

## Highline Public Schools | School Board Meeting - August 30, 2023

Well, good evening, everybody. Welcome to our board meeting. We're going to get started here. And we're going to reconvene our meeting at 6:00 PM, Wednesday, August 30. Can you all please stand 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 under God, indivisible, with liberty and justice for all.

Thank you all. Roll call, please.

Director Garcia.

Here.

Director Howell.

Here.

Director Alvarez.

Here.

Director Hagos.

Here.

Director Van.

Here. And sitting next to me is our superintendent, Dr. Duran. Any changes or additions to tonight's board meeting agenda?

Is this a point where I can make a motion to move some things to our consent agenda?

Yes.

So I make a motion. We move 8.3, 8.4, 8.5, 8.7 to our consent agenda.

I'll give a few minutes, OK.

So hold on real quick. That was motion to move action item 8.3, 8.4, 8.5, and 8.7 to the consent, correct? And I got a second from Director Howell. Is there any other? OK.

Are there any others? Or do we need to make a separate motion?

Yes, please.

OK. So let's approve this one, and then let's look at making any other ones.

So 8.3, 8.4, 8.5, 8.7 can all-- all in favor.

Aye.

Any opposed? None.

I'm good with that.

OK, any other motion to move any other ones? No? OK.

All right, thank you very much. Move on to recognitions. Dr. Duran?

Awesome, yes, thank you very much. Good evening, everyone. It is my pleasure to do part one of introduction of new administrators to Highline Public Schools. And this includes both central office and building leaders.

So this is part one, round one. So we're going to start first with Dr. Andrew Benitez who is moving into executive director of teaching, learning, and leadership.

[APPLAUSE]

Dr. Benitez's responsibilities will include secondary school design, CTE, secondary success in college readiness, and secondary pathways. Dr. Benitez has experience in a variety of school settings, as well as state education agencies and non-profit organizations. He taught middle school and high school studies in Texas, and served as co-founder, chief operating officer and principal at El Paso Leadership Academy.

As a doctoral resident and strategic initiatives coordinator in Dallas Independent School District, Andrew led efforts to respond to the district's declining enrollment. Most recently, Andrew served as director of Teaching Lab, a nonprofit focused on teacher professional learning and service of educational equity. Andrew holds a doctorate of educational leadership and a Bachelor of Arts in government, both from Harvard University. Welcome, Andrew.

Welcome.

[APPLAUSE]

And next up, we have Sarah Chandler. Welcome, Sarah. Sarah is our--

[APPLAUSE]

As our new director of research. Sarah has been selected as the director of research in this role, reporting to the chief of digital innovation, transformation to Sean Christie. Sarah will lead Highline's research and assessment team. Sarah was most recently the assistant director for institutional research at the Lake Washington Institute of Technology in Kirkland. Prior to that, she served as a research technician at Northwestern University's aphasia and neurolinguistics research lab in Evanston, Illinois.

I was worried about that part. I got it. So Sarah holds a Bachelor's degree in psychology from University of Washington, has published her research in the academy journal, *Neuropsychologia* 2015. And Sarah's strong background in research will be an asset to Highline's research and assessment team. Welcome to Highline. Great to have you here.

[APPLAUSE]

And next up, we have principal Fred Butts. Is he in the house? Yes, he is. All right.

[APPLAUSE]

Welcome. Fred has been selected as a new principal at Big Picture Schools for this school year moving forward. Previously Mr. Butts served as assistant principal at Hamilton International Elementary School in Seattle Public Schools.

During the 2021 school year, Mr. Butts served as an administrative intern at Highline Big Picture. So he knows it very well. He also served as a school psychologist for several years in North Shore school district. Mr. Butts has a principal certification from the University of Washington, an educational specialist degree in school psychology from Seattle University, and a Bachelor's degree in psychology from Central Washington University. Welcome, Mr. Butts. Great to have you here.

[APPLAUSE]

All right, next up, returning home is Principal Jamila Gordon. Is she in the house? There she is. Great.

[APPLAUSE]

Jamila will be our principal at Maritime High School moving forward. Previously Ms. Gordon served as assistant principal at Einstein Middle School in shoreline school district, and as school counselor at Cascade Middle School. It's a connection to Highline. She also served as assistant principal, bully prevention coach, and school counselor in Colorado and California.

Ms. Gordon earned her administrative credential and Master's degree in educational leadership from Regis University. She also holds a Master's degree in counseling from Oregon State University and her Bachelor's degree in criminal justice from Gonzaga University. Welcome, Jamila, it's great to have you back.

[APPLAUSE]

And next up, we have Principal Mayra Toledo.

[APPLAUSE]

Mayra Toledo has been selected as the new principal at Des Moines Elementary School. Mayra most recently served as the principal at Olympic Hills Elementary School in Seattle. Before that she was assistant principal and administrative intern in Seattle. Mayra also spent several years working as a multilingual and dual language teacher in Seattle.

She is fluent in Spanish, holds a Bachelor's in early childhood and family studies, a Master's in teaching, and administrative certificate from the University of Washington. Welcome to Highline, Mayra.

[APPLAUSE]

And now I get to introduce the assistant principal, Joseph Boyer.

[APPLAUSE]

[LAUGHTER]

Who brought his Evergreen fan club. Joseph Z. Boyer has been selected as assistant principal at Evergreen High School starting July 1. Joe has worked since 2015 at the Evergreen campus, first at health science and human services high school, and then at the reestablished Evergreen High School in a variety of roles, including teacher, instructional coach, assessment coordinator, and most recently as a 12th grade dean of students and admin intern. It's great to have you in the role.

[APPLAUSE]

And next up is assistant principal Kiana Johnson.

[APPLAUSE]

Kiana will be the new assistant principal at Beverly Park Elementary School. Previously she was an academic success coach at Highline Virtual Academy, and an administrative intern at Highline Virtual Academy and Maritime High School. She also worked as a teacher at Glacier Middle School and Midway Elementary School.

Before Highline, Kiana taught in the Tukwila school district. She has a principal certification and Master's degree in science and educational leadership from Western Governors University, a Master's degree in curriculum and instruction and assessment from Walden University, and a Bachelor's degree in elementary education from Heritage University. So congratulations. Welcome to be another role.

[APPLAUSE]

And next up is assistant principal Alex LaRosa, who is here. Yes, she is, all right.

[APPLAUSE]

Alex has been selected as the new assistant principal at Mount View Elementary School. She has been the assistant principal at TOPS K-8 in Seattle for several years. Alex has served as a special education department head, program specialist, and teacher in Seattle.

Before Seattle she was a dual language instructional assistant in Mount Vernon school district. Alex is also fluent in Spanish, and she has an administrator certification and Master's degree in education from the University of Washington, a teaching certificate from City University, and a bachelor's degree in alternative and multicultural education from Western Washington University. Welcome to Highline.

[APPLAUSE]

Greetings, Jeffrey. Are you here to celebrate, Joe? If there's room, all right. Good to see you.

[LAUGHTER]

And finally for the first round, I'll introduce assistant principal Marco Martinez.

[APPLAUSE]

Marco will be the new assistant principal at Midway Elementary. Previously Marco served as an instructional coach and administrative intern in Federal Way Public Schools, and as a dual language teacher in Bellevue School District. Mr. Martinez has a principal certification, a Master's degree in education, and a Bachelor's degree in international studies from the University of Washington. Marco is also fluent in Spanish. Welcome. It's great to have you here in Highline, Marco.

