

## Highline Public Schools | School Board Meeting - November 1, 2023

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

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 [INAUDIBLE]

Thank you, roll call please.

Present.

Director Garcia.

Present.

Director Alvarez.

Here.

Director Hagos.

Here.

Director [INAUDIBLE]

Here. And Director Howell has an excused absence and to my left is Dr. Duran our superintendent. Late calls or changes to our board meeting agenda this evening.

I do. I wanted to move a couple of our items over to the consent agenda, if there aren't any other comments or questions. They have to do with the purchase closeout orders to finish up things from last year. And that is 8.6, 8.7, and 8.8. Do I have a second for this motion?

I second that motion.

All in favor.

Aye.

Any opposed? Seeing none, thank you very much. OK, we're going to move into our recognitions. Our first recognitions is our introductions of our new administrators, Dr. [INAUDIBLE]

Good evening. It is my sincere pleasure to introduce two new administrators to Highline Public Schools. First, I would like to ask Dr. Tanisha Brandon Felder to stand. Hey. I'm doing silent cheers here. Maybe not silent. Dr. Tanisha Brandon Felder is joining us as our new Director of pre-K and Elementary Success in our teaching, learning, and leadership team. Her first day is officially today, and she's still here in the evening. So thank you for that.

Previous to coming to Highline she served as the Director of Equitable Leadership, Pedagogy, and Family Engagement in the Shoreline School District, and prior to Shoreline she worked in Seattle Public Schools as an elementary teacher and middle school humanities teacher. Dr. Brandon Felder earned a bachelor's degree in elementary education from Grambling State University, a master's degree in curriculum and instruction from the University of Washington, and a doctorate in educational leadership and policies from the University of Washington. We are thrilled to have you here in Highline. Welcome.

Welcome.

It is also with excitement that I introduce Danelle McNeil as our new assistant principal at Evergreen High School. And there is a lot of excitement up in the North end of our district, and all through our district to have Danelle here. So will he has started just last week as our new assistant principal at Evergreen High School, and previously Mr. McNeil served as principal and assistant principal at high schools in Idaho. He has also served as a University academic advisor and as a middle school counselor.

Mr. McNeil holds a bachelor's degree in special education and psychology from Idaho State University, and a master's degree in counseling also from ISU. He earned his administrative credential from the University of Idaho. We are thrilled to have you. And the experience that you bring here in Highline. Welcome. Thank you.

Welcome. Next up is our school presentation, Choice Academy.

Yes, I'd like to invite Mitch Gil Parsons executive, director of instructional leadership to the podium to introduce the school.

Welcome Mr. Parson.

Thank you. I'm up here. So briefly, President Van, Dr. Duran, members of the board, it is with great pleasure that I invite principal Mike Zita to present this evening. Everybody give it up for Mike.

Thank you, good evening. Good evening, directors, Superintendent Duran, and President Van. I'm honored to be here as principal of Highline Choice Academy. Choice, as you may know, stands for Children Have Options in Creating Education. Our very namesake reflects a belief in the power of multiple approaches to teaching and learning.

Students learn differently. And because of that, at Choice we place students at the center of their education. Choice Academy serves some of the greatest kids in this district. Under 180, 90 in the middle school, 88 in the high, all at the historic but quaint Woodside school campus. I've invited staff and families tonight. If you are here, would you please stand and be proud.

Thank you. Choice Academy is a small school, but we are a mighty school. We are full of love and learning, and these are the folks. Thank you for all that you do.

Choice is a model for delivering on our promise. Here at Choice everyone knows one another. Students, families, teachers, parents, even siblings. In fact, 40% of our current students have one or more siblings at Choice.

Entire families go to Choice Academy. Our teachers know families, not just students. Such cross family connections and teachers who've taught multiple siblings over the years is very powerful. We are a place where belongingness, academic achievement flourish. It's a kind of nurturing atmosphere that small schools like our own are uniquely positioned to provide.

Here are a few priorities for us this year. This year we are set on nurturing our culture of belonging at Choice. We are going to do this by paying extra attention to our stakeholders in multiple ways, through interviews, focus groups, action committees, and even an exciting process of selecting a new mascot-- that's another story you can ask about later-- to better brand what we have to offer at Choice Academy. All these actions are geared towards listening and to responding to our community.

Another unchanging priority is student learning and academic achievement. Every year our goal remains constant. Every student at every grade will meet or exceed the standards in reading, writing, math, and science. Our entire staff is committed to student academics, learning, and growth. We are unwavering in this priority, and every child achieves.

My hope tonight is to show that Choice Academy is aligned with our district's strategic plan across the four key areas. Tonight just a few words on culture and innovation. Our commitment to a strong sense of belonging is evident. Just look at these guys.

More than that, we have an active parent student organization, a family action committee, both dedicated to strengthening our own sense of community. We utilize panorama data with students and families to monitor social emotional growth. Street and quantitative data leads all of our conversations. Together we make informed decisions with students, families, and staff.

In our pursuit of innovation we were constantly exploring new and dynamic ways to enhance student learning. Our teachers implement the latest best practices, including universal design, mastery based learning, and culturally responsive education. In your packets, you will find the universal school-wide expectations for students and staff. Something like this, it's two sided.

These expectations reflect our commitment to creating a consistent and positive learning environment across the entire school for every child. We are proud of our efforts with partners at the State Board of Education, the Mastery Based Learning Collaborative, Project Lead the Way, Second Step, just to name a few. In these last few weeks we have kicked off with the Transcend organization. They are great partners who will be helping choice and other schools across the district in redesign thinking.

And as always our first step is to seek stakeholder voices. We interview students to gain insights into how to improve our high school program at Choice. Our families and students consistently tell us that they want more high school options for career and life exploration, college prep and readiness, dual college credit, internships, and mentor programs, and advanced placement courses. Choice is adaptable, and we can be what our community needs us to be.

Celebrating on recent achievements every year we all enjoy significant success in student learning and growth at Choice. Last year 67% of our multilingual learners met or exceeded their typical growth goals in reading. This is remarkable progress for students for whom English was not their first language.

Regularly our high school students achieve outstanding results in state assessments, last year with 78% of our students meeting or exceeding the state standard in English language arts. At Choice we attract exceptional students and coupled with our top notch teaching the results speak for themselves. By the end of last school year in grades 6, 7, and 8 combined, 61% of our middle school students are at or above grade level in reading, and nearly 70% excel in math.

We have some exciting next steps on the horizon. Of course, we will continue to foster a sense of belonging that sets Choice Academy apart, making it a place where every student and family feels valued, heard, and supported. But we are not stopping there. Our goal is to go beyond being a basic requirement school by ensuring that we provide high school options that align with aspirations and dreams of our students and families.

Our teachers meet frequently, and these ongoing efforts are a continuous next step by strengthening our teacher professional learning communities. We gain insight into where our students are in their learning. With this knowledge, we can adjust our instruction and schoolwide practices accordingly. The result? A more personalized and effective educational experience for each and every child at Choice Academy.

Choice Academy is committed to living up to its name. We are grateful for your continued support as we work together to create a brighter future for our students. So thank you for your time this evening, and now I would like to open for questions or comments from you.

Thank you, Mr. Sita. Directors, any questions or comments?

