

## Highline Public Schools | School Board Meeting - October 18, 2023

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Good evening, everybody. Welcome to our regular scheduled board meeting on October 18, 2023. And please stand up for the Pledge of Allegiance.

I Pledge Allegiance, to the flag of the United States and to the Republic, one nation under God, indivisible [AUDIO OUT].

Thank you. Roll call, please.

Director Garcia.

Here.

Director Alvarez.

Here.

Director Hagos.

Here.

Director Van.

Here.

And Director Howell has an excused absence. And to my left is Dr. Duran, our superintendent. Calls for changes or additions to our meeting agenda this evening?

I move to put action item 8.2 and 8.3 to the consent agenda.

OK, that's a motion to move 8.2 and 8.3 to the consent agenda.

Can I please have a second?

I second that motion.

All in favor.

Aye.

Aye.

Aye.

Aye.

Any opposed? Hear and see none. Thank you. All right, we're going to move on to our recognitions for this week. First up is our bus safety week. Can I have Scott, Devin, and Loren come on up to the podium here while I read this proclamation.

"Whereas each school day in Highline Public Schools more than 90 school buses provide more than 13,000 student trips with transportation between home and school, safely traveling more than 6,500 miles. And whereas school bus drivers must complete initial and ongoing annual training and provide the highest standard of care for the students they transport. And whereas the school bus inspection program ensures the safety of school buses and exemplifies outstanding inter-agency cooperation between our school district and the commercial vehicle division of the Washington State Patrol.

And whereas school bus driver instructors, shop personnel, supervisors, and support staff perform vital functions in assuring the safe operation of student transportation system. And whereas ensuring motorists adhere to the rules of the road around school buses during the unloading and loading of students is critical to maintaining safe condition.

Now, therefore, the board and superintendent of Highline Public Schools do hereby proclaim October 16 through the 23rd as school bus safety week in Highline and urge citizens to join in this special observance."

[APPLAUSE]

So I'd also invite Conley Pels up here, another one of our drivers, and just share a quick little bit about our student transportation department. The basics of student transportation-- these guys live, eat, and breathe every day the opportunity to set up students for success by how they greet students in the morning to how they send them home in the evening, along with keeping them safe while they're on the road. That's the work that they do by habit, but a little more to the story. There's always more to the story.

So Devin Denney here. He's our director of transportation. Devin, born and raised in the Highline School District. He just can't get away from here. He went to school here. He drove a school bus here. And now he's the transportation supervisor here. And Devin is somebody you can call on any time of the day or the night, and he'll be there to help figure out solutions, whether it's a daily route or a bus that's stuck in Spokane because of weather. He'll help figure that out.

Conley Pels, of this group, he's our youngest driver. And I think he's seven years in the district now. 14? Man, now I'm feeling old.

[CHUCKLES]

So Conley is a shop steward for our bus drivers. Conley is the cheerleader for the new building hell. He has been working hard on getting that to the finish line for 15 of the 14 years he's been here. So Conley is a pretty amazing cheerleader for Highline school district.

And last but definitely not least, here is Loren Young. Lauren, obviously started driving when he was about 15 years old because this February he will be driving a school bus for Highline school district for 40 years. Pretty amazing. And so this is just a little piece of the team. These are all great people. And if you spend time out at MOT, you'll see there's a whole bunch more just like them. So I'm proud to work with them.

Thank you very much. Come on up for a picture.

The next step, I'm going to have Nikki come on up to introduce our community partner.

Hello, and good evening. I'm Nikki Fogerty, Community Partnership Manager for the district. We are here to recognize the amazing work of Environmental Science Center. They have been our partner for the past two decades. And actually, here to help me introduce the partner is secondary specialist Dana Dyer.

Hi, I'm going to start with a little story. It's 2008, and I finally got my admin's approval to teach the Environmental Science class I had been longing for since I started teaching at Tyee. I was so excited to have this class and had big plans for project-based learning. I knew I was going to need some community partners, so I contacted the Environmental Science Center about one of their salmon programs offered at Normandy Park Cove.