[APPLAUSE]

So as I said, that is part one, round one. We'll have some more at the next board meeting. But it's wonderful to have some of our team members advance in different roles, and welcome new team members from other school districts. So open up for any comments or thoughts from board members.

Directors, any comments?

I just want to say how excited it is to bring on especially some that are returning and homegrown, some who are moving up. That's always and I think a blessing and a pleasure to really grow our own. So so excited for the new ones coming here, and the ones who are here, welcome back home again.

[APPLAUSE]

Director Garcia.

Welcome to Highline.

Thank you.

[APPLAUSE]

Yes, I'm so excited to start this year with administrators who are so eager and smiling, and the energy is really high. And I can't wait for you to meet your students. And also Joe helped me with my national board certification, read my paper. And so I'm really excited for him. So anyway, everybody, thank you and welcome.

[APPLAUSE]

And in the spirit of really thank you for being here, and feel free to leave at this time if you want. Or you're more than welcome to stay for the board meeting. It's up to you. But thank you for being here. It's great to have you part of our team.

Appreciate you. Thank you.

[APPLAUSE]

That's really exciting. Welcome, everybody. Next up we're going to have 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 are 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. Thank you again for coming and speaking. First up, Mr. James [? May. ?]

OK, three of you were elected to set priorities, provide responsible governance for the school district. While some people voted for you based on your individual merit, statements and policy positions in the voter's guide, others likely voted for your last name or what you looked like in the photos. But identity is the worst way to gauge any person, especially the wisdom of somebody who can make sound policy choices.

Based on your voting records, though, it's obvious that standpoint epistemology is the preferred voting heuristic for Highline's electorate. Now, a key function of the board is to create the conditions for student success. And in this duty despite your silly street data sophistry, you've demonstrably failed 70% of the kids here.

Setting aside your stunningly profligate spending, no McCleary flush budget or shiny new school will fix the endemic problems you've created in this racially hostile, academically hostile environment. Until you're no mission strategic plan or deceitful equity policy align with common sense and decency, the district is doomed.

Now, in action item 8-9, the same highly compensated staff who duped you into approving many of these hopeless policies are now trying to trick you again into funding outside contractors to do their work. Staff wants you to approve a contract with a social justice factory called Transcend to develop a clear case for change. But you've already done this with your strategic planning. And you need to waste tax money by paying woke, unaccountable mischief makers with no evidence of success to do the rightful job of the superintendent and his staff. The doctors are shirking their work duties, experimenting with our kids, and taking us all on a near half million dollar boondoggle.

But most importantly, vote no because Transcend will clearly advance a Marxist theory of change, which never works. Don't pay twice for bad outcomes. Provide responsible governance now and just say no to their jobbery.

[BEEPS]

Thank you. Next up, Deborah

Lipp.

Hello, board, and everybody that's here. Just a while back we gave money to McKinney-Vento, the homeless, which you wanted to add the kids that you want to transgender, transition whatever into that. I read the law. I don't see that. So I hope that's off on my part.

But the McKinney-Vento, we just gave \$1 million. Now you want \$1.3 million. Hop, Skip, and Drive, which takes my job as a bus driver away, is \$1 million. And now you've added Puget Sound Dispatch.

When I look up the company it's LLC Ever Driven, which is already getting the \$1.3 million. But their dispatch is getting \$700,000.

My dispatch has seven dispatchers. Those are bosses too. They don't make \$700,000. So why would we outsource to give more money away than what ours make.

I mean, this money has just gotten out of sight. I don't know how we have all this kind of money other than my house keeps going up because I live in district. And we've said that before. It's just you're pushing your own people out of the district.

And they also are taking our jobs. We don't get a bid on these jobs. We used to bid on them. I don't know where our union Teamsters are. They're never here.

And then somebody said this week at our equity meaning that they wish we would get what we deserve. You know what? If we get what we deserve, God help us. I don't want what I deserve. Because I know who I am. And y'all don't want what you deserve, because you are spending a whole lot of money illegally. That's not OK. And I don't hear about kids at all.

It's all money, money, money. How much money are we going to go? How much are we giving away?

Next up, Alex Myrick.

I have always been environmentally minded in my voting, my purchases, and my volunteer work. My very first new car was an electric hybrid. However, just because something claims to be green doesn't necessarily mean it's a good idea. Regarding the district's electric buses I would like to address the foolishness of the investment and the dishonesty of the process. Highline drivers have had the battery run low in the middle of their route, needing to come back to the garage and exchange for a diesel bus before resuming their route, making them late to their next school.

The district's drivers do not want to drive them. Proterra, the company that manufactured the charging stations used here in the district filed chapter 11 bankruptcy this month. This follows the trend of other electric bus companies. Despite billions of dollars in government subsidies, they still are unable to stay in business.

We need government for defense, infrastructure, and education. We do not need government to be picking winners and losers in the marketplace. But that is what they are doing here. \$1.18 million buys only three buses. That's over \$393,000 per bus.

I know you are getting a rebate grant. Does that mean you are OK with wasting taxpayer monies as long as they come through the state or federal government? Anyone who has been paying attention sees the pattern and knows what will happen next. The motion to approve buying three more of these problematic buses will be approved, along with 16 other motions, most of them unanimously.

I would really like to know how many people in this room know that all six buses have been ordered, delivered, and are in the district garage as we speak? That means the upcoming vote is theater, a farce to give the illusion of public input and democratic process.

If you vote aye on item 8.8 without an apology or any questions, are you participating in a fraud or a cover up? You can be better--

Katy Chrisley.

Good evening, directors. Tonight I have a very simple request. I'm asking you to postpone your vote on the Transcend contract for \$448,000 and change. You don't have enough data or enough community input.

Apparently Transcend has worked with over 300 schools over the course of their 8 years, and I have not found one word about academics, no stats, no KPIs, just a lot of everybody's happy, I think from what I've seen in their videos. Two weeks ago you voted to fully implement instruction on race and identity, fully implement after four years, even after Director Hagos asked very, very good questions, and got very-- well, I don't know what those answers were.

[SIGHS]

It seems to me that in four years you've gone from 35% from the bottom-- in 2018 you were at 35% within the school rankings of the state. Four years later, you're at 20%. You've gone from a third to a fifth of the schools in the district, or in the state of Washington.

I don't know that it's related. I just think that it's something that the standards and the KPIs really need to be paid attention to on a big picture. At this point, you have an opportunity to take a pause. You have an opportunity to take a step back and postpone, and ask those questions that maybe did not get answered throughout the four years you've been doing some of your other social programs, social emotional learning, instruction on race and identity.

This is a big lens that you are looking to take the next course of programming through. So I'm asking you look for your qualified-- your quantity-- qualified data, get your community input, outline your standards and KPIs before you vote. Thank you.

Thank you. Paul Hutchins.

My name is Brian Kelly. My brother gave me his time. My name is Brian Kelly. I'm a member of the south--

OK, hold on. So Paul Hutchins is not here this evening?

I'm here. I'm ceding my time.

OK, can you go up to the podium and just cede your time then, please. So it's on the record. I appreciate that.

Yes, my name is Paul Hutchins. I'm ceding my time to Mr. Brian Kelly.

Appreciate it. Thank you.

Thank you. My name is Brian Kelly. I'm a member of the Southwest Mountain States Regional Council of Carpenters, the 206. I wanted to give you a testimony on the union and a personal touch.

Not too long ago I was homeless in Seattle, penniless, hopeless, and skill-less. And I was just roaming, working any job I could get. And I honestly felt like being a person was not going to be for me anymore.