I just have a comment. I've been a huge supporter just because personally one of my daughters attended Choice a while back, and I just got the opportunity to go visit and to go see-- got to speak to some of the students, got to speak to an assembly, and I think it's an amazing place. That small field, my daughter had a different way of learning. And a big school didn't meet her needs. And I think attending there, so it's been an opportunity for me to go back and see how things have changed or improved, or and I think still the question lies, I know Dr. Duran had a mention around when will the cafeteria be available, or the gym be available.

So that's still in the horizon. I know that there's a plan. But I think it's good for the students to know as well. So thank you Mr. Sita.

Thank you Director Alvarez.

Thank you.

You know, a quick point of privilege. Every time I embarrass you whenever you come up, and I just like to point out that Mike was my teacher when I was a student at Evergreen High School. He was our ASB advisor, and I just want to give you some love, because from my time there as a student to now, you've always, always, always centered the community and your students, and I see it here. I see it in your work. So mad love. Good job.

Thank you. Thank you. Director Hagas?

Yeah, it looks amazing what you've been able to create for your students and with your staff. Thank you for sharing your school story. I was pleasantly surprised when I saw your slides. One of my cousins is on slide, I think it's 10. It's a father of my little cousins, and she just graduated this past year from Choice. And as the kids visit my home or when I visit them, I'm always, always intrigued because they want to talk about their school projects.

They want to talk about their learning outside of the school day, outside of the school building. And to me that shows engagement and interest in their learning. And that's a high level of achievement to reach for kids. They have complete ownership and they actually debate their projects with each other. Two of the kiddos are still in the school system.

The one that graduated last year, I missed her graduation. I couldn't make it. I went to all the graduations, I went to all the comprehensive school graduations, and a couple of our alternative learning programs. But that one I missed because of another conflict in schedule, and I'm really beating myself up, because I wanted to be there. But I was there for her party just couldn't make it to the graduation.

But anyways, so she still speaks really well of your school. And so I see it personally through the families that I talk to and the families that I'm connected with. And I get to see it in your programming. And it shows in your data.

One of the things that I'm noticing is that your school, once we've-- well, once we've come back from virtual learning I noticed that you've been able to still make some tremendous gains. I want to say from 2020 to now there's about 8% to 10% in gains in performance indicators through our SBA testing results. And so that is really exciting to me, that you've been able to achieve that. And I'm curious, what do you think is contributing to that success?

I'll come back to the small school and the personalization. We just know everyone so well at that school. We support each other. There's also a project we've been working around as a staff is the universal practices. And this was too much to present to you. I could do a whole presentation on this. But if you take a look at this, you'll quickly get the gist that there's expectations for staff, and expectations for students that we design from a student centered perspective that our universal expectations-- in other words, it's school-wide.

These are the expectations of how our students will learn, how they will build community. How they will be safe at school, and how they will be scholars. And the same is true, expectations for staff as well. And we go over this in August, and that really sort of lays our groundwork for the year that this is what we're going to do in all of our classrooms. So all of our students get a consistent learning experience.

I did get a chance to read that. I thought I was pretty impressed with that as well. I was looking over some of the universal staff expectations, and they kind of overlap with some of the universal student expectations. And I realized in both there was a category for demonstrating excellence by prioritizing the kids learning and engagement. So I do see the value of your work, and I appreciate what you are doing. So I do want to say thank you.

Also, I noticed in terms of attendance, our kids are showing up. In your building we've got almost 80% of the kids showing up. Tell me a little bit about that.

When someone doesn't show up, it's very evident who it is that didn't show up in a small community like that. And teachers reach out directly to students. We don't just mark them absent, but we reach out to families and figure out if a student has been gone, or even half a day. We're constantly working with our families and partnering with our families to get a handle on that. So the absent student doesn't fall through the cracks in a small school like Choice.

Thanks, Mike, for all you do.

Thank you.

Thank you Director Hagas, great questions. You brought up the mascot. So tell me a little bit about that. There's a little giggle and the staff was giggling, so I would like to a little learn a little bit about that.

Yeah, it was too much for the presentation. But the short story is this. In 20-- right before the pandemic in 2019, I think it was, Glacier Middle School opened up and announced themselves and declared themselves as the Wolves. And Choice Academy historically since the 1990s has been the Wolves, and this created a bit of an uproar in our Choice Academy community from staff, students, and families, and graduates that had gone to Choice Academy.

The pandemic hit, and that quickly went to the back burner. But now that we're back in post-pandemic it's coming back to the top. It's a discussion that community, that our community wants to have. So I reached out to communications department, and I'll be working with Mandy, and we are going to go through a mascot evaluation process, because there are camps that say and hold firm that we are wolves, and there are firms that maybe there's another mascot that better reflects the values of our school. So it'll be an interesting process, and what a great opportunity to engage the community and the families. So I'm looking forward to how that turns out, and working with Catherine's department to have a mascot.

All right, thank you. Any other questions or comments, directors? That's it?

I just quickly want to just thank the staff and families from Choice coming tonight. Really appreciate it. We were there last night. It was to get some insight on some of the great work that you're doing there. So thank you.

All right, thank you. Have a good evening.

Thank you.

Thank you again, Mike, for the presentation. Now it's going to be our scheduled communications here and our public testimony. On behalf of the board we would like to thank you for coming and speaking to us this evening. Our norms and rules will be posted here very, very soon on the screens. Please be mindful that you are here to speak to the board, and that there may be students here who 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. Once again, thank you so much for speaking, coming and speaking tonight.

Here is our norms and our rules there. First up is Ulyssa Diana Romero Cisneros.

Good afternoon. My name is Ulyssa Diana, a sophomore from Highland High School. First I'd like to thank you for taking your time to hear me out today. I believe that the goal for all students to graduate bilingual is extremely important. I'm here today to talk about the non-native English speakers, who I believe aren't getting shown the same support as others. Without support they won't have the education, knowledge, or confidence to continue or even complete their education after high school.

There are problems in the system that need to be fixed. I understand that there is a language barrier between the teacher and the student, but the students are there to learn, not to be more confused than they already are. Here in Washington the most spoken language is English by 86.7%. They are living in a country where they have to speak, understand, and learn in another language. But the focus isn't on them. They have a staff member who can help them translate, but it is a person that knows the language, not the school subject.

I decided to speak to some people on their opinion about it. When asked, do you think that the non-native English speakers get treated differently, to a multitude of people, I got some answers on their point of view. A bilingual parent educator stated, and I quote, "Sometimes it takes them a little longer than everybody else to get stuff down." Example, since they are learning a new language, they have to constantly be looking up at the board and copying stuff, and I feel like that sometimes teachers forget that.

An anonymous student from Highline quoted, "They have always gotten treated differently." And I know that's how I felt. I felt like I was behind because that's how they made me feel. It caused problems catching up.

Also another thing is that teachers try to translate slides, but they aren't accurate. I believe it affects their education and makes them struggle more. Here I am today asking you to help them to try to understand them, and if it's something you have to do to change the system for them in a specific. Some examples of what you can do is having an assigned parent educator for the specific subject so that kids can learn more than just words but the subject too. Have slides correctly translated for them and focus on them learning the second language. You can't expect good results without a good education system. As for my counterclaim, there is none. There is no reason not to help them.

Thank you very much.

Alfretta Bailey.

Hello, my name is Alfretta Bailey, I'm a biliterate sophomore from Highland High School. I'll begin by saying I'm thankful for this opportunity to speak here today. I wanted to bring up a concern that has been going around in the community about the bilingual and biliterate policy. While I agree with the district that we should encourage the goal of bilingualism for all students, there needs to be better options for students to learn and/or work on their heritage languages.