The ESC staff adjusted what was usually an elementary school field trip to make it work for my class of seniors. As my students hiked along the trails by the beach, they learned about watersheds, native vegetation, the salmon life cycle, watched a salmon being dissected, and collected water quality data. Back in the classroom, my students then took the data they had just collected on Miller and Walker creeks to learn how to analyze, interpret, and communicate their results in scientific writing. I've been a fan of this organization ever since.

Fast forward 15 years later, and now as a secondary science specialist, I couldn't be more grateful and appreciative for our district-wide partnership. They have been an integral part of our StormFest experience for all sixth grade students for the past five years. They are continuing to work on a series of supplemental lessons for seventh grade students to do place-based learning in their school yards around a local environmental issue, the decline of salmon and orca populations.

So to Kelly and Hanna and Rosie and Orian, who couldn't be here tonight, and the rest of the Environmental Science Center staff and educators, what I appreciate about them most as partners is their flexibility and their willingness to listen to the ideas and the suggestions from our teachers about the types of support needed for making outdoor learning not only enjoyable for our students, but impactful environmental education experiences. So thank you for continuing to work with our staff and our students.

[APPLAUSE]

I'd like to introduce Kelly Steffen.

Hello. Thank you so much for the warm introductions. My name is Kelly Steffen. I'm the grants and programs director for the Environmental Science Center. On behalf of all of us at ESC, I'd like to thank the board of directors and Superintendent Duran for this recognition. ESC's mission is to promote environmental stewardship and academic achievement through science-based education. So we were founded in 2000 after a group of educators wanted more students to experience environmental education outdoors in south King County.

Our hope is to increase access for all to the outdoors. And there are several things that we do in our organization to remove barriers. One, all of our programs are offered for free or as close to free as possible. We also give bus reimbursements for those amazing bus drivers to take them to our field sites.

Our program materials are translated into several languages spoken by students in the district. And we prioritize hiring bilingual naturalists that can teach to them in those languages. We work with a lot of dual language schools in the district. Over the years, we've also amassed a number of rain boots, warm layers, and ponchos to help keep students warm and dry during their outdoor experiences. We want it to be a positive experience, and we know not every student has those.

And then last year, we were actually able to purchase two all-terrain wheelchairs for use during our programs, so that more students could experience the outdoors. Briefly, I know Dana already mentioned a few programs. I'd like to talk a little bit about some of the things that we're offering in Highline this year.

We have our field study programs, that are run by Rosie Wilson-Briggs, our programs manager. These include the Salmon Heroes that Dana talked about, which is typically in the fall for fourth and fifth graders and includes a classroom lessons combined with that three-hour field study to the Normandy Park Cove, the salmon bearing creek. And as part of that program, we've also helped a number of schools do schoolyard projects, such as removing ivy or planting native plants on their school campus.

We currently this fall have over 700 students from 10 different Highline schools registered. So we're getting started actually next week with the first Highline schools. Beach Heroes is our other main field study program. It's for K through third grade students. That one also includes the classroom lesson and a field study. But this time we take them to Seahurst Beach to experience a low tide event. And that one is done in the spring time. And last spring we had over 1,100 Highline students from 11 different schools attend the program.

At the secondary level, we have a Orian Grant, who couldn't be here tonight. They're our teen garden and restoration coordinator. They work with Big Picture and Innovation Heights Academy on several projects. Big Picture Middle School students come out to Seahurst twice a week for restoration projects. They've also created signs for the public at Seahurst Beach. There are little signs, plant and animal ID signs, near our building.

And they also worked on a mural. If you've ever at Seahurst, go see the mural on our building that was created, co-designed, and painted by students working with a local artist. Innovation Heights students have the opportunity this fall and next spring to participate in paid restoration internships with our partner, Dirt Corps. So we're getting them out there, giving them real job experience.

And we realize that we can't reach every student, so a few years ago, we launched our teacher professional development programs to help increase confidence in using the school campus as a classroom extension. So Hanna Jones, our teacher PD Coordinator, runs a general workshop series where teachers can earn STEM clock hours, curriculum, and then materials that they can use in their schoolyard to do experiments with their students.

We've worked with over 30 Highline teachers so far with this program, including that recent series just kicked off last Saturday. And then Hanna and I have been working closely with Dana to help create that salmon and orca unit specifically for seventh grade. We'll be hosting workshops this spring. And we're hoping to get all seventh graders in the district outside on their school campus and, fingers crossed, to streams and creeks that are within walking distance of the schools.

