

## Highline Public Schools | School Board Meeting - August 16, 2023

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Good evening, everybody. Great to see everybody's face. Welcome to tonight's Board Meeting, August 16, 2023. Stand up for the Pledge of Allegiance, please. Pledge Allegiance to the flag of the United States of America to the Republic for which it stands, one nation under God, indivisible liberty

Thank you. Roll call, please.

Director Garcia.

Present.

Director Howell.

Here.

Director Alvarez.

Here.

Director Hagos.

Here.

Director Van.

Here. And to my left is Dr. Duran, our superintendent. Any changes or additions to our board agenda tonight?

I have a request for a change. If there are no other questions or comments in regards to some of the special education contracts, I'd like to move those to the consent agenda. So I'm looking to move 8.4, 8.5, 8.6, 7, 8, 9, and 10. We've had about a month, I think, or more to look at them, and so that's my request.

So I have a motion to move 8.4 8.5 8.6 8.7 8.8 8.9 8.10 to the consent agenda. Have a second.

I'll second that.

All in favor.

Aye.

Any opposed? Seeing none. Thank you. We don't have any recognitions this evening, and we're going to move on 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 this meeting. Thank you for coming and speaking.

First, up Mr. James Payne.

Good evening, James Payne, with two North Hill Elementary. Prior to approving your equity policy, no records exist of any institutional racism or bias within Highline. Zero. Yet based on that lie, staff continues toiling away in the equity minds, intentionally seeking ways to arouse resentment and anger. In action Item 8-2, they continue the invidiousness by asking you to double down on instruction on race and identity, or IRI, when you should eliminate the toxic policy altogether.

Because through IRI, you've advanced a deeply divisive dogma of race essentialism, offering a distorted account of American life in order to promote radical political ideas to impressionable children. IRI weaponizes social justice to specifically disadvantage White kids who have fled the district in droves since you approved it. IRI enforces cynical and intolerant beliefs, requiring kids to identify based on immutable characteristics like skin color, gender, and even sexual orientation.

This insidious policy conditions children to see each other's race and identity first and foremost, labels everyone, according to a hierarchy of made-up privileges then pits them against each other for power. Consequently, IRI foments racial grievances in this minority-majority district. It's so irresponsible.

IRI vilifies innocent little kids like mine who had absolutely nothing to do with the wrongs of the past, gaslighting them into thinking they are somehow guilty of those wrongs and therefore, denying them the dignity, rights and freedoms they deserve as American citizens. And with SCOTUS's new affirmative action ruling, IRI's race consciousness is now most certainly against the spirit of the law.

Lastly, IRI falls way outside of the purview of public schools, asking teachers to do more than their mandate and has not improved Highline's testing results. Want better outcomes? Focus on academics, not activism like IRI, but mostly, because IRI was predicated on a lie, vote now to abolish it.

Thank you. Next up, Alex Myrick.

Good evening, School Board Directors. I note that you are planning on taking action on procedure 0010, Paragraph 5, instruction on race and identity. IRI is based on the social justice standards, produced by the Southern Poverty Law Center, which now meets the definition of a hate group itself. IRI is promoted in very broad, feel-good language. What reasonable person would oppose fighting hate, teaching tolerance, or seeking justice?

The problem is that in this, as in many topics, the school district and its critics are using the same vocabulary, but different dictionaries. Hate is too often defined as anything or anyone who disagrees with the leftist political agenda. Teaching tolerance specifies that the staff will teach the facts about sex assigned at birth. As I have said before from this podium, there is no such thing as sex assigned at birth. It is a simple biological fact that sex is determined at fertilization.

Under the rubric of seeking justice, the curricula specify that key figures, groups, seminal events, strategies, and philosophies will be identified. What key figures and groups? What seminal events? What strategies and philosophies? More importantly, how will they be presented?

Justice is too often interpreted as pushing socialist economic policies. Winston Churchill had it right when he said socialism is a philosophy of failure, the creed of ignorance, and the gospel of envy. Its inherent virtue is the equal sharing of misery. IRI does not need to be revised, it needs to be scrapped.

Our precious children need the confidence to prepare themselves for the future they choose. The last thing they need is to be told they are a victim or oppressor based on the color of their skin.

Cynthia Howell. No Cynthia Howell. Next up, Katy Kressley.

Good evening. I'm Katie Kressley, community member, and I want to mention, I want to talk about the Board Policy 4120, which is going to be coming up for revision in the next meeting. And I commend that because it's really important to keep the open, transparent, two-way communication. So I've got a few thoughts because there's 31 items on the agenda tonight, which is really easy to miss things when you're a community member looking at the agenda.

And so a couple of things, one is that on this one in particular, I noticed that when there's just a policy number, it's really easy to overlook it. So a lot of them have the policy and the explanation, but this one just says Policy 4120. I've missed a number of them, so that's important.

The second one is Policy 3115, which is changing the verbiage from homeless to housing or currently, for experiencing housing instability, which is nice. You don't want to have astigmatism or the stigma of being homeless. The one thing that I saw that was starting to be added was that there is an extra section regarding informed consent for extracurriculars and school programming. I don't know what that is. I don't know what examples, or I didn't find any, so maybe that's one of the questions that you might be asking tonight of the administration.

The third is that you have a three-year contract you're considering with Panorama, and that looks like, instead of maybe one, maybe two surveys or screenings happening a year might go up to three, which is a lot. There's a lot of data being collected. Where is the data going? Are the parents have access to it? Who has access to it? How is this being used? There are some really important questions that are easy to miss.

Is the staffing being screened, because it looks like that might be added. And then this is only one small part of how much the SEL, social emotional cost learns or the cost will be, so lots of questions. Thank you.

Thank you. Next up, Melissa Petrini.