If we set up more language inclusive programs, it will help students maintain culture and belonging. Policy 0515 states that engaging our community to identify resources for teaching languages and implementing well-supported language learning programs was one step we could take to reach the goal of having more bilingual graduates. The policy was ratified in 2014, yet we still don't have the well supported language programs that were mentioned.

It feels like that because we don't have all inclusive programs for students to learn their native languages. We have some language learning programs, but the languages provided are limited. As a bilingual student it was a struggle for me to work on maintaining my native language. I didn't have the option of learning it in school. My parents tried to find programs in [INAUDIBLE] that would help me work on my own heart, we came up with nothing. The only programs that were available were Vietnamese, Chinese, and Spanish. I had to study my language on my own, which can be difficult without someone guiding you.

It isn't just students that have expressed a need for more language learning opportunities. Parents have brought up this concern saying, I want my kids to first get better at their native language before they learn another language. This is often the main reason why parents choose to not enroll their students in the dual language program. Some may say that it is an important to provide more opportunities for students to learn, and/or improve on their home languages, but our native languages are more than just important. The school, as has been noted, we encourage the school board to add more all inclusive language programs. Thank you for your time and support and commitment to our students. Thank you.

Thank you very much. Alex Myrick?

Good evening, directors. You recently voted to splurge on buying three more electric school buses, despite abysmal performance by the district's existing electric buses. Last month you showcased an elementary school which had a staff member at this podium bragging that the school daily carved out time for instruction on race and identity, as well as social emotional learning. Two other expensive programs.

A reasonable newcomer to the district might assume that you are satisfactorily teaching all the basics, and are looking for ways to improve society based on your own ideology. As you know, sadly, only the second half is true. The Washington office of Superintendent of Public Instruction has reported that two out of three Highline students do not meet grade level standards in English language arts, and three out of four do not meet grade level standards in math.

You take pride in the Highline promise, prepare all graduates for the future they choose. Can you imagine prospective employers being so impressed with our high school graduates having traveled to school in electric instead of diesel buses, that they will overlook the fact that they cannot do basic math? Can you imagine our graduates applying for college or vocational internship and earning a spot based on identifying as a victim or an oppressor, even though they are functionally illiterate?

You have an admirable promise, but you are a long way from keeping it. The millions of dollars spent on this trendy but ludicrous virtue signaling is not the only cost to these programs. The true cost is what the students and the community are giving up in order to pay for them. Think about how many reading tutors you could hire with the same amount of funds. You are being given enough resources to teach virtually every child how to read, but you are choosing not to. This is an absolute travesty. It's up to you to change this. Thank you.

Thank you. Next up, James Paine.

Good evening. What an amazing couple of months Highline has had. First, we found out that Mr. Anti-racism himself Dr. Ibram X Kendi, one of the progenitors of your IRI policy and from whom your teachers receive professional development was found to be a discredited racist fraud himself. Another false prophet of a dangerous philosophy. Then came Black Lives Matter, the admittedly Marxist organization who, like Kendi, looted the coffers and absconded to their mansions.

BLM, a racist group that Highline has and continues to unabashedly support, whose political flags adorn the walls of every school in the district, expressed support for Hamas terrorists after they kidnapped and murdered over 1,400 innocent civilians, raped the women, and beheaded children. These are your allies and messages that you are amplifying. My question for you people is, are there any other trendy racists or terrorists Highline won't support? You know, for the children.

But just looking at your works objectively, the tremendously poor academic outcomes the utterly wasted tax dollars, the purge of white children from the district, and the kind of people that you ally with, it's clear Highline is corrupt and dangerous. Systemically creating pathologized grievances that logically lead to violence. This is why kids don't prosper or feel safe here, despite your so-called culture of belonging.

When Enfield presented you with Kendi and BLM's revolutionary ideas, backed by a clever staff, an army of equity class and enabling unions, you credulously incorporated their leftist ideology into your policies to fix intractable problems here, but you've foolishly created echo chambers of intolerance and recrimination where academics are dismissed and extremist views are introduced and reinforced. How outrageously irresponsible of you, board. Your policies already hurting kids mentally, but may get some killed.

Thank you. Next up, Patricia Bailey.

Good evening. Last month the Wisconsin circuit court ruled against the Kettle Moraine school district Gender Policy. This policy provided for the secret social transition of students to the opposite sex without parental consent. This policy appears to be very similar, if not identical, to the Highline School District policy 3211.

This particular case is about whether the school district can supersede a parent's right to control the health care decisions of their own child. The case law is clear. The school district cannot. This Wisconsin School district hijacked the parents right to therapeutically treat their own 12-year-old female child when they decided to refer to her as a male at school. The ruling of the Court stated the district's policy to aid a student's transition to a different gender identity at school, without parental consent, violates parents constitutional right to determine the appropriate health care for their children.

Additionally, the district cannot require or even allow staff to refer to students using a name or pronouns at odds with the student's biological sex while at school without express parental consent. It's a sad situation that these self-evident truths need to be restated by our courts, but this reflects the moral and intellectual morass we find ourselves in these days. Highline School district policy and procedure 3211 needs to be overhauled, and made constitutionally correct to be respectful of the importance of parents in students' lives. Thank you. And I'll send you that court ruling by email. Thank you.

Thank you. Next up, Angelina Nguyen.

Good evening. My name is Angelina Nguyen, and I'm a sophomore at Highline High School. I recently exited the DL program because I found the DL program curriculum does not adequately support secondary students with their language learning. Despite this, I still believe in the goal for complete bilingual education, and I hope that with some changes less of my peers will drop out as they enter high school.

Growing up in the DL program half of our course study was in English and half in Spanish. In late Middle school that changed to one third of our day in Spanish. The issue with this system is that it does not ensure that students develop and gain comfort in their target languages. When Spanish is confined to a select academic subjects, students who are not surrounded by it in settings outside of school have no way of practicing grammar and social skills.

The secondary Spanish language arts course dabbles in grammar and encourages some social interactions, but centers on the same essay and comprehension skills simultaneously taught in the classes, yet does not count for the same literacy credit. These issues make committing to a DL program difficult, especially for non-native Spanish speakers like me, who although according to the state of Washington are considered biliterate, do not feel bilingual.



In fact, out of the approximate 14 students in my DL kindergarten class who did not speak Spanish at home, only three committed all the way to high school. After freshman year all three of us dropped out. Some might argue that Highline Public Schools has already made adjustments. According to DL specialist Jordan Montalvo and veteran DL teacher Senora Hill, the ARC curriculum adopted in 2019 better immerses students in both languages. However because ARC is only a primary school curriculum, it does not fill the gaps for students who grew up on past curricula and are near graduation.

With 2021 being the first graduating class I want to acknowledge that the DL program at secondary level is relatively new, and that there is no shame in growth. All I request is more consideration for students who do not get well-rounded exposure to the target language. Give us more opportunities, less repetition, and when making big changes to the curriculum do not forget that us older kids need the same support as our younger counterparts to be successful. Thank you.

Thank you. Ana Gutierrez.

My name is Ana Gutierrez and I'm a sophomore at Highline High School. I would like to start off thanking the school board for their time. I'd like to talk about the multilingual issues we've been facing. As a bilingual student I've been in an environment where I didn't seem to belong. And as a community I think we should all be unified with the language we all comprehend, feel comfortable communicating in. I appreciate our district for their effort, including the dual language program, and the translator tutors.