And through luck and just being in the right place, being a contractor, I did some work on a superintendent's house, and he showed me the way to the union. And I took that opportunity. I joined the 129, before it became the 360. And it literally changed my life and saved me.

Within a year of being in the union I'm saving money. I can eat every day. I'm paying taxes.

[LAUGHS]

I'm being a positive member in the society. And now I'm a fourth year apprentice. So three years after that I'm looking at buying a house one day, something that I thought was never going to be possible. And it's all Thanks to the union.

And by all means, I'm not the only person that's experienced this rise up in the union. There's many, many people that get that same chance. And they take that opportunity. So when you do pick union contractors, it gives more people like me the chance to make something of ourselves, give us pride, happiness.

We can just be happy in life. That's what everybody wants. And I'm here with my brothers and sisters today. And I hope that you do choose union for your school projects. And I personally want to come here and work on one myself. And I look forward to cooperating with the Highline public school's district.

[BEEPING]

Thank you, Brian.

[APPLAUSE]

Next up, Anne Marie [INAUDIBLE]

Thank you.

Hold on.

Good evening, directors. Why do you many of Highline school district's investments and/or potential investments in new programs, such as IRI, Sal, Panorama, electric buses show or result in little or no data of improving efficiency or meeting meaningful expectations?



As an example, the district invested in electric buses. The Electric School Bus Initiative boldly states that electric school buses are the best choice to reduce emissions. While this may be true, does the impact of reducing emissions provide the entire picture?

On May 29, 2023, *The Washington Examiner* broke a story titled "School official laments electric buses cost five times more and are riddled with performance issues. This concerns the Ann Arbor, Michigan school district, which, like Highline, uses Proterra charging stations. They have had electric buses for 2 and 1/2 years. Emil Lauzanna, Ann Arbor District's Environmental Sustainability Director, testified to the school board that the district's electric bus fleet has had a lot of downtime and performance issues.

Quote, "We've been learning a lot about this technology. Electric buses are approximately five times more expensive than regular buses. And the electrical infrastructure, which was originally estimated to be about \$50,000, give or take, for those four hours ended up being more-- four buses," excuse me-- "felt like it ended up being more than \$200,000." He explained the district attempted to utilize vehicle to grid interconnection, which helps push energy back to the grid when buses are not being used, but that the technology was not working. He also said that he has a number of colleagues in different states who are facing similar challenges."

As public stewards of limited taxpayer funds, investment decisions in anything new, and/or experimental, and without a track record of operational and/or academic outcome excellence should be discarded immediately. Thank you.

Thank you. Patricia Bailey.

Good evening. Please vote against the approval of the contract with Transcend. The document titled [? "Leaves ?] for Equitable 21st Century Learning" on the Transcend website is an embarrassing collection of unfounded assertions and an attempt to redefine the purpose of public education without public permission. One example is the goal concerning social consciousness and action, where it states, quote, "Learners critically examine social problems and work toward a more just world. They develop the knowledge, skills, and mindsets needed to continue taking anti-oppressive actions that disrupt and dismantle racism and other inequities," unquote.

This sounds good superficially. But we have learned what this kind of language means. It is to set aside the true purpose of public education in order to make children into Marxist activists, that is full of grievance, anger, rigidity, and bereft of a sound education. We need data driven solutions to specifically address the inadequacies evident in the Highline School District today, deficiencies in language arts, math, science, and student discipline.

And what about vocational training? The arts and physical education? What improvements did you witness from last year after hiring the Transcend company? In my 30 years of teaching in Seattle, I have not witnessed that reformers improve education, and each reform was more expensive than the last.

We need to entertain the possibility that it's not racism that is undermining students of color, but the long string of non academic and sub-academically oriented reforms. Please do not approve the Transcend contract. Thank you.

[APPLAUSE]

Thank you. And that concludes our scheduled communications. Superintendent's update, Dr. Duran?

Yes, and as been tradition that we've had in place here, and something I want to continue is having different labor partners come and speak underneath the superintendent's update. So we have Highline Education Association, our Teamsters, and the Principal Association at different times throughout the year. And we will continue that this year.

And it's my pleasure to invite our new President of Highland Education Association, Jeb Binns. Welcome, Jeb.

[APPLAUSE]

Thank you so much. Nice introduction. Hi, I'm Jeff Binns. You all know me from years past. This is one of those weird experiences. It's the first time in 22 years that I don't have first day jitters of walking into a history classroom, of seeing our wonderful scholars getting ready to go and to learn.

Part of me is really aching for that. And I actually got invited by Don [? Tesendor ?] over at Highline High School to come back to school next Friday to teach everybody the pirate clap. And I think I'm going to have to go do that because that's been my thing for years. And you can't give up some certain traditions.

It's all about the energy right now. We have welcomed over 150 new HAA members in the last couple of weeks in our new employee orientations. A shout out to the HR team for putting on great trainings, being welcoming, and providing space.

I know they have to. But they've done such a wonderful job with it as well. And I really appreciate it. We have felt welcomed and included. And I look forward to continuing our great partnership that we've got. So I thank you to the HR team.

We worked a couple weeks ago with our wonderful peer mentors, a program that we had been very passionate about with HAA. And we went over to Mount Rainier High School with all of the folks who are new to Highline, and who helped to participate in training and lunch, and broke bread with folks, and supported a wonderful BIPOC owned sandwich shop up on 152nd, Now Go Make Me a Sandwich. And we brought in over 120 meals, and provided some-- moved some of our dues dollars into a wonderful organization to bring a fabulous lunch for all of our new educators. So that was pretty fabulous.

And if you haven't eaten there-- it's a shameless plug, but man, what good sandwiches. OK, moving on.

Additionally, I had the pleasure of being invited over to North Hill Elementary School to witness the miracle that is Jumpstart Kindergarten. And what a wonderful program. And the energy is great.

I thank Jeff and Hannah for the invite. It was wonderful to see them working with their students and learning who they are before they come to school, and provide an opportunity for kids to see the school and to see the facilities so that that first day of school when you're there with all the kids you don't get overwhelmed. But they've got this idea of where some things are. And it was just truly wonderful to go through, and to work on my elementary game.

I'm a secondary guy. So I'm working on my elementary game. And I appreciate my colleagues there.

I also had the opportunity to head to see trainings that Highline High School, put on by our teaching and learning team to see the math teachers, and the science teachers, and the art teachers in all different rooms doing the-- putting in time to get ready for the school year, pretty exciting.

I headed over to PSOC. I went to McMicken. I went to a bunch of schools. And I really appreciate the open invitations. I'm going to try not to sit in a stuffy office complex out in Southcenter, and be in schools to be there, to be with members, and to be with people and about the work. So I appreciate that.

Teachers are ready, right? Here we go. Educators are ready. Let's have a great year. Thank you very much. Appreciate the time.

[APPLAUSE]

Wonderful. Thank you, Jeb. And thank you for that final part, because yeah, school starts next week. And so we'll be ready to go. So thank you.

I also want to just take a minute on item 8.4 is about our district insurance coverage and invite Scott Logan, our deputy of operations, and Phil Rucker, our insurance broker, up to the microphone. Now, there were some questions about this. And I just asked them to do a quick update on this so we have some additional background information on that as we move forward to action. Thank you, Scott.

All right, thank you Superintendent Duran and directors. I appreciate the opportunity to come up here and share part of the story. We also have Phil Crocker here, who's going to share as well on what we've got going on.