So I just want to finish by saying we've been so grateful for this wonderful partnership with the Highline School District over the past two decades and are excited to continue this work with your students and teachers in the future. Thank you.

[APPLAUSE]

Thank you. That concludes our recognitions. Moving on to our scheduled communications. On behalf of the board, we would like to thank you for coming and speaking to us this evening. Our norms and rules are posted on the screens there. Please be mindful that you are here to speak to the board and that there may be students here or watching there and 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. First up is Patricia Bailey.

Good evening, school board. There are serious legal and ethical questions concerning Highline School District policy 3211. This policy requires teachers and other school officials to withhold information from the parents or guardian if that is the student's decision. It's a serious mental health issue when a student begins to identify as the opposite sex at school, without telling the parents.

A Highline School District official recently wrote, quote, "The determination of whether to tell the parent or guardian lives with the student. A student may have many reasons not to disclose this information to their parent. For example, a student may have indicated a safety concern if their parent or guardian becomes aware of the situation," unquote.

Let's see if this makes a good school policy. A student may habitually skip school two out of five days a week but may also indicate a safety concern if their parents become aware of it. Should this stop school personnel from notifying the home? What if the student brings a gun to school but indicates a safety concern if the parents become aware of it? Will this stop school personnel from notifying the home?

What if a student starts a fight resulting in serious injury but indicates a safety concern if the parent or guardian becomes aware of it? Should this stop school personnel from notifying the home? It doesn't take long to figure out that putting children in charge is not a credible way to operate a school district. In fact, parents and guardians are the most important people in a student's life.

Districts should never, ever have policy that assumes the worst about parents or guardians. Policy and procedure 3211 must be corrected. Thank you.

Thank you. Next up, Anthony Spain.

Thank you. I'm music director of the Northwest Symphony Orchestra. And since we've based our home over 20 years ago in Burien, when there were no string programs in the Highline School District, it's to the school district's credit that there now are string programs. And I've witnessed the exciting outcome and forward thinking in the district, as each year I see the increase in number of students and quality of students that perform with the Northwest Symphony Orchestra each year on our family concert.

Just this past weekend, on our music from Latin America, where we performed-- by the way with, wonderful tenor soloist José Iniguez, who is the brother of Simón, the principal of Evergreen-- our stage was just packed with students performing with the Northwest Symphony Orchestra. It was exhilarating for all performers and audience alike.

Northwest Symphony Orchestra works with teachers throughout the district to provide their students with free mentoring. And we've done some incredibly innovative projects as well. The most original of these is when we worked with students from Jeffrey Steen's class.

And in this project, the students composed a composition that they then performed with the Northwest Symphony Orchestra in one of our concerts. And this was considered so unique that we received funding from the National Endowment of the Arts to do it. Working with Jeffrey Steen over many years, it's obvious to me that he is a teacher who really cares about his students and goes the extra mile to make sure his students receive these unique opportunities.

The immense scope and multiculturalism of band and jazz band music not only offers students incredible learning opportunities in its own right, but it has been proven music ensembles help students connect with each other, promotes less racism, offer greater camaraderie, which, after COVID, is exceptionally important. Most importantly, schools that produce the highest academic achievement across the board are programs that have special emphasis on music.

In conclusion, I certainly hope, then, that funding can be found now in the district to [AUDIO OUT].

Alberto Martinez.

Good afternoon, everybody. I hope you're all having a wonderful day. I'd like to thank you all for having me today and appreciate everybody's time here. I heard from some students at Evergreen that the band program has actually shut down and they no longer have that musical outlet they used to have anymore. I go visit the school once in a while, and I was actually happy to find out that there was a mariachi program that actually started.

I am a former student of Evergreen. I graduated year 2022. I was happy to see that the program had actually started and that the classes seem to be flourishing. Some benefits I actually saw in these classes was one outstanding benefit, which is actually diversity-- how students from many backgrounds were actually attending the class, not just LatinX students, how well they adapted, how much they actually seem to enjoy playing the music no matter their background. Overall, mariachi is evidently not exclusive to only LatinX students.

Another benefit I saw from it was actually the representation of Latin students and Latin culture, something I saw a lack of my first three years in Evergreen, up until my senior year where I was much more involved with events leaning towards more Latin culture.