However the DL program only helps those who are fluent in two languages already, and while translating help with English. They are preventing any relationship with teachers and their classmates. Also they're translating everything instead of allowing them to develop English themselves. As English is one of the most important languages in our state, and world, we should all help students to learn English fluently, while preventing them from forgetting their native language.

One of the main reasons for this suggestion is that I've been seeing students with no motivation, bored, and not being able to communicate with others. Seeing this makes me feel sad, as I remember my old self when I started school. I had no clue what teachers nor students were saying. I'd look around and nothing made sense. I felt unwelcomed.

Being in an environment like this became miserable. In order for students to feel focused on their education they need to understand what they're being told, but also feel like they belong in the environment they are obligated to go daily. Although I think English is an important language and will help us all be united, knowing multiple languages is also important as it gives students more advantages for their future. This said, allowing students to use their native languages constantly in class is important because we often forget our home language using English daily.

I know this because I often find myself forgetting simple Spanish words which interferes with my communication. In conclusion to see a change I recommend for teachers to be bilingual to offer classes specifically for those who need to learn English, and lastly to create a visually multilingual environment for everyone to feel welcomed. Thank you.

Thank you very much. And thank you for all of our speakers this evening. Move on to our superintendent's update, Dr. Duran.

And I just quickly I just want to thank our educators from Highland High School for the work you do with our students since you're still here. Thank you for all you do. Yeah, I want to just start off if, you want to get a sense around cultural belonging, what we're doing here in the organization, I encourage you to come to our [INAUDIBLE] building on the beginning of the month, and I want to shout out our HR team for all they work they do with orientation.

Because I heard all this buzz going on downstairs, I was trying to figure out what is going on down there, and it was great to see two of our new administrators that were introduced tonight plus other team members that are joining Highline, and just the care and thoughtfulness that's put in place to ensure that our new employees are getting the benefit information, retirement information, getting their picture taken. It really does build a culture of belonging. And that's some of the work that we're doing. So just thank the work that our HR team and everything they're doing to support our new staff that come in on a regular basis.

I also just, I know this may be a board update but I just want to jump in because I had the opportunity to go next door, and I know when I first started here when Scott Logan told me that we had acquired a bowling alley, I was like, we did what? And now actually going over there today, and seeing it in full fruition, with the new pin equipment that the board approved last year, it was really powerful to see groups of our female athletes from the different high schools there today practicing.

And they have really cool looking bowling shoes these days, so they look pretty snappy. They were choosing their bowling balls, and it was just really great to hear all the noise that was going on in there. So it has come to fruition, and it's another way that we're creating cultural belonging for our students to participate in an athletic activity that they may not have ever done before. The highlight for me is when I asked one of the students, well, how long have you been bowling? She says, since yesterday. So.

I also last week at Leadership Forum was an opportunity for us. The Leadership Forum is when we bring our school leaders and district leaders together, opportunity for us to really be able to ground ourselves in our strategic plan, the work that we're trying to do. But during that time he introduced what we're calling our living the promise recognition.

You can see the slide up there. It's a new recognition program that really is designed for individuals to be able to recognize individuals who are living our promise, to either know our students by name, strength, and need, or doing something helping with future success. And it was a real hit. We really launched it. It wasn't quite sure it's always kind of like wondering how it's going to go, but it was really powerful to be able to have leaders recognizing and celebrating the accomplishments of each other.

And as I told our leaders last year, sometimes the best leadership secret is love. And I think that when you recognize people publicly it really does a lot to amplify the work that we're trying to do, especially along the census of cultural belonging. So in recognition of our living our promise and our board, you know, I really want to take the time now to honor the board, and actually give you all your first Living the Promise pins. This is an opportunity for you to get pins more than once. You can come many times.

But as I was thinking about the board and the work that you do to support our promise, you all really embody Living the Promise on a daily basis the way that you support our students and our communities. And I think one of the ways that you do that is through our policy. And last week at Leadership Forum I emphasized policy 00110, which is our equity policy. And I reminded our leaders that we have equity focus areas that we are working on here as an organization. I just want to read this part, and then I want to honor the board for the work that you've been doing to support our efforts to really become an anti-racist organization.

So the equity focus areas clearly says to become an anti-racist organization, eliminate discrimination disproportionality and achieve success for each student. The district's equity work is focused in four main areas. Institutional practices, adult learning on race and identity, culturally responsive practices, instruction on race and identity. So we are continuing that work and the question that I asked our leaders last week was how has this policy influenced their leadership. And I will continually ask and challenge our leaders that question as we continue to work to implement all the different policies that the board has put in place. I just want to thank you for all that you do, and give you all your first pin of recognition.

Encourage you to wear them on your lanyard when it's appropriate for you. Also we'll have some for you so that you're out and about in the community and you want to honor and recognize others who are living our promise, you will have that opportunity also. So last night we kicked off the first superintendent staff session.

So we have a bold goal to go out and visit every one of our schools. And we were at Choice Academy last night, so appropriate they were here today. So we had the opportunity to have their staff. And we are doing this work, chief academic officer and [INAUDIBLE] cabinet in partnership with the Highline Education Association. So President Jeb Binns joined me on those. And we had our first one.

But just a reminder for this, is that part of it is just the purpose of it is just to get to know each other and even in the presentation we have opportunities for cabinet members share a little bit more about themselves, for educators at the school, staff members to share a little bit more about themselves. So another way that we're building a culture of belonging and building connection. It's also just opportunity for the staff to be able to share with us what has been helpful with the work that they're trying to accomplish in their school, and ideas for ways that we can improve that.

And then I think the one that was really striking last night for me was just also opportunity for our school team members to be able to share what they're proud of for the work that they do on a day to day basis. So last night was number one, and we've got quite a few more to go, and we look forward to doing those sessions and just being out in the community and working with our educators, and just really grateful for all the work that they do. That's all I have tonight Thank you.

Thank you Dr. Duran. And thanks for the pin. Love it. Thank you. Appreciate that. Starting our school board reports, legislative reports, nothing on that front. And we're going to move to our director's reports. I'm going to start with Director Hagos.

All right, so I had the privilege of bearing witness to one of our students performing her debut with the Seattle Symphony. It was Abby Spillers at Mount Rainier High School. I got to watch her perform with the-- I think it's called the string orchestra at the Seattle Symphony. And that was an absolutely wonderful experience. Could not believe how moved I was by her performance. And I can see now why she was one of the three that went to perform for Dr. Jill Biden with the First Lady when they visited Seattle. So anyways just wonderful work proud of our student, and can't wait to see what she does next.

Thank you. Director Garcia.

I want to extend an invite that Evergreen High school is going to be hosting a Dia de Los Muertos event this Saturday. I believe it's from 11:00 to 1:00 or 2:00 ish, but check online just to confirm. But it's really cool. It's amazing to see the growth of this program. It started as a tiny ofrenda, and now it's like a full on day event with community partners, parents, students, just really leading the program. So I'm excited to extend the invite to everyone.

Thank you. Director Alvarez?

So, I'll have a chance to just give a shout out to schools of choice. Our schools of choice application window is now open for most of our choice schools. We have a virtual option for elementary students. Three schools of choice for middle school, and eight schools and programs of choice at the school level. Also they're offering many options, many options support our Highline promise and our goal for students to be future ready for selecting a path that they choose.