Insurance in today's time is a challenging body of work, no matter you're working on your own car insurance, your home insurance. But when you try and do a whole district with 40 buildings and a lot of history, it can be mind boggling all by itself. Our insurance, well, Phil's going to share a little bit about what's happening as far as trends in school districts in the region. We're no different than anybody else in the fact that our rates are going up.

We do do a lot of work to be both proactive in reducing the level of risk in the district, along with working directly with people like Phil Crocker from Brown and Brown who help us negotiate and get the best deal for the district. So with that introduction, I think I would offer Phil Crocker from Brown and Brown Insurance to come up and share a few words.

And I would add before he starts, Phil also has a Master's in education, has been a school teacher, and understands what our end goal is. So it really makes a difference when you have a broker who actually knows the real picture. Phil.

Thank you. I hate to devalue any of that great introduction. No one ever wants to talk to the insurance guy. Thank you.

So Scott asked me for a brief overview, and I thought I would share that. You took some action earlier on some very expensive insurance for the district. It has been going up.

The district-- in Washington State nearly all districts are in one of two state pools. There's a lot of reasons for that. We monitor the pool that we're not in every few years to see if it's a better opportunity for the district. Right now we're very happy with the pool that you have been in.

That pool experienced a 20% increase across the board for all districts in that pool. We evaluated the other pool. They did the same. The other pool has actually had some other challenges too financially over the years. So both pools have been increasing. We're happy with the fiscal status of the pool you're in.

It's important that your insurance package is able to pay when needed. There's two pieces that make up the majority of your insurance costs. And one is general liability. The other is property.

The district currently has a total insured value over \$1.4 billion. So when property rates go up 20%, which they did globally, you can imagine what that does to your costs. You also have brought on some very expensive schools. That is the cost in Western Washington. They're not extravagant by any stretch.

It's one of the more expensive places in the country to build right now. And so you're seeing schools in the \$150, \$160 million range in Western Washington. And when you replace an old school with a new school, you add that additional value of maybe \$100 million to your total coverage. So that is one of the reasons your costs went up so much this last year.

We have entered into some interesting negotiations and some creative solutions and brought them to the district to see if we can mitigate some of those premium increases without devaluing your insurance package. So that's the work that we do. It's a financial piece. But we're working it. I think the district's taken some action. And there's other opportunities we're going to bring forward in the coming weeks.

The other side is general liability. I have to say that the pool consistently expresses that Highline has excellent risk management practices. That does not reflect on us. It reflects on the execution by the district at [INAUDIBLE]. We just give the counsel and the recommendations.

So that means that most of your large claims that the district insurance has to pay for have been historically brought forward before any of us were here. We still, as a district, own them and have to deal with them, but they're not generated from lackadaisical practices. So we're really pleased with that. So that's helping keep our general liability rates in check.

And we'll continue to look for opportunities, as we always do, to say how can we manage risk that isn't necessarily insurance related? That's just one tool in the toolbox. There's many other ways that might be less costly. So that's kind of the overview. Is there anything I missed?

That's it. Thank you very much. Appreciate it. Thank you, Scott.

[COUGH]

All right, thank you very much for that presentation. And we're going to move on to our school board reports. No legislative reports right now. And start with our director's reports. Director Hagos, I'm going to start with you.

I just wanted to say thank you to Phil before he walks out for coming in and sharing some things. I got to meet him and talk with him. And he is right. He does like to talk about insurance.

[LAUGHTER]

And just it was nice to see the passion, the care, and the drive to take care of us here at Highline. So just thank you for coming back today and talking a little bit more about that. I know you're heading out. Yeah.

The other thing is I wanted to spend some time-- Jeb already beat me to the punch. I wanted to talk about K camp. I know that in the past it used to be reserved for-- it's not called K camp. What is it called? Kindergarten Jumpstart, that's what it's called.

And so in the past it used to be reserved for those who have never had preschool experience. So it was a little bit more limited in access, and services, and support. And I just wanted to thank those who made the effort to enlarge those services to all of our incoming preschoolers, and incoming kindergartners to our schools.

I know that transition activities is a huge part of closing achievement gaps in all areas, both with family partnerships, student learning, attendance. I can go on and on. I know how important it is. And you guys got the job done. So I just wanted to make sure I said thank you.

I noticed that kids looked happy in those photos. I got to pop over to Parkside and check out some things. And so just good work. Thank you for doing that and expanding those services.

I know that also happened for-- I think there was some Jumpstart for sixth graders, as well as ninth graders. So you guys hit some of those major transition points.

And then a word of encouragement for all of our office managers and office assistants. They are the face of the customer service, and really sense of belonging in our schools. They are the first contact our families, and students, and teachers see. And they are there for everything. And they've been there for a while before the teachers and the kids are coming into the school. So just a shout out to them in truly just kind of making this start of the school year run smoothly. So just thank you for them.

And then this past weekend City of Des Moines really rallied around our Mount Rainier athletes at the ninth annual Ram Fest. The Ram Fest is a community event. And it's meant to help raise money for kickoff. It's kind of a kickoff for all fall sports types of things.

And what I'm excited about the most is that our kids get to participate and volunteer, and really encourage community involvement. And so it's a really good feel good moment. It doesn't hurt that the mayor offered to be a part of the folks in the dunk tank where they throw the balls. And the kids love seeing that.

So it was fun. And our kids were there. And it seemed to be like everyone was having a great time and a great start to the school year as well.

I think that is about it for me for now. Oh, I wanted to say one thing. I am competitive. And I noticed that other districts have been doing all kinds of things with getting photos in, and making sure people see all the great activities that are happening at the beginning of the school year. And I know that we have a hashtag going on. And I want to make sure I shout that out, because I'm missing it.

OK, good. Thank you, President Van. So we would love to see your students' smiling faces. Please be sure to share any of your photos with us on social media using the hashtag #BacktoHighline. It's going to be a great start to the school year. Thanks.

Thank you so much. Director Garcia.

All right, all right. I just want to-- this summer I have seen Highline come out, show up at almost every single community event I have attended. I just have never felt it or seen it like that ever before. So for all the different folks who are doing it, thank you, thank you, thank you so much, because you've been present. You've been in community. And it's felt amazing to just be able to take selfies and celebrate with the team.

So to highlight that, last two weeks ago we celebrated our back to school celebration in White Center. And man, Highline was there doing the tabling, but also Maritime. Evergreen staff were there. Like they were just present.

Last week we did the White Center block party. Same thing. Folks are opting to come in during the weekend to be present in community to share the great work that we're doing. I'm feeling it. I'm loving it. So I just wanted to give you all a shout out for that.

What's the other thing? There was one more thing. Oh, no. Oh, I also want to give a shout out to the Foundation, because I have started the White Center Wolverine team. And if anybody wants to join the White Center Wolverine team and help fundraise for the Brat Trot this summer or this fall, let me know. And that will conclude my report.

Thank-- are you running?

I will be doing a brisk walk.

[LAUGHTER]

You're going to be there. Thank you so much. That's awesome. Director Howell.

All right, I love the honesty. I appreciate it. All right, if you are a parent in Highline, or guardian, you probably have received multiple notifications from the district to launch the new Parent Square app. I have it right here on my phone.

If you haven't yet, I strongly encourage you to do that. I'm talking to my husband, and everyone else. This is our new school to home communication tool that allows families and staff to communicate with one another easily.

It's free, and it's a great mobile app. It reads very easily. And it allows families to send and receive communication to the district, as well as get information. And you can communicate in your preferred language, which I think is really important.