Also, another benefit is actually perspective. It's a whole new different way of learning the skill of music. It's completely different how I got taught the first three years in Evergreen and in Cascade. Overall, despite what some people may think, mariachi is a fine art. And it is very beneficial for all students, not only LatinX. I hope to see that this program lasts many more years and reaches many more students. Thank you.

Thank you. Jeffrey Steen.

I'm back. Good evening. Jeffrey Steen. I'm now at Pacific 0.6 and 0.4 at Tyee. Displacing a band teacher is not the same thing as displacing another type of subject area, like math or language arts. When you displace a band director, you're basically cutting the entire band program because I'm the only one there.

Looks like the district has a pattern of getting rid of music programs at the secondary level. This reduces students opportunities for growth in the music and education and music learning, decreases opportunities for students to get scholarships in traditional band, orchestra, and choir fields for college.

Also looks like the district has a pattern of going after older teachers, and especially in music. We've counted seven music teachers in the last few years that have lost their positions, been displaced, had their positions changed in some way, all of them being older teachers and all of them being music and fine art teachers.

Even though the reason given for my displacement was enrollment, that is really not accurate, is it? I was the most senior member of the music team at Evergreen. How did the district remove the most senior member of the music department of three people?

Since the district brought it up, let's talk about enrollment. If we go back and look at the enrollment, when I first came to Evergreen there was only 35 students in the program, only five upperclassmen. Now, we had 70 students last year. We had 68 students this year, and I was going to add another five students. So, in fact, even though we have had a horrible impact because of COVID, we've actually increased the enrollment. So the statement from the district that this was done because of reduced enrollment is just not accurate.

If you're trying to build a mariachi program, from what I understand, you need to have really strong band and orchestra programs. And we had developed a good plan to support the mariachi program there. So that was also another scuttlebutt that I've heard, that I somehow didn't support the mariachi program. It's not accurate.

I just can't see how this is a good thing for students to remove a 27-year-veteran teacher and replace it with a brand-new teacher who doesn't have any orchestra background. Thank you.

Thank you. And that concludes our scheduled communications. Thank you all for coming out and speaking to us this evening. Next up, our superintendent's update. Dr. Duran.

Down here. I've got a couple of them here. But I want to start off with labor partner update. I want to invite Principal Clint Sallee, who is the President of Highline Association of Washington School Principals to share a few remarks to start us off. Welcome, Clint.

Thank you, Superintendent Duran and Board, for having me here this evening. Again, I'm Clint Sallee, proud principal of Highline High school and President of-- I'm glad you said the Highline Association of Washington State Principals, HAWSP. It's a pleasure to be here this evening.

I want to start my remarks by with a couple of thank yous. One, I couldn't be here, but the vice president of the association, Karen Jones, and principals were here I think two school board meetings ago. So I want to say thank you again for recognition of school leaders during School Leaders Appreciation Month of October.

I also want to say thank you relatively recently for ratifying our new contract. We're excited to share that we continue to be some of the most competitive salary in the South End, especially in districts that serve the populations with the needs that we have.

The contract also includes features that include supporting school leaders, maintaining reasonable work-life balance. It ups the professional development stipend for our assistant principals to be equal that to principals, which I think is so important, and also establishes some new collaborative structures for collective problem solving between principals and the district.

And so I think Highline Public Schools continues to be just sort of a shining light in the region in terms of where the best and the brightest in the school leadership corps want to be. I can speak to that as an association. And I also think, and I'm a little biased, but we continue to be the strongest corps in the region of school leaders. And I think that's a credit to everyone, that we've created a system that can draw the best and the brightest into school leadership.

I also want to say-- I'm going to give a little update on a couple of things that are on the docket this year that I just want to highlight. The first is that I've been really encouraged this year in the establishment of some new structures-- collaborative meeting structures with human resources and teaching and learning, that has allowed the association to engage with our district partners in a very proactive and transparent manner to address the challenges. I know everybody is committed to ensuring that school leaders have everything they need to set their buildings up for success so we can set our students up for success.