Good evening. As I said, I'm Melissa Petrini, mother of six kids, resident of this area of six years, and as you probably know, a candidate for School Board, and I just wanted to come and say, as I've been continuing to learn more about the things that you do, I have a great appreciation, and I just wanted to share that with you tonight and also, just my love for education as well and the things that I know that you find it really important that I also find important.

And that would be just making sure that our kids have a really good education, that they're prepared for life, ready for college, or the workforce, or whatever that looks like for them, and making sure that we continue to have a really strong parent-teacher student relationships. As we've seen mental health just skyrocket, that's definitely been one of the concerns as I've watched that with my own kids, how the pandemic really affected them and their academics.

And lastly, just making sure that policies are always fair, sound, and thoughtful, and I'm sure I know a lot of you take a lot of time to comb through this stuff. And as I looked through some of the agenda items tonight, I have similar concerns and I'm also eager to hear some of your responses to those. One of them was 3115, just the housing instability wording, on the surface, could make some parents maybe feel uncomfortable, where that could mean all students could fall into that by some parameter or who's determining that.

Of course, I took the time to read through the whole policy and could see that you do have those parameters and definitions of what that means. But on the surface for a lot of parents who don't have time to really comb through all of those agendas, like the previous lady said, having maybe just a quick highlight, putting that in your weekly newsletters that I do take time to read-- so thank you for putting those together-- I think that would really help a lot of parents better understand, and I like that you're trying to push more transparency in your communications with the community, and that's really awesome to see.

So if you ever have questions, I'm always happy to meet with any of you, but thank you so much.

Thank you. Deborah Lipp.

Hi, everybody. I'm Deborah. I think most people know me. I work for the district school bus driver, and I have two grandkids at Midway for now. I also went through all these, and when I called to speak, it was really hard. It's hard to pick. Was like, OK, I have 81, 82, 83, 96, 99, 910, and 912, besides the education special ed, I'm glad you say that.

But I have a praise report. I talked a couple months ago about my niece. I got the privilege of flying up to Alaska and seeing her. She is free, she's a happy young lady, and it was because her dad took charge of her medical, her counselors, and her teachers. The grandma supported it. I spoke truth, and I went up there and saw her, and she's wonderfully happy, healthy.

It was free, by the way. It didn't cost anything, but love. You don't love my niece like I do. Nobody is going to love my grandkids like I do. So you need to have your hands off of the children. Unless you're doing education, hallelujah, because all of these here agendas, I can tell you-- because I was going to speak on it, and I said it-- about 99, transcend.

You all might want to look up what that is. You might want to look up the homelessness. Reason they're taking that out of there is because when the kids get taken away from the parents, the transgender kids, they can go and mutilate the child. Doesn't have to be a homeless kid. A homeless kid is now going to be, when the State takes them away from parents, the school is going to have all authority to do what they want with them. Watch what happens.

These things are being snuck in. They're not OK, and we are reading, and we are watching, and we're not stupid. So we are looking things up. It's not good.

Next up, Patricia Bailey.

Good evening. Parents and students need to be fully informed regarding the far-reaching consequences of altering the chemistry and form of a young person's body. Chloe Cole recently testified to Congress on July 27, regarding her experience becoming transgender. At age 12 and admittedly autistic, she became convinced of the strange notion she was born in the wrong body.

A compassionate adult should have told her that virtually every cell of her body is wisely marked with her female sex at conception. Unfortunately, when her parents pursued counseling, they were frightened when the psychologist asked, would you rather have a dead daughter or a live son. Chloe was not suicidal-- yet. She started on puberty blockers and then testosterone. Hot flashes made focusing in school almost impossible, in addition to the severe joint pain she was experiencing.

Her voice became lower, her nose longer, her bone structure, masculinized, and her adam's apple more prominent. As a teenage girl, sometimes when she looked in the mirror, she felt like a monster. At age 15, her breasts were amputated, and massive scars across her chest remained. The masculinized nipples weep fluid.

Her grades plummeted after surgery, and she struggled to look at herself in a mirror. That's when she became suicidal. Her underlying mental disturbances remained unaddressed and worsened. There are multitudes of transitioners telling their sad story online for all to hear. Students need to have this information. Would you please include it in the warnings in your transgender policy? Thank you.

Thank you. And moving on to our superintendent's update, Dr. Duran.

Great. Thank you. Well, good evening, everyone, and let me see how my microphone is going here. I just want to welcome everyone to the start of the 23-24 school year and entry into my second year. I'm just very excited and full of gratitude to be here and really looking forward to this school year, as we embark on a new school year journey.

But before we get too far into the start of the school year in September, we just really want to recognize the hard work that happened over summer school this year, and I'd like to invite to the podium Lisa Johnson from Nutrition Services and Jenna Parker from Teaching and Learning to share a few comments on summer school this year.

Hi. Good evening. President Van, cabinet, Dr. Doran, we had a very small and mighty summer school experience. We had 195 rising fourth graders that came at three of our sites-- Gregory Heights, Cedarhurst, and Mount View. Gregory Heights also had our ESY. Highline High School is where we housed our credit recovery. They also had ESY and Glacier Middle-- we had about 60 newcomers that went there as well.

And part of our elementary session that we had, we made it all day this year versus half day last year. We incorporated STEM. Nikki Fogarty and family and support services were very instrumental with that. So the YMCA was a huge piece of that. Vereen parks was a huge piece at Glacier Middle. A lot of our community members, we had Pacific Islander study course, that was at the school through the YES Foundation.

We also had the Native Students Success Academy that was held at Cedarhurst. High school students earned 210 credits, which was exciting to happen over the summer, and so right now, we are already planning for next year and looking forward to that.