And you can share and view pictures, and files, and calendar items. I just got four notifications today, one about how Mar Vista's school supplies are free this year, and we don't have to buy school supplies. Thank you, PTA. And one for Sylvester about athletics starting.

So it's really easy and convenient and gets you your information quickly. So I strongly urge you to download that app. In addition, I was able to stop by Mar Vista Elementary, across the street from my school, for their professional development on Monday afternoon, and was able to see Principal Maggie Heater and Assistant principal Zarina Angeles lead some really powerful professional learning for the staff there.

And I'm just so excited for this year. And the energy in the room was really high. And I can't wait for my kiddo to have her first day. She also can't wait for her first day. And my husband who works from home is also very excited for the girls' first day of school. And that concludes my report.

Thank you. Director Alvarez?

So I just want to say yesterday I had the honor and privilege to attend our all staff equity symposium. I can actually just-- as I think back, our MCs, our teacher and our student, were just absolutely fabulous. I mean, they were on point.

We did have a little bit of technical difficulties at the beginning. But you know what? They didn't stress. They just kept moving. And some people noticed. Some people didn't.

But it was, I think, just an amazing team effort. The other thing, the Sean Good, as he keynote, also gave some really powerful messages. And that just resonated with, not just with-- I would say resonated with me and my thinking about moving forward, and that culture of belonging.

So I just can say it was amazing. I'm also looking forward for the first day. My grandson will be in seventh grade. I just can't believe it. And just excited to really walk this journey with him. I never thought I'd have a grandson in seventh grade by this time, but I'm excited to see him just really be excited about returning back to school.

I thought in seventh grade I remember thinking, oh, maybe not so much. But he is really looking forward. He's in the orchestra at Cascade Middle School and just loves it. Just I think that's what's driving him back. He can't wait to get back to orchestra. So I'm just excited for him in having those opportunities. So back to you, President Van.

Thank you very much. And I just want to thank everybody that showed up for the Tyee groundbreaking on August 18. We had over 150 alumni, students, families, community members, and elected officials that showed up. If you had some ice cream there, I mean, they were serving some really big bowls of ice cream that my son had two servings for. But we had many speakers, including US Congressman Adam Smith, Journey Robinson from the class of 2025, the vice chairperson for the Muckleshoot tribal council kicked it off. And that was just great.

We also had SeaTac City council members, King County council members, Friends of Tyee, and Yes for Tyee as well. The director showed up. Director Garcia, thank you for getting the crowd fired up. I thought that was a great chance. So I greatly appreciate that.

It hurt me a little bit.

What was that?

I'm an Evergreen Wolverine. So to lead a Tyee chant, it hurt a little bit.

That was awesome.

But I had to do it.

We have it on tape, so we're good.

[LAUGHTER]

We also heard from our construction and architectural partners, Aperture, Integris, and Vanner. Like I said, the ice cream truck was awesome. And just a special shout out to Rosie.

Rosie, you did amazing, my friend, behind the scenes to get everybody together. It was amazing. And just another shout out for what she did for Evergreen. That was great too. So I know you're not watching. I hope you're not watching. But just great, thank you.

And that is it. That concludes our director reports. OK, our consent agenda. Can I please have a motion to approve our consent agenda?

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

Second.

All in favor?

Aye.

Aye.

Any opposed? None. Thank you. All right. We have quite a few action items this evening. 8.1, this is motion to approve the Pacific Middle School resolution number 25-23. Any questions or comments to this?

I hear and see none. May I please have a motion.

I move that the Highline School Board approve resolution number 25-23, Pacific Middle School Replacement Project Resolution, authorizing use of alternative public works, general contractor slash construction manager GC/CM, and intent to comply with RCW 39.10. And I'll need a second.

I second.

Roll call, please.

Director Hagos?

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Alvarez.

Yea.

Director Van?

Yea.

This motion passes 5 to none.

Thank you. Action item 8.2. This is motion to approve the King County priority hire grant. Any questions or comments on that? Hear and see none. Please have a motion.

I move that the Highline School Board approve the \$500,000 grant award from King County to implement a priority hire program during the Tyee High School Replacement Project.

Second, please.

I second that.

Roll call.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia?

Yeah.

Director Van?

Yea.

This motion passes 5 to none.



Thank you. Looks like action items 8.3, 8.4, and 8.5 were moved to consent. So we'll skip those. 8.6, this is motion to approve annual contracts for McKinney-Vento qualified students' transportation. Any questions or comments on that?

I do have a comment. And then perhaps it'll move into that question. Just a comment that as I was reading through some of the material I did notice that there was a lot of thoughtfulness around making sure that our drivers are trained for health and disability impairment, stress management, and de-escalation skills before they can even get-- before they even transport our children to schools.

And I know that the rides can be long, depending on where the kids are at. And these types of trainings do really help to make our kids-- to ensure our kids have safe and comfortable rides to and from school. So just appreciation around that.

And then I do have a question around what is done to reduce the no show or late cancellation charge for our district when there is essentially a ride paid for, but no child that comes to school?

That's a great question. And I appreciate your asking that question. We do have a process in place to address that where families-- all the families that have students that are riding through contracted services, which are any services that we don't have the staff to cover those rides for. We always keep them in house first.

They get a text message the night before, or an email, depending on their preference, saying school tomorrow. Is your student ready to go and going to need that ride? So we do do that the night before.

That works great for those that pay attention to it when they get it. Not everybody does. And we have a pretty tight set of reins that we have to operate in when it comes to McKinney-Vento transportation. It's a federally mandated service that we're required to provide. If we disagree in a process or showing up without having somebody there to take that ride, we have to continue to provide that ride while we negotiate what the right solution is on a per case basis.

So even when we tell families we will give you three chances, and then we're going to cancel that ride until you reestablish that ride. As long as we get confirmation back on that third cancellation-- on the communication after that third cancellation, we're allowed to cancel that ride until they sign back up. If we don't get the reply back on that communication after the third cancellation, we're obligated to provide that ride again the next day. So we do our best to mitigate going without-- repeatedly going to a home where there's not a student.

Thank you. I do understand and recognize that it is a federal obligation and that we are doing everything we can to make sure our kids can get to school. I appreciate those efforts. I'm curious about-- there's a second part to it that talks about if there's a no show or a late cancellation in the morning, there's an opportunity to set up some protocols for PM services. So that way-- cause the kids' already not at school. What do we do about that?

And so that's an easy one if we're the provider both ways, we know then that there's not going to be transportation provided in the afternoon. We do our best also to be efficient and working with our neighbor districts where there's a lot of McKinney-Vento that live in our district that may attend school in Renton school district or Kent school district.

When our vehicles headed to Renton to pick up our students, they'll actually drop the Renton students off on the way. And we'll split those with-- then the afternoon run will be contracted by Renton school district to both come and get their students, but bring ours back.

Those are the ones we run into more of a challenge of getting the second half of the day right, along with there are times when one car will stop at three different homes. And so then you're still going there anyway, or near there. So we do our best. And when we're handling both to and from, we do great. When we're splitting with other districts, it's just a matter of whether we get everything-- all the T's crossed and I's dotted in time.

I'll add that I'm sure you noticed that Yellow Cab is no longer on our list. And the reason Yellow Cab is no longer on our list is similar to the conversation about insurance. They could not meet our minimum requirements this year for what the expectation we have, contract in order to transport our students. And so we worked with the other vendors to make sure there would be capacity there between what we do and what other vendors do. And we've dropped Yellow Cab.

This seems incredibly complex. I appreciate you navigating all that. And I just appreciate you for what you do. Thank you, Scott.