Also McMicken Heights featured in national podcast. McMicken Heights featured in a national podcast called Inclusion Stories for their work in including students with special needs and general education classes. The podcast focuses on positive examples of inclusive classrooms across the nation. McMicken Heights is a state and national leader in inclusion and is showing great results for both students with IEPs and those in general education. And that's all. I'll leave the rest, thank you.

Thank you very much, Director Alvarez. Yesterday Director Hagos and I, as well as a few cabinet members who were part of the exit interview with our state auditor's office, quite a few people when they hear the word audit, they get a little scared. But I am very, very proud that there was only one finding, and I consider that as an opportunity for improvement, as not a finding, but I just want to thank Jackie and Andrew for participating and working along our state auditors.

But also our staff, making sure that we're doing what we're supposed to. And doing it right. And they went through quite a few bullet points, and there was only one. And they were able to fix it prior to the exit interview. So I'm very proud, and thank you all for your hard work in doing that. Because it's eight months of being audited by the state. So thank you very much.

In addition to that, our Highland Schools Foundation winter warm-up event is coming up on November 10th. It's just an evening of food and community in support of our students and schools. I would say, please purchase your tickets. But I just found out it was sold out. So if there are any tables available with friends and family, please invite our community out, and have a fun evening. And that is it for [INAUDIBLE].

Just have one more. I just want to give a big shout out. So the brat trot that happened a couple of weeks ago, we happened to be I guess almost a month ago now. But I've been gone. So we were standing outside and it runs by my house, and a big shout out to Dr. Duran, my grandson who's 12 was standing outside, and he goes let's go, and my grandson started took off running with him. And so he ended up getting this medal.

He was so proud. He came home and he was like, grandma, look what I got. Look, I went through the finish line. I'm like it's a little bit cheating, because I think it was almost half ways. I said, but it's OK. But I think that's about engaging. I mean, in the community I saw a lot of people walking by. Scott, I saw him there, and he was like, come on, I'm like no. We were actually getting ready to leave on our trip so we had another family with us packing trucks and we kind of caravan out of here.

We drove 17 hours the first day as we left. But I just wanted to give a big shout out that my son felt so kind of special. He was like, grandma, the superintendent asked me to run. So I ran. And I'm like, OK, so I guess when the superintendent asked you to do something and you could do it, so but just thank you. Big thank you for encouraging my grandson to go out there and run. So it's just a quick shout out.

It was two miles. He ran the last two miles.

All right.

So Dr. Duran also asks me to run as well. And I say no.

Thanks.

Next year. All right, thank you all. And moving to our consent agenda can I please have a motion to approve?

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

I second.

All in favor.

Aye.

Any opposed? None. Thank you. OK, action items 8.1. This is a motion to approve revisions to the ALE policy and procedure 2255. Any questions or comments? Hear and see none. Please have a motion.

I move that the Highline School Board approve a revision to policy 2255 alternative learning experience.

Second motion.

Go ahead.

Roll call please.

Director Hagos. Yay.

Director Garcia.

Yay.

Director Alvarez.

Yay.

Director Van.

Yay.

This motion passes four to none.

Thank you. And action item 8.2, this is approval to accept Title III funds. Any questions or comments? OK, I see none. Please have a motion.

I move that the Highline School Board approve acceptance of the 2023, '24 Title III grant funds in the amount of \$816,434 in revenue.

I'll second that.

Thank you. Revenue-- or revenue. Roll call please.

Director Alvarez.

Yay.

Director Hagos.

Yea.

Director Garcia.

Yay.

Director Van.

Yay.

This motion passes four to none.

Thank you. Action item 8.3, this is for the approval to accept state transitional bilingual program funds. Any questions or comments?

I have a question. There's a couple of them. I'm curious about just the clarity, a point of clarity for me on one part, and then a question for the other. As a multilingual learner myself growing up, I know the leaps and bounds it takes to teach our kids to be proficient in English. And I am incredibly, incredibly grateful to those who put in the work to make that happen.

I just I recall my dad, he knew seven or eight different languages, and completely illiterate in all of them, but could not pick up English by the time he made it to the states. It is one of the hardest languages to learn. So just a point of appreciation for the work that's being done.

So I'm curious about the relationship between dual language, I know dual language was in our packet as well. What's the relationship between the dual language program and the transitional instruction program? My understanding is they are separate, because the transitional instructional program teaches kids to be proficient in literate in English, but we put them together. So I'm just curious. Some clarity around that.

Yeah.

And [INAUDIBLE] we have Bernard Coons, he's director of teaching and learning here, for the record.

Great, thank you. So the state transitional bilingual program is the funding mechanism that's set up through the legislature to fund all of these programs. And so the title of the program is the State Transitional Bilingual Program. Within that program school districts have to define which language learning model they're going to implement.

One of the programs that we implement is the dual language program model, which is the recommended model at the state level. Another program model that we implement is supportive mainstream, which is what our kids engage with that aren't in the dual language programs. So dual language is within that umbrella at the state level, of the larger umbrella of the state transitional bilingual program.

OK, so it's the model that we're using the framework is one of the ways to carry out that program. OK. Thank you. And then the second question I had is just around the progress of our kiddos. I know the program evaluation, I forget which page it's on, but it indicates about 3% of our kids reach English proficiency from year to year. And remember, I do know how hard it is to reach proficiency. But I'm curious. What does research say in terms of how long it will take our kids to be able to reach proficiency in English?

Yeah, so most research will say five to seven years.

OK, so in five years, less than half of our kids are reaching that proficiency.

Yeah, so that's true. And a couple things to unpack with that number. It is low, and it's a lot lower than what we would like it to be. A few things to know about that number in the current assessments that are there. The [INAUDIBLE] exam is a brand new exam, and the state's calibrating those numbers a little bit, and those numbers are pretty low across the state. So I think we're going to see some updates from how the state looks at those numbers and considers those numbers and where they're doing the cut scores on that. So that's one thing to know.

One of the other things that's tricky about understanding that exit number is it's the total number of kids we have in how many exited this year. It doesn't account for the fact that we get a lot of new kids that are coming in every year as well. So for example, if you had 100 kids, and you had 20 of those kids exit, but you had 15 newcomers come in, you would have a 5% exit rate, because you're receiving more kids coming in. So those numbers are kind of complicated to look at.

But they are much lower than we'd like them to be. And in fact, in some of the plan goals that we're working on that's going to be a specific objective is to see that number move up by 5% on an annual basis. So that's one of the key things we're going to be focused on.

Thank you. I didn't consider, I do we have a high number of newcomers that come in and fluctuate through our district. And I didn't take that into consideration. So thank you for kind of highlighting that that's a part of the reasons why we see these lower numbers along with some other things that are happening across the state. OK, so I guess my only other question-- thank you, by the way, that was very clear for me.

My last question is, in terms of the initiatives you talked about, what kind of feedback have you taken from the multilingual advisory committee? To just share what it is that you will be doing based off of the feedback of the committee.

Yeah, I'm going to ask Adina [? Thier ?] our language learning director to talk a little bit about that, because she worked very directly with that team last year. And we'll be able to speak to how that group was able to really inform some of the vision work we've done.

Good evening. So yes, we do have a multilingual advisory committee, and last year we also had a dual language advisory committee. This year we're planning on putting them together. And so there's half of that group is parents, community members, also students. And then the other half is staff, both classified representing dual language and non-dual language. And so and I can speak as the last three years. This is my third year.