OK, and then I'm Lisa Johnson, Nutrition Services, and we were able to partner, and over 11 sites, including our summer school sites, we served 10,300 meals, and we're really excited about that. And that was served under USDA Summer Meal Program. And I just wanted to highlight too something that has been happening over summer and we've been able to extend PEBT to our families, and that is every enrolled student, and it was \$120 per student, which ended up being over \$2 million for our families in our district.

Wonderful. So I want to thank you all for your work that you did over the summer. I had the opportunity to go to the elementary program and was able to see students doing some coding and getting these little cars to move in ways that I was really surprised and learned a lot just in the time that I was there.

I also had the opportunity to go over to Highland High school and sit-in on Christian Correa's pilot course on Pacific Islander program, and it was really impressive to see the learning that the students were doing, as well as just the commitment to be there and just to help me understand a little bit more around some of the issues our Pacific Islander and Native families experience. So it was very wonderful to be there. So thank you for your work that you did over this summer.

So the last two weeks have been really busy with staff meetings and trainings prepared for the upcoming school year. I've really asked our administrators and our department leaders to focus on creating school environments that meet one of our strategic plan goals, which is culture belonging. And if you remember from what our families talked about last year, that if we can get that one right, we can do a lot to ensure that the other three goals can become true for our students.

I really want to highlight two bodies of work that I think are really important. I think one that is going to be important, Item 9.9 is tonight's Board Meeting agenda. We are proposing to contract with transcend education to support our secondary school redesign process. Again, this is to support our secondary school redesign process. That is what transcend education is about.

They were going to be working with our secondary schools on a community-driven process, which I believe is an important piece of the work, where we are really going to be engaging with students, families, and our community to understand what could be possible in creating different school environments where students can be more engaged and be in more equitable learning environments.

So we'll be engaging students, staff, and families, and then I think it's going to be a really large undertaking and excited for it, also nervous about it, because I'm not sure exactly what it's going to come out of it, because it's community driven. But I know that there's going to be really good information that people will learn about and be able to make some really key decisions.

I also just believe that this is direct alignment of our strategic plan goals, not only with future ready, but I think this ties into culture belonging and ties into innovative learning, and of course, our bilingual and biliterate goal. So I would like to invite Clint Sallee, principal at Highline High School, to come to the podium. We also have Kyle Linman, principal at Mount Rainier High School, and Simón Iñiguez, principal at the Evergreen High School, to share a few words on the transcend work. Thank you.

All right. Good evening, everybody. We're appointing each other who's talking. I guess it's me. Dr. Duran said a lot of it already. With the strategic plan goals of future ready, innovative learning, and culture of belonging, in this setting feels more urgent than ever that we really look at the experience we're put in front of our kids at the secondary level, and most especially at high school, even most specifically, at the comprehensive high schools.

So often in our district, we deliver for very good reasons, we have dedicated educators, dedicated students in a comprehensive setting, and that just starts to become we have less and less space for students to find the places where they're going to feel the strongest sense of belonging, where they're going to have an opportunity to engage in the deep learning that will prepare them to be future ready. And so as high school principals, we can acknowledged the fact that it's ripe for redesign and revisioning at the high school level and the comprehensive high school level, but the day-to-day, it's just getting through the day and supporting our students day to day can often get in the way of the ability to start to think about different ways to do and educate our students.

So knowing this charge of leaning into future ready, innovative learning, and forging a culture of belonging at the secondary high school, I think I can represent everybody to say that we need support, and we need expertise. We need people who can facilitate access to other ways of doing high school. Because otherwise, we go every day, we work incredibly hard, and often, we reproduce the same school experience for our students. And we know, especially two years after the pandemic, more than ever, for many of our kids, the gap between where they're at and where they want to get out of their schooling at the school level and where high school is at is wider than it's ever been. And so I think it's a great time to look at supporting a community-driven approach to redesign the secondary experience.

Hi, everybody. Kyle Linman, Mount Rainier High School. I think on a day-to-day basis, we see-- thank you, Director Howell for laughing at my joke. Introduction joke. I think we see on a day-to-day basis that what we're providing students just isn't working for everybody, and we see that every minute of every day. As a proud employee of this district and a father in this district and someone who's lived in this district for close to 20 years, and I grew up in this district, so it's been 54 years now, I know with my two boys, it's working for one really, really well. It didn't for the other.

And I know Director Howell had my oldest magnus in class, and she knows, she saw that every day that what-- and she works her tail off every day to provide for all the kids that she engaged with and sometimes it just isn't enough to meet all the needs. And I think if we go through this, just like Clint was saying, we need some advice. I know as an IB world school, we talked to the executive director, and I was very candid with him.

I said this is what I'm trying to provide. I'm an IB world school, and he's worked with those schools before. So he helped me come alongside him, and he's willing to work with us, with our communities, with our students, in particular, to see what we can provide them to really connect with them moving forward.

And hello, this is Simón Iñiguez, at the Evergreen High School. I love that. I think just to echo, all of us have children, whether in the system. I have a five-year-old and a 13-year-old. She's going to be eighth grade at Cascade, and I think the biggest thing coming out of the pandemic, what we learned is a lot of mental health, a lot of access to resources, and just like Clint said, a gap that was there is even more so and is much more transparent to everybody.

And I think it was already hard, I mean, the data with AWSP coming out with principals staying in their buildings longer than five years, there's only 1 in 4 across the State. I think that it was already hard. I think it's even harder now, and we need support to be able to make that happen.

Wonderful. Well, thank you all for being here tonight, and I think what we've all learned when we were in the pandemic, everyone was talking about, we can't come to school looking the way it is, but we also know that we were also surviving during that time. But I do believe that now is the right time for us to really be thinking about what we can do to create these more equitable and engaging learning environments for our students.