Thank you. With that can I please have a motion?

I move that the Highline School Board approve the 2023-'24 school year contracts with Evergreen LLC for \$1.3 million and Hopskipdrive for \$1.7 million, for a total of \$3 million in McKinney-Vento qualified student transportation with minor modifications or adjustments as approved by the superintendent.

Second, please.

I second.

Roll call.

Director Garcia?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

This motion passes 5 to none.

Thank you. Action item 8.7 was moved to consent. 8.8, this is motion to approve the purchase of three electric school buses. Any questions or comments?

OK, I hear and see none. Can I please have a motion?

I move that the Highline School Board approve the purchase of three Thomas built Julie electric school buses from [? Shetky ?] Northwest Bus for the total of \$1,180,501.76.

I'll second that.

Roll call, please.

Director Alvarez?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Hagos?

Yea.

Director Van?

Yea.

This motion passes 5 to none.

Thank you very much. Action item 8.9, motion to approve the '23-'24 contract with Transcend. Questions or comments on this? Have any?

Yeah, so I do have a question. I didn't see anything in the Transcend plan that ensures that the community stakeholders that are participating in these conversations will review important data pieces, things like what does academic achievement look like? What does personal development look like currently? And what does college and career readiness measures look like?

So I'm always under the guise of folks should be informed of schools' progress and school's standing before you have any kind of discussion, no matter how rich. It will be richer with these types of pieces in place so that people can move forward together with information that they can kind of digest and make decisions based off of what they would like to do. So I missed-- I don't see any of that. Can you speak a little to that?

Absolutely. Thank you, Dr. Hagos, for the question. We appreciate it. One thing about the proposal with Transcend that I'd like to share is with what we see in the proposal it's not exhaustive of all services.

One and two, our work with Transcend is a co-construction. And so Transcend strives to work collaboratively with each of their partners and is committed to work collaboratively with Highline public schools if you'll approve our work with Transcend.

Looking at our case for change and our design journeys, when it comes to the content of these meetings between Transcend and Highline public schools, those are all directed and co-constructed between Transcend and Highline. And so I agree with you that before we have conversations about redesign or design in any way, we have to take stock of the assets that are actually on our campuses.

And I think we also have to define the measures that we want to look at. In our case, we work with Transcend to actually let them know we're in the driver's seat. And they're sort of guiding us through this process. But we would define what the measures that are important to us, and what the measures are that we think that schools should consider, and school communities should consider when considering their design journeys. That's all.

OK, thank you. Just one more question. I heard about other types of similar programs that offer this for either through a grant or no cost, something like-- I know that I think-- I don't know. I think that National Education Association offers this in a very cheap way, but also works through the lens of student learning and student learning progress. Was there any vetting or looking into other opportunities before moving forward with this?

I can share a little bit. Yeah, I'd love to share a little bit about focusing first on our excitement for Transcend and why we focused on this potential contract and work with Transcend. We tried to balance, I think, both cost and quality, and right fit.

And I think for us, when we were thinking about committing to a design journey that is centered around our strategic plan goals, we wanted to make sure that we had the highest quality fit. And so I think that went into our decision to move forward with Transcend.

That along with our Spring Spark workshops and all the excitement that we saw from our school leaders and district leaders during the spring, as well as a lot of the excitement that you heard from our school leaders in our previous board meeting. And would you like to share anything?

I think I'll just add that-- thank you, Dr. Benitez-- that also in addition to the work, Transcend will be providing a level of expertise to us to help us with the brainpower and support. Because we know that all of our schools, our leaders, our teachers are going to be busy flying one plane while we're trying to think about what the new plane could look like. And so they're going to be providing a level of expertise to support that process, knowing that we have day to day work that's in place with what we're trying to accomplish.

So they're bringing a level of expertise and experience in well over 400 school districts and schools across the country. And as a reminder, they are a national nonprofit that this is their primary work is thinking about what we can do to create extraordinary, equitable learning experiences for our students.

I think the other thing I'll just add is that one of the things I was reading earlier today which really struck me-- and I shared this with our cabinet team that one of the things that I think Transcend is really good about is really trying to think about how we can create visionary schools. And we know schools today that have done this type of work have moved away from rote learning, knowing that is no longer what is necessary in our industry, and our time that we are experienced right now in this world. It's important for us to ensure that students can think critically. It's important for students to think about how they can learn.

Matter of fact, a local author here has written a book around meta learning, has emphasized that we have to teach our students how to learn. Because that's what's going to be needed in new kind of innovative, industrial way that we're thinking about societies happening, and where that learning is coming at us so quickly. So I feel very confident that Transcend is going to be able to help us and help our schools think differently around what we can do to create these incredible, engaging learning environments for our students.

Thank you.

So I do have just a quick comment. Thank you so much, Director Hagos, in regards to asking the question about the academic outcomes. And when I went through the website and just looked up the presentation, it really didn't talk about that. And that was one of my questions.

And when it was asked, it was like they're helping us build it? But the academic outcomes comes from us. That's on us as a district and as our staff to create that. And I pray and I hope that the directors are going to be part of that so we can help and learn at the same time in doing this.

Absolutely.

Any other questions?

No, just a comment. I also want to add, as I was looking at also to try and just figure out as how do we move forward with all of this if we're trying to really build a visionary academic pathway for all our students? And looking at who they've been working with, who they've worked in the past with. I feel like this would--

I loved your comment at the beginning that we will be leading. They will be helping guide. And then the fact that there's work that still needs to happen. So having someone to really focus on creating time for our leaders to have vision, time to envision what things look like while things are still moving forward.

So I appreciate the fact that this is really going to be supporting our leaders as well to move all of this to make the system better for all our students. So thank you. Thank you for that.

Thank you. Any other questions or comments? I hear and see none. Can I please have a motion?

I move that the Highline School Board approve the contract with Transcend for the 2023-'24 school year, for the amount not to exceed \$448,500, with minor modifications as may be approved by the superintendent. I need a second.

I second.

Roll call, please.

Director Hagos?

I'm sure this is going to do good work, but my vote is nay.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

Director Van?

Yea.

This motion passes 4 to 1.

Thank you. Thank you, Dr. Benitez, for that.

Thank you.

8.10, this is motion to approve Graduation Alliance Open Doors 1418 and ALE programs. Any questions or comments?

I have a comment. I had the honor of attending the graduation at Highline College this summer around Open Doors and other programs there and just seeing the amazing opportunities and possibilities for our students who could have possibly not had that opportunity to graduate. So I'm just thankful for some of the programs that we have like Open Doors to be able to support our students who do become disengaged. So just a comment

Thank you. Any other comments on that? I do have a comment on this. In regards to, even though this is a pass through of close to \$1 million, Dr. Duran, I would love to have just at the end of the year, or beginning of the following year just some stats around how many students that did cross that stage, and how many-- just some numbers to support that. Even though it is a pass through, I want to make sure that we're taking care of our kids. Thank you.

We can do that.

Thank you. Can I please have a motion?

I move that the Highline School Board approve both 2023-2024 ALE and Open Doors 1418 contracts with Graduation Alliance for a combined total of up to \$987,400.

Second, please.

Second.

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. Action item 8.11, this is motion to approve the '23 to '26 contract with Panorama Education. Any questions or comments? Director Hagos.

Yeah, so I do have a couple of questions. But I'll wait. I see Deshaun coming up.

They're coming from both sides.

I see.

[LAUGHTER]

OK. So the first question I wanted to ask is, I know that it was listed in the packet that Panorama has a playbook that is used-- that is able to be used. It has a list of interventions.

