursement has become more challenging over time. At one time years ago, many of our staff could submit for those services. Now we're down to about 25. So our occupational and physical therapists are the only staff that we employ through special education that can submit time for direct services to students that they provide. So on average, we've averaged about \$1,365 per month.

We have a plan in place now for next year to make sure that all of our staff are registered and submitting right away. But families also have to give us permission to investigate if they're eligible for Medicaid or not and sign off. And so that's another piece that sometimes people don't know. So it has to be a family agreement and signature before we can investigate that. But we also will be working on that through our IEP process.

Something that people don't always know about is our safety net submission, which is not Medicaid, but it is a big recruitment for us. We recouped over \$3 million this year based on our compliance with IEPs. All of our IEPs were funded successfully for compliance through the state. So we were reimbursed for that, which is a lot more than the Medicaid match, and I just wanted to highlight that, that the work of our teachers and staff to get that dollar amount was huge and something I just wanted to celebrate as well today.

Thank you for bringing up that celebration. Kudos. That's great to hear. 3 million is a lot more than \$1,000 a month. So that's a big difference. But I'm curious. You said OT and PT. What about our SLPs? Are they still eligible or have we lost--

They're not eligible.

They're no longer eligible?

There's not a licensure requirement for them to do that. So some districts require that and then they help pay for that licensure piece for those staff members. Highline hasn't required that our SLPs have that licensure to be able to do that where it's just naturally part of our OT and PT licensure when they come out of school.

Thank you.

Thank you very much. Any other questions? We have none. 9.4. This is the approval of contract between the Special Education Department, the Stepping Stones Group LLC for the '23, '24 school year. Any comments or questions? None.

9.5. This is for the approval of the contract between the Special Education Department and BHC Fairfax Hospital for the '23, '24 school year. Any questions or comments? Hear and see none.

9.6. This is for the approval of a contract between the Special Education Department and Soliant Health LLC in the '23, '24 school year. Questions, comments? None.

9.7. This is for the contract between the Special Education Department and Maxim Health Care Staffing Services in the '23, '24 school year. Questions or comments? Hear and see none.

9.8. This is for the approval of the contract between the Special Education Department and New Direction Solutions DBA Procure Therapy in the '23, '24 school year. Questions or comments? Hear and see none.

And 9.9. This is a motion for approval of contract between the Special Education Department and Overlake Hospital Medical Center for the '23, '24 school year. Any questions or comments?

I do have a comment, but you guys don't have to get up. I just want to thank you, Darren and Gabe, for putting all these things through. It's a lot of money. And I know this past year that we were approving a little bit at a time. But you guys are doing a lump sum, right, for the '23, '24 school year for our community?

This is not where they're going to use it all. We're going to use it as they need it. But just be very mindful of our taxpayers. So thank you for getting this before us. I know you have seven intro items this afternoon, so that's a lot of work. So thank you. Any questions or comments? Thank you.

9.10. This is to approve resolution 15-23, purchase and sale agreement of Lakeview Park surplus property. Questions or comments? None.

9.11. To approve the Evergreen High School replacement project resolution 23-23. Intent to construct Evergreen High School replacement project. Questions or comments? None.

And our last one is 9.12. This is to approve Evergreen High School replacement project. Approval of guaranteed maximum price contract number three and PO increase of CP 230035 with Cornerstone General Contractors. Questions or comments? Hear and see none. All right. That concludes our intro items.

I don't have anything else. So I just want to thank everybody in our community for coming out. I know this is first board meeting at 12:00 PM on a Wednesday afternoon. This is to support our staff as well as others for not having to come in during summer vacation at 5, 6 o'clock at night. So thank you all for joining us. Can I please have a motion to adjourn?

I move that we adjourn.

I second that.

All in favor.

Aye.

Any opposed? None. Thank you everybody.

[SIDE CONVERSATIONS]