When we do introduce this, some of our staff will come up and share more information about the proposed contract when it was called up for introduction. I also just want to note that, although we had a number of items moving to the consent agenda around special education, I want to share that we will be launching a special education analysis this year.

We talked a little bit about this last year, so we'll be looking at the strengths and opportunities, as well as really conducting a fiscal analysis to think about the cost benefit analysis of bringing some of those programs, potentially into our district and to really understand why we've been doing that and what we can do to build upon the work we've been doing. So I really want to thank our special education staff for participating in this important review.

And then finally today, we had the Annual Human Resources Administrator Training, and they went over all the policies that you need to know, legal requirements, training around the Danielson framework. And someone thought there was going to be a really challenging day to day, knowing there was a whole day of work, but I have to say it was a really engaging environment. I just want to shout out to the human resources team for all the work that they did and everybody that contributed to it. Because it could have been a very dry day, but hopefully, the principals will agree with me on this one, that it was actually very engaging and enlightening.

And we had a new Twitter handle come out today that I never knew about, Policy Holly Framework, or something like that. So policy, but Holly also had a big part in just sharing around key policies that our staff needs to know, as well as even just some of the legal pieces around restraining students. So it was really important day for us to sit down and do it and really appreciate all the engagement that our staff on.

So just welcome back to everyone, and thank you for all the work that you do to support our students, ensuring that our promise comes true for each and every student. Thank you.

Thank you, Dr. Duran. Move on to our School Board reports. 5.1, this legislative reports, I have no legislative reports. We're going to move on to our Director reports. Director Howell, let's start with you.

Well, mostly, I have been enjoying my summer break, and the last few weeks, I've been doing my other job, but I do want to mention that Sylvester has their business day coming up next Thursday, where kids can show up and get their ID and all their schedules and all that stuff, pay for uniforms. And then the following week, I believe it's the 30th at Mar Vista, you can show up and bring your supplies, meet your teacher, see who's in your class. Those are my two reports because those are the schools where my children attend.

Also, if you haven't gotten on the new parent app, it's really phenomenal, and I get the updates all the time. It's got a really cute little icon on my phone, and the district is using it really well, the parent square. So if parents haven't downloaded that, I strongly encourage you to. It's really great. That's all.

Thank you, Director Howell. Director Alvarez.

I have none. Thank you.

Thank you. Director Garcia.

Excited to report that this Friday, we're going to be hosting the White Center Barbecue, which is our back to school celebration in partnership with the Boys Girls Club, King County Housing Authority, who else? I'm forgetting everyone. But a whole bunch of people are coming, and I want to apologize for missing the Tyee groundbreaking as a result. So if I can make swing both, I'm going to try to, but you I got to hold it down and party in White Center this summer.

You're going to bring that party to the Tyee party, right?

I also want to give a reminder that this next Thursday-- I just lost it. Well, the Evergreen High school is hosting the 20th anniversary of the Seamount League-- not even Seamount League, it was before Seamount League-- Championship. Word on the street is the legendary Throwing Samoan, Jack Thompson, is going to be there. Your chance to see some alumni and just kick it and celebrate our past wins and also celebrate the current students, as they get ready for the football season.

So if you guys are free next Thursday, it's going to be a fun opportunity to support the Evergreen football team.

Thank you very much. Director Hagos.

It's always hard to follow you, Director Garcia. You have such an exciting voice. So the summer has been incredibly busy. One of the things that I was able to attend was we had the Highline Forum. It was hosted by Highline Public Schools, and Dr. Duran was able to provide a high-level overview of our strategic plan and how we got to where we are now.

And we had so many people there. We had a wonderful stakeholders there, but really, we had key civic leaders there. So they got to circle back and hear, after we've had all these community listening sessions, kind of a closure of what's come of those listening sessions, and more importantly, an opportunity to ask questions.

There was only one question. I was a little disappointed about that, but with that one question, it came from City of SeaTac representative. They had asked, what about the school counselors? How do they fit into the strategic plan? And I thought that was perfect for me. I was like, well, you're speaking my language. I wanted to say they're a part of all of it, all four of those quadrants.



And so it was really good for me to hear our community echoing the support of our school counselors as well. It was impressive that that was the only question we had, but that was something that came out of that conversation. So that's one thing. Also, Imagination Library has been expanded statewide. I know that was in our *Highline Insider* this week. Dolly Parton, she's done some amazing work, ensuring that there is equitable access to literacy, reading books and material for our earliest learners from birth to five years old.

And I know that a lot of resource-strapped areas don't have many of these opportunities available in their communities. And I know, in particular, one teacher who worked her tail off to get the program in her community for a year and a half and to see that our State has done this statewide and have partnered and provided this partnership with Dolly Parton and her library. I'm incredibly excited about it and very happy for our communities who worked and are people who have been waiting for this kind of an opportunity, and we have it now available in our community. That's great.

So in the *Highline Insider*, there's a link that you can go to and sign up your children from birth to five to receive these books. They receive them once a month for every month until they are five years old and when they start kindergarten. I also, did have a little bit of fun. I went to a block party this past-- I want to say it-- what's today? This past weekend.

It was this past Sunday. I got my henna done there. It's a block party for-- its beautiful henna. It's kind of fading now, but it was a back-to-school block party for our kids. And there were some kids from Cedarhurst. There were some kids from Valley View, the preschool, getting backpacks and supplies.

There were some kids from Chinook, and there were some kids from Tyee. In fact, I got to meet this one kid from Tyee who came from a different district. And prior to joining and enrolling in Tyee, he told me about his potential for high school dropout. He was a kid who was not engaged and really struggling in school. And his father had moved into the community, and he was able to enroll in Tyee, and he shared his story. It was a turnaround story. It's a really good story.