So I've been so encouraged by the spirit of partnership so far. And I'm excited about the work ahead. Additionally, I want to say the principal corps is really excited to lean into our new strategic plan, and the three goals that really stand out as new. We continue to support bilingual and biliteracy and having so much enthusiasm about that. And I commend Highline Public Schools for continuing to be one of the most ambitious districts when it comes to supporting bilingual and biliteracy.

I can speak to that as someone who has a dual-language student in a neighboring district. And no district compares to ours in the degree to which we're investing in dual language and bilingual and biliteracy, so that you should be commended. But in terms of future-ready, innovative learning, and cultural belonging, those are three big and ambitious goal areas that are going to require principal and assistant principal expertise and engagement. And we're just so excited for taking on the challenge.

I can speak for myself as a secondary leader. We've had a number of meetings with our new partner and Transcend in helping us think through next steps around secondary redesign so we can improve the school experience for all students at the secondary level.

And I know for both elementary and at the secondary level, the culture of belonging piece is really so resonant right now, and both pairing the implementation of the panorama student survey over the last few years and then just the support we have in place. And it's really nice to have building leaders put in a place to say, yeah, we really need to emphasize how we support our students feel that strong sense of belonging at school. And that really has been resonant in this new year.

So we're so excited about the work ahead. Again, we're so proud to be leaders in the Highland Public Schools. And thank you, again, for all your support.

Awesome. Thank you, Clint. Appreciate you being here. I also just want to read a couple of statements in relation to the music program over at Evergreen. Appreciate speakers that came both last week and this week. But Evergreen High School made changes to their music offerings this fall due to declining enrollment and decreased student interest in symphonic band and beginning instruments. Many band members graduated last spring and very few students signed up to continue to band this fall.

Evergreen has offered to place students in other music courses so they can continue their music education. Most students are opting to take one of the following courses-- mariachi ensemble includes wind instruments, armonia, which is beginning mariachi, guitar, orchestra, which is combined band and orchestra instruments, and vocal ensemble.

Evergreen is also exploring ways to support after-school music offerings. Other arts offerings other arts offerings at Evergreen include several dance courses, graphic arts, drawing, painting, commercial art, and culinary arts. Jazz will be offered after school three days per week. This will be a club that will be opening up to support students. And as a district, we remain committed to arts and music programming based on student interests at Evergreen and across Highline.

In addition, I also just want to read something around teacher displacement because that's come up a couple of times now in our board meetings. But every year, schools need to make adjustments to course offerings based on the actual number of students enrolled in each course. This affects multiple schools every year. We understand that moving teachers to another assignment and shifting students in a new classes is difficult for everyone involved, so we thoughtfully consider each decision and do our best to minimize the impact.

We understand is difficult for teachers when they are moved from their school community to a position they did not anticipate. This is why the Highline Education Association agreed in our collective bargaining agreement to exempt new teachers from displacement, to give them a strong start and increase retention. We recognize that displacement is difficult, even for experienced teachers. However, we value them, and we want to support them with a smooth transition to their new placement.

I also think it's important to note that at this basic level, it's a math problem. When you have lower enrollments or higher numbers. We have to make adjustments. But I believe our team does a really great job of adding a human element to it by sitting down and talking with each of our school leaders and making the best decision in order to affect and support our students as best as possible.

I also have one more thing to share. We had a wonderful visit today by legislators Berquist and Gregerson, who visited Hazel Valley Elementary School today. They had a lot of interest in learning more around our dual language program. They have been legislators who have supported the dual language program at a state level. And it was just exciting opportunity to have the school really share some highlights over the program there.



What was unique about the program is that we actually had quite a few families who chose to attend from other school districts that are very interested in coming to Highline for our program. So Clint, what you shared earlier around the support for bilingual, biliterate is something that other districts are definitely looking to us and want their students to come participate.

I wanted to share a couple of the comments that some of the parents shared because they really resonated with me today as I was listening to them share the story or the impact of having their students in dual language programs. A parent from another district said that our district is the lighthouse district for this work. And I really do believe that is true here in the state of Washington. They identified as, this is our school. And for many of our families, this is a dream come true.

Students identify that being bilingual is a superpower. So really, what the school is to them, is a superhero academy, which is just a really cool way of thinking about how we define school. Being able to speak to teachers brings a sense of dignity and pride. And many of our parents express that is the opportunity for their voices to be heard and to know that they matter.