And so I'm curious to know if these list of interventions is linked or preloaded in some way with the very specific work that's being done with cell curriculum at tier one, talking about Second Step, bullying prevention, all the things. I don't know all the things, but all the things that are currently being taught to our kids in terms of strategies and things like that. Are those interventions matched?

Hi, everyone, that's a great question. All of the resources that are in the playbook have been vetted by organizations such as Second Step that have been recognized by Castle as research based practices. There are many of them in there. And it is complicated for a teacher to sift through them and decide what is the right fit for the particular situation.

So we have a committee, which is primarily made up of counselors, but we do have teachers on the survey committee that plan to spend this year creating an easy to access resource that vets the playbook activities and lessons, and helps them align them to our state standards and the resources that we use. Because there's abundantly more than someone could use in a given year. So we really want to help them to identify easy to grab resources aligned to our content.

Smart. What I was thinking about was more along the lines of, the kids are taught a strategy. And then if the playbook lists the strategy in a different way or a different name, it's really hard for those kids to really hone in and take those strategies and make them their own, and really be able to use them in times of need.

And so it was more of the language. Is it matched to the curriculum? Or do they have different names for these strategies outside of what is already provided in our curriculum?

We are in the process of really defining what tier one should look like across the system, both through our comprehensive school counseling tier one plans and through the instruction that classroom teachers will provide, and then reinforced in content areas. So we're in a process of defining what that looks like at every grade level aligned to the standards. And then once we have that clearly defined, then we will do that mapping of the resources in the playbook so that we make sure we're using common language and that there's a scope and sequence that builds over K-12 so that students are learning new strategies every year, and getting multiple opportunities to practice both in an explicit cell lesson, and in the application of those skills and content areas as well. Because we know they need to generalize those skills and content area as well.

Right, yeah, translate it into the classroom so that they're ready to learn. OK, thank you. And then the other piece is I didn't see if there was a playbook, or at least a list of interventions for our teaching staff. Whenever our teaching staff feels burnt out, or they're feeling-- they're experiencing all the things that come with secondary trauma, or just really needing a boost in terms of their wellness, I know that we provide the survey to the staff. But does it then feed back some support in terms of things to try for teachers?

There are adult well-being resources in the playbook. And there is an adult wellness committee that actually is supported by HR primarily. I'm a member of that team. So they might be able to speak with more depth about their plans for that work this year. But those resources do exist and are easily accessible by anyone with a Panorama login, which is all teachers and leaders.

Great. I do have more questions, but I think I'm going to stop at this next one, which is just we're currently thinking about measures to use to help us assess how we are progressing in terms of our district's strategic plan. One, I would love to see the questions. Actually that leads me to my other question I really do want to ask.

But I do want to see the questions, both for our K-12-- like what are we asking our kids, students? And then what are we asking our adults? So that's one to help us kind of just provide some information as far as what we could possibly use in terms of how we measure our progress with the strategic plan? And then I have one other question after that.

The questions are currently available on the district website. So they're accessible to anyone now. And you can see them there, the student screener questions.

HR would need to talk about the staff survey questions and where those are available. I don't think those are on the website. Not yet.

I'm so glad to hear that they're on the district website. I didn't know that. I think that was my other question was going to be around how do parents know? And how do they access those questions so that they know what it is that we're asking our kids? And then are they given an opportunity to say, we're giving this assessment during this window of time? Here's the list of questions you can view on the website. Do they have an opportunity to determine if they would like their kids to participate?

Yes, it is an optional assessment for students, or an opportunity to share their input and their feedback. We will use typical classroom and school communication mechanisms, like emails and newsletters to explain to families Panorama is coming. Here's the screening window. And then a link to the questions on the website is how we communicated last year, along with instructions if they wanted to opt out. So we'll continue to use that same process this year.

Great, thank you. Appreciate it.

Thank you very much. Thank you, Director Hagos. Any other questions or comments? I hear and see none. Can I please have a motion?

I move that the Highline School Board approve the contract with Panorama Education for the 2023 to 2026 school years for an amount not to exceed \$287,320 with any minor modifications as may be approved by the superintendent.

Second, please.

I second.

Roll call.

Director Garcia?



Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

This motion passes 5 to none.

Thank you. Action item 8.12, this is motion to approve revision policy 3115, students experiencing housing instability enrollment rights and service. Any questions or comments?

Not related to this, but could we get an update on how many students and families qualified for McKinney-Vento services last year? Just a thing I'm curious about.

Yes, I can get that to you.

And kind of related to Dr. Garcia's question, specifically a list of unaccompanied youth, that would be interesting to know how many of our kids are listed as unaccompanied youth. And then the other question I had is, do we have a universal spot where folks are documenting attempts to contact Guardian?

[INAUDIBLE] coming up if you [INAUDIBLE] if you have the answer for last year's numbers, you can provide them now. Thank you.

And this time I'll introduce myself. So hello, everyone. Belle Allen. I'm director of social services and mental health. And I was ready for these questions last time. Try them now.

There were about 1,400 families last year, our students that were identified as eligible for McKinney-Vento services. And you had asked about unaccompanied youth. What's interesting about unaccompanied is that doesn't mean that they necessarily are not in contact with their families or parents.

So some can be living with someone else, and their family lives in another country or in another part of the country. And so you're talking about ones, I believe, that are not in contact with their families very often. So the student contact tab has access to all teachers. And parents have access to that too. That's where they log those kind of interactions.

If it's more private, then that's in a more private section in the conference tab. And right now we have-- for last year I believe there were 99 unaccompanied youth.

I'm glad you were ready the last time. I was not ready the last time. There was just way too much on my agenda-- on my plate. I could not get to it. But I'm glad you were. Thank you for the response.

Yeah, thank you. Thank you so much for being able to serve all of our students who need that extra support, on top of making sure that we're getting them in the classroom so they can learn. So that's a-- wow.

And Antonio Lewis, our liaison, is amazing. He's been with us for 12 years, and has really helped with a great-- 13-- a great system. He supports the schools in that way.

Thank you very much.

Can I please have a motion?

I move that the Highline School Board approve the changes to policy 3115, students experiencing housing instability, enrollment rights and services. I'll need a second.

I second.

Roll call, please.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Van.

Yea.

This motion passes 5 to none.

Thank you. Action item 8.13, this is motion to approve the '23-'24 Running Start expenditures. Any questions or comments?

[INAUDIBLE].

Real quick, the impact that Running Start-- it's more of a comment. The impact that Running Start has on our comprehensive schools' ability to create an amazing and comprehensive program is something that I always think about and don't offer much of a solution, because I don't know what the solution is. But it's just something that I know it impacts our ability. And I also appreciate that our young people get these opportunities to really challenge themselves.

So I guess something I would want to elevate or share, I know other states do different things. So California provides a similar Running Start program, but it's a comprehensive like all four years at a college campus. So I just wanted to share that. Because whenever I get into that rabbit hole of trying to figure out a solution for this, I see what other states are doing. And if we can do something like that, I would love to figure out how to get there.

Yeah, and I'll just quickly comment on that, Director Garcia, because I do think that's part of the work we're going to be doing with Transcend. They're going to help us learn from other states and other districts that are already doing some of this work, not only here within our state, but nationally. Because I do think there's an opportunity for us to think about students not necessarily always having to go to Running Start to earn some college degrees. I mean, there's a possibility of us thinking about how we can have students earn an associate's degree while they're in school.