And he's involved in athletics. He's involved in some leadership clubs in the school at Tyee, and he's really looking forward to a new building. So it was fun to meet him. There was another kid there as well. Cium Solomon, I believe is his name. He was one of the kids that we met for the athletic scholarship from Tyee. So he's a graduate from Tyee who came back and volunteered at that community block party to pass out backpacks to those kids.

He doesn't have to do that. This is a summer after high school. He can do many things, but that's what he chose to do with his time. I'm so glad. He was one of our star athletes. He was able to receive that scholarship. He's a quality kid. I've got lots more to report, but I think I'll stop there. I can add some more later if it comes back up, but just it's been a really nice summer.

Thank you, Director Hagos. Well, we're going to miss you at the Tyee groundbreaking. I would love to invite everybody out to Tyee this coming Friday at 3:15 for the groundbreaking. That's going to be a great event. You know you can bring some barbecue that way as well, so bring the party.

So directors, if you have not received the annual conference postcard for this coming November, please let us know. Let's reach out to Sharon. We'd love to see how many of you would love to attend and just learn alongside our school board directors across the State. So with that, that concludes our director's reports.

Moving on to our consent agenda. But before we move on to our consent agenda, just a quick call out on 6.6. This is a school board calendar change. Start time of the July 10, 2024, so that's next July. The board meeting is normally at 6:00 PM, but we're going to move it to 12:00 to make sure that we have staff and we're not doing it later in the evening, so just a quick reminder.

With that, can I have a motion to approve the consent agenda.

I'll make a motion that we approve our consent agenda.

I second.

All in favor.

Aye.

Any opposed? Yep, done. Thank you. OK, action items, here we go. 8.1 was removed from consideration. I'm going to move to 8.2, motion to approve revisions to procedure 0010P5, instruction on race and identity. Any comments or questions? No.

I do have just a comment. Nobody needs to come up, but in regards to the accountability piece, it states that, at least annually, the superintendent will issue a report updating the area of work. And I know this year, Dr. Duran, we are seeking KPIs and making sure that success. How can we define success, and if it's working or not.

So this is one of my things that I'm going to be asking for and when things happen, to show us the movement. So that's it. Any other questions or comments? Can I please have a motion?

Going for it.

All right.

I move that the Highline School Board approve the revised procedure of 0010P5, instruction on race and identity.

Do I have a second?

I second.

Roll call, please.

Director Hagos.

Nay.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

Director Van.

Yea.

This motion passes 4 to 1.

Thank you. 8.3. This is motion to approve the authorization to join the social media lawsuit. Any questions or comments?

Actually, quick question. Sorry, I should have asked this sooner, but does this prevent us from any future litigation if there was any other kind of lawsuit that we'd want to join against these big social media corporations that-- or are we waving that opportunity away by joining in on this one?

Hi, all. Holly Ferguson, chief policy and strategy officer. I do know my job title. My general answer is going to be no. It's going to really depend on the circumstances of a given case and whether or not we would be qualified to join. I don't think that simply joining this suit would disqualify us from another suit, so to just really be suit specific. A good question.

Thank you.

Absolutely.

Appreciate that. Thank you, Holly. You have a motion, please.

I move that the Highline School Board authorize the superintendent or designee to sign the attached engagement letter from Keller, Raul, Buck, adding Highline to the list of districts suing social media companies. I need a second, please.

I second.

Roll call, please.

Director Alvarez.

Yea.

Director Hagos.

Yea.

I'm sorry was that a yea?

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Van.

Yea.

This motion passes 5 to none.

Thank you. 8.4 through 8.10 have been moved to consent. 8.11, this is motion to approve resolution 15-23, purchase and sale agreement of Lakeview's Park Plus property. Any questions or comments? I hear and see none. A motion, please.

I move that the Highline School Board approve resolution 15-23, purchase and sale agreement of Lakeview Park Surplus property for \$2,450,000.

Second, please.

I second that.

Roll call.

Director Alvarez.

Yea.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Van.

Yea.

This motion passes 5 to none.

Thank you. 8.12. This is motion to approve Evergreen High School Replacement Project, resolution 23-23, intent to construct Evergreen High School Replacement Project. Any questions or comments? Seeing none. Please have a motion.

I move that the Highline School Board approve Resolution 23-23, intend to construct the Evergreen High School Replacement Project, in accordance with the WAC 392-344-130, disbursement of monies, sequence of payments. I need a second.

Second.

Roll call, please.

Director Garcia.

Yea.

Director Alvarez.

Yea.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Van.

Yea.

This motion passes 5 to none.

Thank you. This is also for Evergreen. It's 8.13, motion to approve Evergreen High School Replacement Project, approval of guaranteed maximum price contract Amendment number 3 and purchase order increase number CP 230035, with Cornerstone General Contractors. This has been revised since introduction. Any questions or comments? I see none. Please have a motion.

I move that the Highline School Board approve Evergreen High School Replacement Project, approval of guaranteed maximum price contract Amendment number 3 and purchase order increase number CP 230035, with Cornerstone General Contractors in the amount of \$46,014,404 plus Washington State sales tax of double dollars, \$4,647,454.80, for a total of \$50,661,858.80.

Second, please.

I'll second that.

Thank you. Roll call.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

Director Hagos.

Yea.

Director Van.

Yea.

This motion passes 5 to none.

Thank you very much. OK, moving on to our introduction items. We have 18 of them tonight, team. So let's go through this, and we'll be good. I'm really excited about this one, 9.1. This is motion to approve Pacific Middle School resolution number 25-23, authorizing use of alternative public works, general contractor construction manager, and intent to comply with RCW 3910. This is starting our Pacific replacement, so I'm pretty excited. Any questions or comments?

Nope, just a whoop, whoop. This is good news. The community has been waiting for this. Really excited.