So the first year we came up with a vision and philosophy for what our ultimate highest goal of what those programs look like for both dual language and multilingual programs for our district. And so I believe you guys have a copy of that. And it is like, it is pedagogy, the style of teaching, and it is like the experience of the students are all included in there as well as achievement.

And so the second year was really like, OK, how are we going to actually make this happen? And so that is what are the areas that we need to work on the most. So we did strategize in choosing some areas, and the area was really accountability. That those strategies are actually going to happen at the school level. And so we created documents for both dual language, and multilingual programs for principals to use that we meet with them once or twice a year, and then follow up on what those kind of program requirements are, and then also those implementation goals that we are trying to do, and how those are going.

How is that-- how are you implementing this, what kind of support you need, and just being a lot more crystal clear about what program implementation looks like. The best strategies that we need. And schools are at all different places with that, and the support. But I think maybe it wasn't-- I think we needed more clarity on what those responsibilities and what those best strategies were, and that were expected in the schools.

Thank you for your work.

Thank you. Any other questions or comments? Hearing, seeing none. Can I please have a motion?

I'll make a motion, we approve. I move that the Highline School Board approve acceptance of the '23, '24 state transitional bilingual program grant funds in the amount of an estimated \$10.4 million in revenue.

I second.

Roll call, please.

Director Garcia.

Yes.

Director Alvarez.

Yea.

Director Hagos.

Yes.

Director Van.

Yea.

This motion passes four to none.

Thank you. Action item 8.4, this is to prove the annual contract with first students for the '23, '24 school year. Any questions or comments? Hear and seeing none, can I please have a motion?

I move that the school board approve the 2023, '24 school year contract with first student for a total of \$350,000 with minor modification or adjustments as approved by the superintendent.

Can I get second?

I'll second that.

Roll call, please.

Director Garcia.

Yay.

Director Alvarez.

Yay.

Director Hagos.

Yay.

Director Van.

Yay.

This motion passes four to none.



Thank you. And action item 8.5. This is to approve the PO order increase for hopskipdrive for the '22, '23 school year contract. Any questions or comments? See none. Can I please get a motion?

I move that the Highline School Board approve the purchase order increase of \$118,000 bringing the final hop skip drive contract amount for the 2022 2023 school year. So last year, to the-- so the total will be \$1,143,000, with any minor additions, deletions or modifications deemed necessary by the superintendent.

I'll second that.

Roll call, please.

Director Alvarez.

Yay.

Director Hagos.

Yea.

Director Garcia.

Yay.

Director Van.

Yay.

This motion passes four to none.

Thank you. Action item 8.6 8.7 and 8.8 were moved to consent agenda. And now we're going to move to our intro. 9.1, this is the motion to approve the Highland Perkins grant and four year planning overview. I believe that we?

I'd like to invite principal Juan Lozano up to share a little bit around both 9.1 and 9.2. And yep, and you also have, I believe it's Elizabeth Pelosi, TE specialist here. So welcome. Thank you for being here tonight.

Hello, my name is Elizabeth Halo. Board will see two related items for the introduction. One will ask the board to consider approving the Highline School District Perkins grant and four year plan overview. The other will ask the board to consider approving the PSSC Perkins grant. Though two grant applications are required, our work ahead will be guided by the same four year plan. Board action on the Highline Perkins grant will meet the requirement in board policy 2170 for the annual approval of the district's CTE plan.

So in alignment with explicit connection to student experience and perspective, celebration or student centered why. Highline Public schools CTE, Highline sponsored student participation in the heavy metal summer trades program at McKinstry this past summer. About 10 students from across Highline High School schools spent six weeks learning various trades through hands on experiences with industry professionals. They graduated from the program with the knowledge, skills, and connection to help them make informed decisions about their post-secondary plans after graduation.

Through their participation in the program, two of our students also had the opportunity to meet Vice President Kamala Harris when she visited McKinstry in August. This experience marks what we hope to be true for CTE students in Highline. They receive the support and training, including through attainment of IRCs, and out of school learning opportunities to make informed decisions that could lead to family sustaining wages. We hope that the approval of the supplemental funding through the Perkins grant will support us in preparing our students to be future ready.

Additionally we get similar funds, and we're working on an alignment this year. And so that's why we're combining together and presenting together as well. So one of the goals of Andrew Benitez, Dr. Benitez, is we want to align our four year plan. So that way we're in lock step to make sure that we're creating a real pathway for our students. And I think that's something that's been missing with Highline and the Skill Center, as we've had many conversations this week alone about future ready, and making sure those are in Highline.

So the Perkins grant allows us the opportunity to have those additional funds for PD, for our staff, and also industry recognized certifications so we're kind of paying the cost of those pieces. That way our students do not have to carry the burden of that. And those are really the pieces that will carry on and make sure that they have what they need, when they go out to the real workforce and beyond. So that's kind of the purpose of us presenting together today.

Thank you, directors, any questions or comments? Hear and seeing none. Thank.

Thank you.

Thank you.

Thank you guys.

One also was talking about 9.2 here. This is to approve the Puget Sound Skill Center Perkins grant including the four year plan overview. No questions or comments on that. 9.3. This is a motion to approve the revisions to policy 2410 high school graduation, and repeal the policy of 2410 high school graduation class of 2020.

Before Holly comes up or as she's coming up, I just I was thinking about those two grants that we were just talking about. We talk about really streamlining and really figuring out how to work together, and making sure that for the best interest of our students. And I truly appreciate, as I was-- as you guys were talking, it's like at first when I looked at it, it's like why is there two things? And I realized once Highline once PSSC.

And so thank you. Thank you for thinking ahead for our students, and thank you for aligning it. So taking the burden off our students, so they can get those certifications and graduate ready for the future they choose. So thank you again for that. Sorry, I just thought about that, I was like, why are they doing this? But aligning totally. Took me a little while guys.

Thank you. Holly?

Thank you, oh, sorry. Hi, my name is Holly Ferguson. I'm the district's chief policy and strategy officer and I'm actually here to talk about the next couple of items. So-- and answer any questions that you have. The first one before you is a policy 2410, which is high school graduation. We're doing a couple of things in this motion. One is to repeal an old version of 2410 that are applied only to the class of 2020. Class of 2020 was the last class that had the pre core 24 graduation requirements. That class has aged out, so we're now able to sunset that policy.

But we did mention in the revised policy 2410 when the new core 24 standards started, so that if someone came back with a question down the road when did Highline start that, it would be already it would still be included in the policy. So people would be aware of that.

The more exciting change, frankly, in this policy is to add the competency based graduation requirements for Maritime High School. And Principal Gordon is here if you have questions about what's happening at Maritime. And thank you for being here, Principal Gordon.

Most schools in Washington State have the 24 credit requirement. Maritime High School has a waiver from the State Board to not do a credit based model, and we felt it was really important that since they're not using the traditional model, that our policy reflect the competency based requirements that the school has, so that we're very clear and transparent to our board, to our community, to our families, and to our students about what it does take to gain a meaningful diploma from Maritime High School. And like I said, Principal Gordon is here if you have questions about that. I will defer to her on the details.

And then the last thing we did is just do some basic policy cleanups. Just cleaning up some language that was outdated, some requirements that had fallen by the wayside, so that we have a fully clean and up to date policy. I will say you usually see this policy when we make changes in the spring, to be ready for the next year's incoming freshman. It could still come back if the legislature doesn't make any changes to graduation requirements. We're not hearing anything about that. I'm not seeing-- I'm not expecting that happen.