They also referenced the importance of identity and pride and what that does for students when they're actually able to communicate in different languages. And then, finally, I think one important part is just as we think about how dual language and the importance is it really allows a connection to the community. And when you have that connection to a community you actually have the opportunity to build a stronger community.

So those are really powerful statements from our families that are appreciative of the work that we do, as well as some families that are interested in coming to Highline so their students can participate in our wonderful dual language programs. So we did encourage the legislators to think about offering additional compensation to our teachers that are in the dual language programs.

We offer \$1,000 stipend to our educators. But when you think about the work that they do, that's really not that much money for the additional work that is required. So we did definitely make that as a request. But very excited for them to come and learn more about the work that we're trying to do and also see what we can do to impact at a state level, so these programs can continue to thrive not only in Highline but in other parts of the state. That's all I have tonight. Thank you.

Thank you, Dr. Duran, for that update. Moving to our school board reports-- no legislative reports on my side here. Directors' reports-- I'm going to start with Director Garcia.

All right. Just one quick or big shout out to the Highline Schools Foundation for doing an amazing Brat Trot 5K with over 725 participants, \$37,000 raised. Just mad shout out-- oh, no. He left. I was going to give a shout out to Highline High School for winning. But anyway, shout out to Highline High School for the school with the most affiliate runners, with 95 affiliate runners. And just thank you to all the community partners who made this happen.

Thank you. Director Hagos. Nothing. Director Alvarez, do you have anything? Hopefully you're not driving.

I'm not driving. And, yes. I just wanted to say that we had the governor visit Highline High School earlier this month. Governor Jay Inslee visited Highline High School. He came to learn from the Highline Pirates Environmental Club about the successes with raising and installing the 100-kilowatt solar panel system and the plans of current members to start composting food waste. He declared that environmental club students and alumni the Washingtonians of the day.

Senator Karen Keiser, Representative Tina Orwall and Representative Joe Fitzgibbon were also guests. These elected officials sat at a table with the students to learn about their projects, their hopes, and their plans for their future, and their thoughts about clean energy, and took a photo in front of the Highline electric school buses as well. And that's all I have. Back to you, President Duran.

Thank you very much, Director Alvarez. And there's no updates on my end. We'll move it to the consent agenda. Do I have a motion to approve the consent agenda?

I move to approve the consent agenda.

I second that.

All in favor.

Aye.

Aye.

Aye.

Any opposed?

Aye.

Hear none. Thank you.

Action items here. 8.1. This is motion to approve the Highly Capable Students Program State Formula Grant Application 23-24. Any questions or comments? We have one here.

Ask Dr. Parker to come forward, one of our exec directors, teaching and learning.

OK, thanks. So my-- I have two. One is more of a request, and then the second one is a comment or a question. The request is to see-- I didn't see the annual evaluation report that you guys submit to OSPI every year. I didn't see it included in the bar. Could I have a copy of that, please?

And the second part to my question and comment is wanting to know about-- each year it looks like you guys send out a survey each year to parents and staff and to kids and things like that to gather some perception around the program of how people are feeling and thinking and seeing the program as we provided at Highline. So I'd love to know where the results are for that as well. But also, more importantly, what are the changes that we plan to make based off of those perception results?

Thank you for that. Good evening board and Dr. Duran. Happy to speak about our high-cap program, more specifically the program evaluation component. Typically, an end-of-year evaluation is submitted to OSPI each year. OSPI is in the midst of changing this process. And we've not yet received direction on submitting that report for the '22-'23 school year. That said, I wanted to share a few highlights that have been identified as part of our internal review process and will be part of that evaluation report, once we receive direction from them.

Over 90% of our students who are identified as highly capable learners in grades second through fifth are at or above grade level in both reading and math, as evidenced by our I-ready growth data. For middle school, at least 84% of our students are at or above grade level in reading and close to 80% in math. In regards to improvement, we continue to refine our identification process to improve our disproportionality.

Our representation in high-cap should be reflective of our student population. As an example, only 10% of our students who receive highly capable service and identify as Hispanic receive services, when 41% of our student population is Hispanic. Conversely, 17% of our student population is white, yet 55% of students who are receiving highly capable services are white. We recognize the need to hear from our families, and we'll ensure that's part of our process.