OK, no questions or comments. 9.2, motion to approve King County Priority Hire Grant. No questions or comments. Thank you. 9.3, this is motion to approve resolution 24-23, delegating authority to Kingco Conference for inter-school athletic activities. Questions or comments. See none.

9.4, motion to approve the annual renewal with Brown & Brown, Incorporated and Schools Insurance Association of Washington for district insurance coverage. Questions, comments?

I have a question.

OK.

See, if you're going to walk-- I mean, Scott you're going to walk all the way up here. Just wondering. It says annual contract renewal. So this is the same company we've been using, and it basically is just a renewal, like many of these are?

So this is the renewal for the total insurance package for the district for the upcoming school year. So Brown & Brown, it's listed on here, but there's two insurance names listed, SIAW is where we get the majority of our insurance, which is one of two options available to school districts in the State. And SIAW covers property, general liability, catastrophic medical, cybersecurity, which is really important right now, equipment breakdown, earthquake insurance, transportation costs, all of our motor vehicle costs, Camp Waskowitz flood insurance and deductibles.

Then Brown & Brown, who is our broker, and there are some insurance listed here under Brown & Brown, they're actually a pass through for this. This is not a Brown & Brown fee, and they do the brokerage fee for all of what's listed on the other side, along with fuel tank storage, vicarious liability, excess worker's compensation, and flood insurance. And then there's a small balance left for the deductibles that come out when issues come up during the year.

This is a large PO that we want to open here for this. We did have an opportunity to have a conversation with Director Hagos about how we got to this process, and it's about a 20% increase over last year's, which the State average is in the 22% to 24% for school districts. So we do a good job of managing claims and having proactive programs in place to try and reduce.

Thank you, and that was my other question you answered is what was the increase. Because I know everywhere, it's just ridiculously the increase that it's happening. I mean, medical and any kind of even vehicle insurance is everything has gotten really high, so appreciate it.

There are some school districts that actually did not anticipate an increase or build in for it and had 30% and 40% increases and are in financial trouble with the State because they can't cover it, smaller districts.

Yeah, thank you. Thank you for being on it. Thank you.

Thank you. Any other questions or comments for Scott? Seeing none. 9.5, motion to approve the acceptance of Air Quality, Clean Diesel Electric Bus Grant from Washington State Department of Ecology. Any questions or comments?

No questions, but like Director Hagos, whoop, whoop, getting a grant. Getting more electric buses.

Yeah. So I do have a question, and I always love accepting over \$1 million in rebate grants from anybody. So Scott, in regards to the three school buses, how many more in the future are we anticipating on getting on the buses?

So this is in this is in reference to three additional, so we'll be at six electric school buses. With this one, this also includes a small portion for infrastructure. When we did the first three, we actually put in infrastructure for four, so we just have to add two more charging stations to be set up for this. We are in process on another grant application for 25 additional electric type D school buses, so the larger 80 passenger. These are 72 passengers, still full-size buses.

And to piggyback on that question, Scott, I know that we had a conversation a while back around Highline investing, also, in making sure we're preparing our mechanics and all of this for the future of it. So are we still on track with that?

Absolutely. The vendor that we're using for these first six, which is Schetky Northwest actually had part of the purchase price, includes the training, both all the manuals and electronic equipment required, along with training or maintaining these buses. Maintenance is significantly less, both less complicated other than learning to deal with high voltage. It's less complicated and safer than the traditional fossil fuel.

Whoop. Whoop. Thank you.

In this 9.6, motion to approve annual contracts for McKinney Vento qualified student transportation. Questions? Comments? Here, seeing none. 9.7, this is motion to approve the multi-year fuel contract with Petro Card, Incorporated. Questions or comments?

I do have questions in regards to the rising fuel costs and what we are locked in at, Scott. How are our fuels locked in for the year, or is it staggered throughout every month or so?

This is a unique contract. This is a State contract that Petro Card has, so it's available without going through a competitive bid process to any State agency. This is adjusted on spot price. So on the date that the truck delivers to our underground tanks, the spot price is downloaded at that point, and then there's a fee that's attached to it. It's like 0.1% that gets added to it, and that's the margin for the company that organizes these contracts.

And we continue to be a fuel supplier, not only for all of our buses and rolling stock, but the city of Normandy Park, we provide fuel for all of their vehicles as well and bill back with a fee attached to that.

OK. Thank you very much.

One question. How many years was it again. Was it five-year agreement.

This is a unique one. Usually, the State only negotiates contracts for a 12-month cycle. This one actually had originally a three-year cycle. There's two years left on this cycle, so we've applied this through, I think it's January of 2025. So it's not quite two years, but close.

Cool. Thank you.

Appreciate that. Thanks, Scott. 9.8, motion to approve the purchase of three electric school buses from Schetky Northwest bus sales. Questions or comments? None. OK.

9.8, this motion to approve 2023-24 contract with Transcend, and Dr. Duran.

Yeah, I definitely want to add some comments here. So I'd like to invite our chief academic officer, Dr Ryan to the microphone, chief of staff, Aaron Bennett, and our newest executive director of teaching and learning, Andrew Benitez, to the podium to share a few words around this. Work, we're going to be starting

Thank, you Dr. Duran. Good evening, President Van, Directors. Thanks for allowing us to share a little bit more about this proposal with you tonight. I'm here just to provide a bit of an update on the work that has happened with Transcend Education thus far. So some of you might remember that over the course of the last spring, we began work together to examine the potential of a partnership with Transcend Education.

That started with several small group conversations, really trying to understand the work that Transcend Education does and allow them to get to know who we are in Highline and the goals that we were trying to achieve with the potential partnership. That led to some excitement and an opportunity to engage with our secondary school leaders, as well as some central office leaders.