But the reason you're seeing this change now is because it does impact this year's 11th graders, who will be seniors next year. And we wanted to make sure that the families and the students had sufficient time to understand what these requirements are. And I, again, Principal Gordon is here, but the school has done extensive work with their staff, with their PTA, and with their student leaders in terms of explaining with the 11th graders, what does this really mean. What does this look like? And they're living it every day. So that is my update for 2410. If there's any questions, we'd be happy to answer.

Directors? Director Garcia.

Would it be worth having-- sorry, I have an incomplete thought, but essentially it is there's the caters the college academic distribution requirements, to be able to get into any of the universities. Would it be worth or advantageous to make sure that that's reflected here for Maritime, so that our young people know that their thing is going to help them get into any University.

That is a great question. The caters-- I'm going to see if I get this one right. Who was teaching me on this earlier today. The application that the school uses to get the credit based waiver from State Board includes information on caters. So that's a little bit more detail than we usually would go into in a policy. But we do have documentation of that linkage, so that students know, and I believe the mastery based transcript that you're using also helps students know that they're ready for college. Please.

If there's anything.

So, I mean like if a student like were to come-- a really loud mike. If a student were to come to our school from another Highland High school or they were to go like they stated they wanted to go back, we have an equivalency sheet that says that you took this class here at Maritime High School. This is what it would be the credit bearing class at another high school. And so that's helpful for kids. So it's not this nebulous of like, oh, you're just here. You don't get grades, there's like there is a Master Transcript Consortium that we work with to make sure that kids understand what they're getting.

And I was just at a conference with Bernard and my counselor that talked about schools like Harvard accept the mastery transcript. NCAA will give you your athletic eligibility. And so with this policy, this is actually helping us. Well, it's forcing us gently to be able to better articulate to incoming families what we're really doing. And so we have it. But I think it just will make it more clear, and there won't be any confusion for people when they decide they want to set Maritime High School.

Thank you very much. Any other questions or comments?

No, just to say way to go, Jamila. I know that you are out there, you have hit the ground running, are doing so much for folks in our community to know what Maritime is all about. I missed one of the panels. I think it happened a couple of weeks ago back in Des Moines, I took my son to his tutoring appointment. But I did want to be there, and I heard some really good things about it. So just I really value you. Thank you for being here.

Thank you.

Thank you very much. Intro item 9.4, this is a motion to approve the 2024 state legislative agenda. Any questions or comments? It's Holly.

I'm back. I didn't go very far. So this is an annual item. Every year around this time we get ready for session, which starts in January. This item allows the board and the staff to-- allows the board to talk, to tell us what our primary strategies should be when working with the legislature for the next session. Again, starting in January. We have four-- there's the bar has an error, but there's four main focus areas.

One is simple majority for the bond. That's it's been an item for us for years. And it's still important, especially given the Lucaya case that came down a few months ago from the state Supreme Court, that did not overturn simple majority requirements. Or did not overturn supermajority requirements.

Full funding for special ed, and you'll see that's a very fleshed out item, even more so than it has been in years past based on some of the needs that we're seeing. And there's a specific ask that we have for five days of paid training for staff to better enable us to serve all of our students in their unique needs. That would be an amazing win for our staff across the state, not just Highline staff.

Interstate teacher compact is one that's a relatively new item. It would allow us to hire teachers who have certification from other states faster and easier than making them go through the whole state process before they get-- we're able to hire them. That was an item that made it fairly close to the finish line last year, with a fair bit of support, but it was a new item. And so we're hoping that our support of that will help push that over the edge. Anything we can do to make our hiring processes easier to bring qualified applicants here to Highline faster is going to be better for our students.

And the last one is continuing our work on mastery based learning. You heard just now from Principal Gordon a couple of our schools are really focused on mastery based learning, and we have created a policy infrastructure that allows for different opportunities for mastery based learning across our school district. We're looked at by many in the state as a leader in this area. So we really want the state to allow us to continue to be innovative.

And we specifically want to make sure that the state fully funds our schools that are using some of these more alternative, not sitting in a seat every day for six periods, those aren't always currently fully funded and we want to make sure that the funding that has been stated by state departments that will be coming actually does come. That's our main focus for this year. Obviously during session, literally hundreds of K-12 related bills get dropped. So it's my job to track those and make sure that Highline is adequately represented during session.

Thank you. With this short session this year, and we have four on being proposed, how is the alignment with our other district as well as WASDA.

So we actually work with a consortium of districts. We work with NorthShore, Seattle, Spokane, and occasionally with Olympia, and Vancouver, and Evergreen. So we've vetted this with our consortium districts. Not everyone is as far along as we are, so some of the vetting is conversations and emails around have you talked about this. So majority and simple majority for bonds and special ed full funding are primary asks for all districts that I've talked with.

WASDA I reviewed their platform, which as you know is fairly large. We're still in alignment with that. WASA came out very early with their platform before the [INAUDIBLE] case was decided, but they still had simple majority on there because that's obviously important for all school districts. So I would say we're in alignment. I would say the mastery based learning one is very much Highline specific, because of where we are in that work. And that doesn't surprise me that we would be a little bit further out from other districts on that one.

Thank you. Question?

Just to follow up to that, I trust that you, as you're going through these things that you really are keeping the best interest of Highline in your forefront. And I'm just curious. I know I can't remember if it's WASDA or I forget the other one, the Washington Association of School Administrators, WASA, one of them has something about transportation on there.

And I know that transportation comes up for us. I mean it came up to it for us today, as we're talking about hopskipdrive. And I need more time with this question as well. But I'm just curious about that possibly being helpful or useful for us here in Highline. Not even answer for now, I'm going to be doing more reading on it, but just curious about that for now.

Yeah, we have had transportation on there before. The state recognizes that they need to fix the STARS funding formula. And I think it's certainly nothing wrong with having it on there. I think that the court case really pushed the simple majority for bonds high. And then what we are specifically seeing on the ground in terms of special ed, also push that one pretty high. But yeah, we'd love to talk more about that.

Thank you.

Thank you. Any other questions or comments?

You know I got to. But I will be-- I'll be throwing an amendment probably next board meeting to try to include something around legal permanent residency, advocacy position. So just a heads up that will be coming down the pipe. Holly, would you mind maybe circulating some of the passenger language just to see if that's still applicable, and if that's queued up in the state legislature at all?

Circulated among the board?

With me, I guess. And I can circulate it.

Absolutely.

Thank you.

Yeah.

And do you have a sense of that's going to be on the docket this year?

You know, it is a short session as President Van mentioned. And I don't know-- that was a pretty hot button topic was it last session or two sessions ago?

Two sessions.

Two sessions ago. So I don't know that it'll get anywhere in this short session, but like I said, hundreds of bills gets dropped. Bills get dropped. So even in a short session, so we never-- I wish they'd give me a roadmap. Like Holly, here's the things that we're going to be looking at this year, but they don't. So yeah, happy to get that back to you.

Thank you.

Thank you very much. Any other questions or comments? OK, let's move on to intro item 9.5. Holly, you're going to hang out a little bit longer. This is for resolution number 29 dash 23, Altria settlement.