Last year, we incorporated a new district-wide survey tool utilizing Panorama to determine how well students felt a sense of belonging. Receive students receiving high-cap services across service delivery models felt a strong sense of belonging, more than those who did not receive services. It's our intention, with the universal screeners in place, we continue to engage in dialogue with both families and students about how best to meet the needs of all learners and build on the sense of belonging.

With the universal screeners, referrals are-- no longer will be necessary. This year, there are no changes to the services we are providing students in how they receive highly capable services.

OK, I'm not sure if my question was answered. So the second part had to do with the survey, the survey results. Where are those survey results? And what are the plans to move forward based off of those results? Is that what you're saying in terms of Panorama, or is there a separate survey or surveying done for high cap?

We have Panorama data that we can provide for students. And we understand that we need to engage families more for the survey data.

Any other questions or comments? Hear and see none. Can I please have a motion to approve this?

I move that the Highline School Board approve the Highly Capable State Grant Application in the projected amount of \$600,000 in an annual program plan for the 2023-2024 school year. I need a second.

I second that.

Roll call, please.

Director Hagos.

Nay.

Director Howell. I'm sorry, Director Garcia.

Yea.

Director Alvarez.

It's yea.

I'm sorry, was that a yea or a nay?

It's yea.

Thank you.

Yes.

Director Van.

Yea.

This motion passes 3 to 1.

Thank you. Action items 8.2 and 8.3 were moved to consent. So skip through that one. And that concludes our action items. Intro items-- 9.1 this is a motion to approve revisions to ALE policy and procedure 2255, alternate learning experience. We have a presentation.

I'd like to invite Riley Todd, come up to the podium and share that information around this introduction item. Welcome, Riley.

Thank you, Dr. Duran. Good evening, school board members. Yeah, my name is Riley Todd. I'm the assistant Director for Alternative Education Programs. My role is to support our portfolio of open door partnership programs, our ALE programs, and some credit recovery programs in our secondary programs. And I'm here to introduce the annual update to policy 2255, known as our Alternative Learning Experience policy or ALE policy.

For a little bit of context, ALE is a funding stream and a framework that replaces the in-person attendance requirement in traditional courses, so that schools and programs can design a more innovative learning experience. There are currently six schools in Highline approved to offer ALE courses. Four of those programs are offering ALE courses right now. It's Highline Virtual Academy, the virtual program at Seahurst Elementary, Innovation Heights Academy, and then we have a contracted partner program through Graduation Alliance. And those four programs combined reported a total student FTE of 340 in September.

And one important thing to keep in mind about ALE programs is they're funded at a slightly lower rate than prototypical funding. And so for ALE funding compared to prototypical funding, this year it's about \$360 less per full time student per year. So it's not a significant difference. But it is important to be aware of.

As far as the update to this policy, we just identified and updated descriptions of the ALE programs. We identified the administrators of those programs. We updated the requirements. The compliance framework for ALE is pretty intense. And so we just clarified those responsibilities at the program level.

We made sure that the policy is aligned with the Washington State School Directors Association. So those templates are now aligned. And then we also added a procedure, just that further gets into more detail about the roles and responsibilities at the program level to make sure this funding is safe in case of an ALE audit. Are there any questions?

Directors? Questions?

Awesome. Thank you for your time. Have a good evening. Yeah.

Appreciate that. Thank you. Intro item 9.2-- this is motion to approve to accept Title 3 funds. Any questions or comments? Hear and see none. 9.3-- this is motion to approve to accept state transitional bilingual program funds. Questions or comments on that one. Hear and see none.

9.4-- this is motion to approve the annual contract with First Students for the '23-'24 school year.

I'd like to have Scott Logan come up and do a little presentation around this, just to understand the background on this introduction item.

All right. Thank you, Superintendent Duran and board members. First of all, I'm happy to share some information around this First Student request for a P.O. The first priority within the district and within our transportation department is to transport all of our students ourselves with our employees in our vehicles. Over the years, we're no different than our neighboring districts. It's a challenge to get enough employees in to be able to do everything we want to do, everything that we do on a daily basis.