In person, we had two morning sessions where our school leaders came, Transcend representatives were here, and talked a little bit about their mission as an organization, their values, and helped us think about what might be possible for our secondary students. As you heard tonight, that generated some enthusiasm from some of our school leaders, but we still were very thoughtful in the process.

Transcend representatives also had the chance to be out in schools and to hear from our staff and from our students, which was a shared value that we held that we really wanted to hear directly from our students, but what was working for them in their school experience and where we had opportunity to do better on their behalf. One of the other pieces that you heard tonight was the reference to a community-driven process, and so that was really the start of that and thinking about how we could explore engaging with our community in a more broad and in-depth way in alignment with our strategic planning efforts.

Finally, it was very important to us in the Central office, as well as to Transcend that our principals were very thoughtful and leaning into this work willingly. There was no expectation for all principals. We asked people who were interested. And again, you heard from three of them tonight, three of many who raised their hand and said, yes, we want to think about doing this work differently, and we need some partnership.

So that's where we've been. That took us to the end of the school year, and now, I'm going to turn it over to Dr. Benitez, to help share a little bit about where we are heading.

Thank you so much, and good evening. Thank you, Dr. Duran, President Van, members of the cabinet. I'm happy to share a little bit more about where we are with Transcend Education and the proposal put forward for introduction to work with Highland Public Schools.

So I want to provide a little bit of context about the opportunity that I think exists with Transcend Education. The redesign process with Transcend Education, I think allows school communities to design learning experiences that are aligned with our strategic plan goals, and we heard tonight an emphasis on the culture of belonging. So there are strong facilitators from Transcend who will work with school leaders to support the process of rethinking what does a culture of belonging look like in our school learning communities, allows us to build trust from our community members.

From multiple stakeholders, you've heard it again and again the community-driven process that includes student voice, that includes family voice, it includes educators and school leaders, and allows us to rethink schooling, and the biggest part is to dream big. For the system, we think that working with Transcend allows the opportunity to create some more alignment with our strategic plan goals, to take stock of our strengths with an asset-based lens, and to really lean into our goal of being an anti-racist organization through equitable, community-driven design.

And so we heard a lot about the interest from our school leaders and so just to talk a little bit about the proposal from Transcend, looking at different levels of support to all of our school communities, with an emphasis on our comprehensive high schools who would be receiving individualized, intensive weekly coaching and support with the purpose of preparing to iterate in this school year and to launch in Fall of 2025.



Cohort II, we're looking at our middle schools and Choice Academy, receiving a lighter touch, they would receive a phase I. I want to remind there's a phase I and a phase II, a phase I, which includes design, a journey, and a case for change, and a possible phase II. And Cohort III, receiving some asynchronous design activities and district support throughout the way. I also want to call attention that there is a proposal for an up to amount of \$448,500. And so happy to answer any questions and share my excitement for this possible work with Transcend Education.

Any questions or comments, Directors?

I come from the land of secondary, and so this is really exciting for me. As our school leaders mentioned, comprehensive high schools are pretty antiquated. They were created for an industrial society that no longer exists, and it's long past time that we prepare students for workforces that they'll be entering. And so I'm really excited about this.

I'm also really excited about the partnership that will be happening with communities, because I think creating something for people isn't necessarily as effective as creating something with people. When you're talking about pilots in Cohorts I and II, what are we talking about? Are we talking about structural redesigns within the school? Are we talking about changes to instructional methods? What do we mean by pilots?

I think part of that depends on the design process that the schools undergo. I think that what will be a part of that conversation along the way is, what is possible, what are possible constraints as well. When we talk about pilots and working with Transcend and seeing what are the opportunities they've had in other States and other contexts, an example might include creating a new schedule that works for only half a day, only one day out of the week, only with a certain grade level, and something as small, even in creating a culture of belonging of creating a welcome ritual that is true in a certain classroom, a certain grade room, and to learn from those before iterating and scaling across the school.

And so it's a bit difficult to answer the scale of the size of what the pilots would look like without also hearing from the students, the families, and educators on what they're looking for.

One other question is, what's on the table? What can people negotiate with? I know some of our Choice campuses have mastery-based credits. Are those the kinds of things that our comprehensive high schools can explore now, rather than thinking about six-period days and [? C-time ?] and things like that?

I'll go first. That's fine.

I'm looking at Bernard too.

Yes, that's on the table. And I think one of the things that's important is that one of the things I think we want to really build upon is some of the innovation that's already occurred here, and I think our toy schools have modeled a way for us in a lot of different ways. And even last week at Leadership Forum, we heard from Chinook Middle School, and they were sharing around some of the work they've done to change their schedule and how that's really impacted their students and, I think, allowed a staff to really connect with students in a different way.

So we're going to try to build some of that good work that's already gone into this work. But I think one part of the work that Transcend will do with us as a district is think about what are our expectations. What are the guardrails that we're going to say, schools, you can go and do this design work, but it's within these constraints, if you will. So that's some of the work that we will be doing collectively, so we can learn from what other districts have done, as well as get really clear on what we would want to see.

That's great. Thank you.

Absolutely.

Can I just pick you back on Director Howell? I hear a lot about involving community, what are we doing to involve our community-based organizations to make sure they're also there? I know that even just when we went to Highline,

even having HealthPoint in there, really inviting other, but besides having a health clinic or something, I know that a lot of our youth who have been disengaged from school, and how are we really then connecting with our community-based organizations so they can really look at and we can dream big around redesigning what does it look like. So I'm just wondering, how are we really, really connecting with our community-based organizations?

Yeah, I think a lot of that comes down to the design process from our school campuses. So Transcend facilitates and nudges and guides our schools and instructs them to build a cohort of stakeholders. And I think it's on us to think who is and who isn't being involved in the space, and thank you for calling attention to our community-based organizations to make sure that they have a seat at the table.