Yes. So this is a follow up from the 18 months ago or so, you authorized us to enter into litigation against Jewell and Altria to deal with the vaping scourge that is afflicting our schools, and a lot of other places. About six months ago we settled on the Jewell case, that brought us about we expect to see the funds in the next month or so. We're expecting around \$300,000. This is the corollary to that. So this is a settlement of the other side of the case, the Altria side of the case. Altria formerly known as Philip Morris.

And so we're looking at about we think about \$100,000 in this case. And we are proposing, as we did in the Jewell case, to allocate these proceeds to eradicating vaping and educating students about the harms of vaping. And Keisa Hendrickson is here if you have any we'd like to hear about, what we are high level thinking of spending the money on.

That was going to be my next question. What are we going to use that money on?

Yes, good evening. Keisa Hendrickson, chief engagement and partnership officer. So we have an interdisciplinary team that has been meeting to develop a work plan for use of funds. First and foremost, we're doing a policy review, so there's a couple of policies that are tied to substance. The current policy substance abuse program, and then also in our student conduct policy. And then there's actually a couple of 5,000 series policies that apply as well.

So we're doing a policy review a data review. So we're looking at student discipline data, under the applicable categories. We're looking at some of our expert data, we're looking at our healthy youth survey data responses to get a sense of what the needs are. We will also be doing some engagement with our students and families along the way.

As we're developing our work plan, there's currently a pilot of an intervention program at Mount Rainier High School called Third Millennium. And so when a student is caught with a substance, vaping and others, rather than you're suspended or whatever, just regular in-school suspension, they're getting an intervention, taking some courses in modules. So they're learning about what they're using, the impacts of what they're using on their brains, on their bodies, and then how they can make different choices. We want to expand that pilot to a middle school to see how it works at a middle school as well.

So in this work plan we want to think about sustainability beyond the funding. We're grateful for the funding, but we know eventually it'll run out. And so what does our substance use misuse, including vaping and other substances, look like beyond any funds we may receive now. We are also exploring potential partnerships. We've had outreach from the American Heart Association, because they're doing a lot of work around the vaping and all of that.

We want to make sure that whatever it is that we're doing is really going to be meaningful, and resonate with our students. And their needs. And just for your knowledge, we're rooting this, if you're familiar, I know you are familiar with liberatory design. So we're really thinking about what are our mindsets as we approach this work and then making sure that we are considering our students who are most impacted by vaping and substance use misuse.

So we're developing a work plan that's not fully fleshed out yet, because we really want to be thoughtful so bringing in our director of health services, Bradley Lee, our director of student support, I never remember her title, Val Allen, our counseling specialist and some others, and some of our expert coordinators to help us think about this work as we move forward.

Thank you. Any questions or other comments?

Oh, I do have a comment. It's about the sustainability of that education. If we can figure out a way when we put this all together that is built into how we support our kids and our staff around that. So I know this is a one time funding, but I would love to see how we can build it into our day to day.

Yeah, that's definitely the approach that we're taking. We want it to sustain beyond any funds that we receive now.

All right, thank you. And our last one for intro, this is motion to approve the Pacific Middle School replacement project, approval of educational specifications. Scott, any questions or comments?

All right. Thank you Superintendent Duran, President Van, and board members. I appreciate the opportunity to come up and share a little information about some of the fun work that I get to participate in. And you can tell just from the title of 170 page document called head specs that this is really thrilling work. And it actually is really thrilling work. This is the next step after we pass a bond and approve, we're going to build a school. We move into the education specification process.

The head specs, the review process, it's committee work, it's led by the architect hired to design the new school. So they'll actually facilitate the education specification committee meetings. The education specifications are is the committee does work towards the components and the desire that are desired, and sometimes wished for but don't actually come to fruition by staff in that building, staff and students in that building.

It does not address the footprint or what color is your carpet or we're going to paint this wall or what does the furniture look like. This is the educational specifications to meet the needs of the school, that then transitions into the design review committee. And that committee is the one that actually then looks at the footprint, and the, is it one story, is it two story, and puts that part of it together.

The education specifications committee look at really look at nine areas, and put some definition to it to then hand off to design review. So they'll look at core curriculum, which is basically every learning space in the building and see what that needs to be, regular classroom space, how many square feet, what type of furniture, what type of visual aids, what do you want whiteboards, where do you want them teacher station, movable walls, all those kind of things.

The next section that they look at is building administration, and that's going to take care of all of those that administrate in that building, whether you're a principal, vice principal, a counselor, all those types of services. Then there's student services. And again, you're on-- you're usually, not always, but you're usually near the administrative area with that as well. And that's going to have nurses station, attendants, all those different student support services that happen in the building.

The library is another area that group looks at. Library is one of the most dynamically changing environments right now in schools, because of the advancement of technology, and a lot of people read books on their cell phone, read books on a tablet. That being said, we're not getting rid of books. But if you look in any library, you'll see that there are no permanently built shelves anymore. That every one of them is on wheels, and the room can be reconfigured at any time into multiple different types of space for use.

The Commons, we want to create an area that both is efficient for the student to come at meal time, along with it being warm and safe and efficient in proximity to restrooms to where the food service area is, all those kind of things. Performing arts and that includes CTE, those types of spaces as well. Those are rooms that are configured differently and need different equipment and supplies in those. So this group looks at what that looks like.

Physical education spaces, building support, student facing. Building support student facing is things like ASB student store, the different programs within the school that are direct student facing. And then building operations, and that's where they look at the HVAC system, what type of energy are we going to use. Are we going to put in a ground loop control system? Are we going to do these take advantage of different opportunities on that side of it?

This is the education specification portion of this work, is very scripted. It's also required by OSPF to maintain our eligibility in the deform process, which allows us to participate in school construction assistance funding programs through the state. So it's a compliance activity that actually is a huge asset to the school when you get to the finished product.

Highland High school, they went with a project based learning model. And so that was designed and defined in the head spec portion of that, and then hand it off to DRC to do the-- then come up with what that building looks. And that's really all I have here on this. Happy to answer any other questions if you have them, or you guys all have this as an attachment. So you're welcome to read pretty fascinating stuff. I think it is.

Yeah, it exceeded the bandwidth on my computer. So directors, any questions or comments?

Just real quick, I also have not had a chance to review all 170 pages. But are there any community usage or community space language in this spec?

Yes. There's some really good community language in here, both an opportunity for community space for community to come in and use portions of the building for community specific ideas. There is also a clear design to be able to create opportunities for either when there's a performance happening on the performance side, or athletic side, where you can open the building to the community.

But you don't have to open the whole building to the community. It's designed so it's sectioned appropriately, so that you can open this whole piece, and you have all the restrooms, all of the gymnasium or the theater, or whichever opportunity is happening. And it's designed really tightly with community, both community use, and supporting when we're having events that bring community in that are district.

And what, just so I could do the Control Find easier. Is there any specific language around school safety, and those new kind of program?

There's a lot of language around school safety, both in whether you're just looking at simple surveillance that's going to happen inside the school, or accessibility with the both classroom door locks along with external single point entry, vestibule, office visibility, doorbell, all that stuff. You'll find all of that in.

Thank you.



Fantastic. Any other questions or comments? Hear and see none. Thank you so much, Scott. And that concludes our intro item. Intro. Any-- nothing adding to the consent agenda. With that said, can I please have a motion to adjourn?

Oh, we can't add anything because Carrie's not here. I was like, wait. I make a motion we adjourn for tonight.

I second. All in favor?

Aye.

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