And you think about first generation students, the ability for them to be able to save money for their higher education would be really huge. So we definitely will be looking into that as part of our work moving forward. Thank you for your comment.

And I also want to comment. And I know Dr. Duran, we've had conversations about this as well. But there are opportunities to partner with some of our local colleges and do more college in the high school.

I know the University of Washington has a great writing program right now. But we were super close at Tyee to having a psychology class taught on our campus by a Highline college professor that I would co-teach at the same time. And so kids would be able to get a college writing and psych credit in that class while remaining on that Tyee campus.

And there's a lot of value in students having exposure to university and college credit, but also getting the support of an advisory program in a comprehensive high school, and being able to go to sports directly after. So I would love for us to think more creatively about partnering.

And also I've seen things with Running Start not go so hot, where kids as juniors struggle to go from very supported to kind of more independent. And it's challenging for some. So having other options to get college credit through Highline would be lovely.

Thank you. So I would say that I've benefited from Running Start. Both of my two kids, my olders, did graduate from Highline College doing Running Start. But one of the things that they did miss out on was the comprehensive-- the sports and all of that, even though they could have come back and did it. But they were on campus and everything. And they missed out on a lot of stuff.

And I am sad about that. But I'm also happy that they got two more years to get their BA. And they're ready to go. But I see where you're coming from.

One last comment about this is we also have students that go through the program, and that they don't have the support in regards to achieving that AA at the end of their two years. So I want to make sure that we, as a district, support them on the high school side, and as well as in school. So any other comments?

Actually, thank you, Director Garcia, for bringing that up. Because I appreciate hearing that that's something that we're going to be-- well, I've heard that before, that we're going to be focusing on is really many of our students, if they can feel like they can succeed in just taking a college course on campus, how much more was that going to open up their opportunities for them to feel like they can succeed at college, and that fear of moving on without any support?

So I'm excited about what our possibilities are. And I'm always thinking. I had a daughter who moved from here to California because my son had moved over there. So I didn't have to pay for housing.

But you're right. California has some really good opportunities. Even though she was out of state she didn't have to pay for her first two years of being there. So what can we do really within our building? I mean, the possibilities we have, I'm looking forward to working on that.

Thank you for those comments. Can I please have a motion?

I move that the Highline School Board approve the combined estimated Running Start expenditure total of \$3,900,000 for all eligible colleges based on enrollment at the college.

I second.

Roll call, please.

Director Alvarez?

Yea.

Director Hagos.

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Van?

Yea.

This motion passes 5 to none.

Thank you. Action item 8.14, this is motion to approve board policy 4120, community relations. Any questions or comments?

Yeah, so I don't know if this is a question or a comment, but maybe more of a request. I'd like to see the strikethrough. There's a strikethrough in one of the paragraphs at the end talking about administration recommendations for improvement of student learning is taken out in terms of annual reporting. I would like to see that reinstated.

I'm not really sure what that's about. But I do think that's important to keep there.

If I may, I can provide a little bit of information about that and why it is written, why the annual report does not have that information. We actually provide that information in many other ways. Our annual report is a very data heavy annual report. And that was a really intentional decision that we made in order to enhance transparency and allow our audiences, our public to see our data that's directly related to the strategic plan. This is the strategic plan that we built in 2013, and be able to do a year to year comparison.

The ways that we provide the information on how we're planning to address student learning needs, they come in multiple ways. But one of the ways is through the school based performance reports. So those are the plans that each school does related to their specific needs. And they're directly aligned to their annual action plans. And those are on the website under each school's academics dropdown.

And then obviously district wide learning plans we share with the board in different formats throughout the year. So it might be a board presentation, a board report, a board memo, a work session, and in your Friday communications.

So we have that information. We share it. It's just not in the annual report because the Tableau format is just a data heavy format. And so rather than try to shove a square peg in a round hole and create a lot of narrative in a format that's just not like an old school corporate style booklet that lends itself to narrative, we provide it in other ways and at multiple times during the year, not just once a year in an annual report.

Thank you for some of the detail in terms of-- or background in terms of why that was taken out. Just maybe I'm missing something. I don't know. Where would this be-- so this is a community relations revision, right? So in that revision, where else would the community find it?

Because I know where I can find it, right? But when we're doing an annual review or annual report to the community, where would they find it if it's not in this report?

Well, the performance reports are something that's state required. And those pertain specifically to each school. So that is one place. And we do send out a notification every year to say, performance reports are posted and they're live. So that is a mechanism that we use to alert the public.

And I do want to note that Deshaun and the digital transformation team are working now on the dashboard that is going to provide the data reporting on our new measures that are aligned with the new strategic plan. And so we're talking about what an annual report would look like with the new strategic plan that's under development.

So we're talking about the dashboard. Got it. I thought we were talking about something-- I'm understanding what you're saying now. Thank you.

OK.

Thank you. Any other questions or comments? Can I please have a motion on 8.14, please?

I move that the Highline School Board approve the update to policy 4120, community relations.

I 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. 8.15, this is a motion to approve new board policy 4110, Highline brand policy. Any questions or comments?

I actually have a comment on this. When I was reading through it I'm like, oh, cool. When we look at our logo up here I'm like-- when I first started I'm like, what does this really mean? The pathway and everything. And I'm like, that's cool. But does it really truly go with our promise now?

So I'm going to ask that we take a look at that, see if there's something different, something more up to date. But that's just a comment from me. Anything from our board?

Is that a comment or a request you're asking us?

Yeah, it's a comment. I'll talk about it later. But it is just a comment. It's not a request. Thank you. Thanks for clarifying.

[LAUGHS]

May I please have a motion?

I move that the Highline School Board approve the proposed salary schedule changes for--

Wrong one.

Oh, I'm sorry, sorry, sorry, sorry.

8.15.

I can read.

Sorry.

Do you want me to read it?

I move that the Highline School Board approve the new policy 4110-- I actually had it crossed off. So sorry, guys. I move that the-- let me start over. I move that the Highline School Board approve new policy 4110, the Highline Brand Policy.

I second that.

Roll call, please.

Director Hagos?

Yea.

Director Garcia?

Yea.

Director Howell?

Yea.

Director Alvarez?

Yea.

Director Van?

Yea.

This motion passes 5 to none.

Thank you. Action item 8.16, this is motion to approve the revision to the Highline district salary schedule for represented and non-represented salary schedules. Any questions or comments?

I hear and see none. Can I please have a motion?

OK, now I'll start. I'll get it right. I move that the Highline School Board approve the proposed salary schedule changes for represented and non-represented staff effective September 1, 2023. I need a second.

I second.

Roll call, please.

Director Alvarez?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Hagos?

Yea.

Director Van?

Yea.

This motion passes 5 to none.

Thank you. And our last one is 8.17, this is to approve the ratification of the '23 to '25 agreement between Highline Association of Washington State Principal and Highline school district, including the '23-'25 administrative salary schedule. Any questions or comments?

I hear and see none. Can I please have a motion?

I move that the Highline School Board approve the negotiated agreement between the Highline Association of Washington School Principals, effective July 1, 2023, through June 30, 2025, including administrative salary schedule.

Can I please have a second?

I second.

Roll call, please.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

Director Van?

Yea.

This motion passes 5 to none.

Thank you very much. And that concludes all of our action items. Wow, look at that, no intro items for next time. So there's nothing we need to move to consent. Can I please have a motion to adjourn?

I make a motion. We adjourn.

Second.

All in favor?

Aye.

Any opposed? All right, thank you, everybody. Appreciate it.