We're thinking about our students, we're thinking about our families, we're thinking about language barriers that may be a part of that and other accessibility constraints that may be a part of that so that we can address those early on to make sure as many folks, as possible, can participate in the design process. But I appreciate you calling attention to other community members, as well.

Interesting there's a process that Transcend has done with many different school districts, and I know that process and that model looks a certain way in other places, and it won't look just quite the way that it will look in Highline Public Schools, which is very exciting.

Yeah, the one other part I'll just add is that we also have had a lot of conversations within cabinet to make sure everyone understands what the potential work is, what it's going to look like. So obviously, key center team are going to be involved in this process, knowing that they have really strong connections to our community and knows those organizations that can come in and be part of this work.

Can I follow up on Director Alvarez? Can there be-- just making sure that our open door programs are also part of the mix and making sure that, yeah, those students who have disengaged from our system are helping redesign and recreate the system?

Yeah. And along that same thread, also, how are we partnering with our Running Start institutions, so South Seattle College, Highline College? I know that there's a big rub or tension with those partnerships, and how can we use this opportunity to bring them into the mix and really co-create something amazing?

Appreciate that. I'm working very closely with Raleigh Todd and all of our partners who work with our students. And when we think about who is school have been working for, you heard earlier school has been working for some students and not for other students. And I think it's incumbent upon us in the design process to ensure that the students, as you said, who haven't been served are brought to the table, so you understand how to create a more equitable system that serves them as well as any other child.

Thank you.

Director Hagos, any questions?

Thanks for coming up and providing some more information. I really appreciate hearing from you guys. I'm sure I'm going to have a lot of-- I need more time. This agenda is way too packed, and I just need more time to be able to formulate the kind of questions I would like to ask. So it's helpful to hear from you guys. We have our bar, just I'm sure there will be questions to come, and then maybe at the next meeting, I'll have something to share.

OK. I do have a couple questions. First comment is, welcome, Dr. Benitez, to the Highland family. In regards to the implementation, I mean, we'll have pilots in 2023 and then ready to launch to new buildings in '25, the 24-25 school year. Do you think that the timeline is aggressive in regards to that, and how often are we going to be going back and forth and checking and adjusting to make sure that it's working?

I don't want us to go into this, going, you know what, we only have one year to do this and to screw it up. I just want to make sure that we're thoughtful like our principals were here. They have day-to-day stuff that they have to manage, in addition too. I just want to make sure that we have that flexibility to step back and say, you know what, let's revisit this.

To answer your question, no, I don't think it's an aggressive timeline. For our comprehensive high schools working this school year, they have intense support to create their design journeys, their case for change. And we're looking at announcing these models to the community, whatever those models might be in October of 2024 so that they may launch in Fall of 2025. So really, we're looking at a two-year on ramp before actually launching at schools.

And I also want to keep in mind that Transcend advises, and we agree that we should actually think about iterating and scaling in a smart fashion. And so we're keeping that in mind with our design plans as well. And speaking with other districts who've gone through the process and actually, had similar questions around timeline, the response that I heard is, wow, I wish we had that much time before we actually launched.

So I'm excited about the process. I think that there's a lot of time, and we are taking concerted efforts to make sure that our principals and our administrative leader's time are respected and protected, so they're actually able to do this work in earnest.

I appreciate that.

Any other questions? All right. Thank you.

Thank you. 9.10, motion to approve graduation alliance open doors 13-18 and ALE programs. Any questions or comments? Hear and see none. 9.11, motion to approve the '23 to 2026 contract with Panorama Education. Questions or comments? I see none.

9.12, motion to approve revision policy 3115, students experiencing housing instability enrollment rights and service. Questions or comments? None. 9.13, motion to approve multi-year contract with Copiers Northwest. Seeing none. No comments or questions?

9.14, motion to approve the 23-24 Running Start expenditures. Questions or comments? None. 9.15, motion to approve board policy revision 4120 revisions. Questions, comments? None.

9.16. This is a motion to approve new board policy 4110, Highline brand policy. Questions? Comments? None. 9.17. This is motion for approval of revision to Highline School District salary schedule for represented and non-represented salary schedules. Questions or comments?

Quick question. If it would be possible to get an update on how much closer this gets us to a living wage with all of our team members. It looks like it's getting us much, much closer, so and you don't have to answer now, that's for later. But if you got it right now, go for it.

Steve Grubb, chief talent officer. Thank you for the question, Director Garcia. Yes, it is moving us closer, not a whole lot I can talk about right now, around the T3 tentative agreement, but we do have a TA tentative agreement with Teamsters 3 that would make a significant move for paraeducators. That is out for vote right now with the membership, and with summer vacation, some of that has been delayed, but we expect to hear back from our labor partners in early September.

Thank you. Thank you.

Thank you. 9.18, motion to approve ratification of the '23 to '25 agreement between the Highland Association of Washington State principals and Highland School District, including 2023 to 2025 administrative salary schedule. Questions or comments? See none. And then agenda item number 10, anything you, the directors would like to add to the consent agenda? It's a big one, so give it some time to think about it. Nothing?

I would like to make a motion that we move 9.13, the multi-year contract with Copiers Northwest to the consent. And Mark, so many, I don't know what my marks mean anymore. But for right now, just that one.

Thank you. That is a motion to move 9.13. This is the approval of the multi-year contract with Copiers Northwest to the consent agenda.

Is there a second?

I'll second that.

I have a second. All in favor.

Aye.

Any opposed? None. OK. With that said, I'd like to have a motion for adjournment.

I'll make a motion we adjourn.

I second.

All in favor.

Aye.

Any opposed? Thank you, everybody. Great seeing everybody again.