The second thing I'd say about this is not a guaranteed contract. This is an open purchase order. Work has to be performed and billed toward the purchase order. To give a little history around how we came up with the number for this year, in 2022-23 school year, we used for student for 265 either extracurricular or field trips. The average cost on those was \$804. And that's what came up with the balance of what we paid last year to First Student.

We anticipate an increase this year with First Student for a couple of reasons. One is their minimum charge for a trip went up by almost \$100 this year, which pretty much everything around us is going up this year. Normally, that's not an issue because most of our trips are above their minimum charge. Their minimum is two hours. So but we do anticipate having some impact from other impacts.

As you're aware, we have some significant great new school project construction projects underway. One of the impacts of school construction projects is it eliminates access to some of the ball fields where kids practice or play. So we're moving students from Evergreen and from Cascade usually over into SeaTac to use their fields. So there's a transportation impact there.

The Tyee students, we're either transporting to Highline College or again over to the SeaTac fields as well there. Highline College has been a great partner in offering a gymnasium for our indoor sports that won't fit into the Olympic site.

So along with those impacts to the need to have additional trips available for extracurricular, we've added girls flag football this year. We've added girls bowling this year. With the added girls sports, it enabled us to open an opportunity for middle school C-squad soccer, a very popular sport. Within the neighborhoods it served, that's the most popular sport we have. So we're able to add C-squad soccer at the middle school.

All of these impact when, it's game time, when it's competition time, getting out, getting kids to different locations and getting them back. Our team focuses first on to-from transportation for our students. And then, by collective bargaining agreement, our team is eligible for these extracurricular trips first before we contract out.

Just a one-day sample from last week, on Wednesday we had 40 extracurricular trips that happened that day, plus all of our regular to-from transportation, which our amazing transportation team, who you met a few of earlier today, managed to take care of in-house. Again, our preference is always our drivers, our vehicles. Any questions?

Thank you. Directors, any questions? Thank you very much, Scott. 9.4-- this is motion to approve the annual contract with First Students for the '23-- I apologize. I already read that one. 9.5-- this is motion to approve the purchase order increase for the HopSkipDrive '22-'23 school year contract. Questions or comments? I do have a question, Scott. Sorry for making you go all the way back there.

This is an increase of \$118,000 for HopSkipDrive. Can you share with us the reason why there is an increase because I believe we just approve the bar a few months ago.

Yes. And so this is not the bar for the '23-'24 school year. This is actually a residual payment owed for the '22-'23 school year. The \$118,000 difference is-- it's a combination of challenges with the billing cycle with HopSkipDrive along with the changes that we made because we've reduced the use of Yellow Cab toward the end of the year.

When they failed to meet our minimum insurance requirements or safety requirements, we switched to HopSkipDrive. They were able to absorb that difference. So the so the end total came out higher than we had anticipated.

Second is their billing cycle went outside of our fiscal year, which we've addressed now both with HopSkipDrive and with our office staff in transportation to make sure that kind of mistake doesn't happen again. It's the second year in a row where we had an overlap with fiscal year that impacted similarly.

For the number of students that transport-- I don't have the number, the actual number right here. I can get that. We actually submit it to OSPI three times a year in our STARS report. Right now we're transporting or working with over 1,000 McKinney-Vento and Foster students. If you even say half of those are being contracted out, that's 500 times twice a day. That's 1,000 trips times 180 days. That's 180,000 trips a year.

So it's not just a small six cars running and doing something. This is a lot of students. And these are students who this can be the difference in-- this can be the one stability they have in their life because of the situation they're in.

Thank you. Directors, any questions? Thank you, Scott. Appreciate that. 9.6-- this is motion to approve the Mount Rainier High School softball and baseball fields synthetic turf installation. This is a closeout order, P.O. order P220347. Any questions or comments? Hear and see none.

9.7-- this is motion to approve the Highline Memorial Stadium track resurfacing project. This is a closeout P.O. CP220022. Any questions or comments? Hear and see none. And last 9.8-- this is motion to approve a Waskowitz Outdoor Education roof replacement contract project closeout of P.O. P230708. Any questions or comments? I hear and see none.

And then we're not going to add anything to the consent agenda. That said, can I please have a motion?

I move we adjourn.

I second that.

All in favor?

Aye.

Aye.

Aye.

Any opposed? None. Thank you very much. Have a great evening.