

Highline Public Schools | School Board Regular Meeting - December 4, 2024

Hello. Welcome, everyone, to our regularly-scheduled board meeting for this evening. And with that, I would like everyone to stand up the Pledge of Allegiance. And I'll ask [? Javani ?] to lead us with that.

Allegiance to the flag of the United States of America. And to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Again, thank you, everyone and welcome. And with that, I'll ask for roll call, please.

Director Tidholm.

Present.

Director Van.

Here.

Director Petrini.

Here.

President Alvarez.

Here. And Director Hagos will be joining us in a minute. And with that, I'll ask for approval of our minutes. I'll need a motion.

Just clarifying question. Isn't the minutes usually in our consent agenda?

That is correct. So then just move on? No, not for this. Correct?

Not for this. Due to the election of officers in the policy, we do have to do a approval of the previous meeting minutes prior to the election of officers.

OK.

That's why it's out of order.

OK.

Out of the typical order.

So we'll need approval of minutes for November 4 and November 6 for special board meeting and our regular board meeting.

I'll make a motion to approve minutes from November 4 and November 6 for our special board meeting and our regular board meeting.

I'll second that.

So we need roll call because they're minutes. So roll call, please.

Director Van.

Yea.

Director Petrini.

Yes.

Director Tidholm.

Yea.

Director Hagos.

Yea.

President Alvarez.

Yea.

This motion passes 5 to none.

And with that, we're going to move over to our election of officers. And I'll turn it over to our superintendent, Dr. Duran.

Great. Thank you, Director Alvarez. Before I open the floor for nominations tonight, I'd like to review the election process. For each officer position, president and vice president, I will take nominations from the board. A second is not required for the nomination, but it can be made. After all the nominations are made for a position, there will be an opportunity for directors to provide comments before voting. After comments have been concluded, the board will vote for each position in the order the nominations were made.

By law and board policy, the voting will be conducted by a roll call vote. The voting will conclude at the point when one nomination gets three or more votes. After the president has been elected, we will move on to the vice president. In summary, for each position, there will be nominations, then discussion, and then voting.

At the conclusion of the election process for all positions, each new officer will have an opportunity to provide remarks. Election of the president. Nominations are now in order for the office of president. Are there any nominations for board president?

I'd like to nominate Director Joe Van for president.

I'll second.

So--

Are there other nominations for president? Are there other nominations for president? If there are no more nominations, I close the nominations for president. Would any directors like to make any comments at this time?

I'd like to add something, if that's all right.

Yes, it is.

Just as I was thinking about Director Van today, I was just thinking of things that I appreciated about him, how he takes the time to really listen, and offer help based on his experiences, his knowledge, he's very inclusive, he's very communicative, and has an amazing rapport with our board, our staff, our leaders, our teachers, and our broader community. I've watched him over the past year and just has seen how much respect a lot of people have for him.

He gives a lot of his time and financial support to causes in our area that advances and lifts our students when it comes to those who are in contact with him. So I just wanted to just uphold that nomination.

Well, thank you. Adriana, please call the roll for the vote for Director Joe Van.

And just to clarify, this is a roll call vote for Director Van for president.

Correct.

Director Hagos.

Yea.

Director Tidholm.

Yea.

Director Petrini.

Yea.

Director Van.

Yea.

President Alvarez.

Yea.

This motion passes 5 to none.

Congratulations on your election as president, Director Van.

Congratulations, Director Van.

And now, move to election for vice president. Nominations are now in order for the office of vice president. Are there any nominations for vice president?

I'd like to nominate Director Azeb Hagos for vice president.

Are there other nominations for vice president?

I'd like to nominate Director Stephanie Tidholm.

Are there other nominations for vice president? If there are no more nominations, I close the nominations for vice president. Would any directors like to make any comments at this time?

I'd like to, if that would be all right.

Yes, it is.

When I'm thinking about Director Hagos, some of the things that I've really appreciated in my time on the board this year is a deep appreciation for her wealth of knowledge, her dedication to time spent researching things, truly understanding laws, policies, best practices. She exuberates inclusive practices that brings dignity and respect to those that she works with. She's professional, she's thorough, she's excited about learning and discovering better solutions that will bring out the best results for our students and outcomes.

She's fierce in her commitment to our community, and she serves by attending, I'm pretty sure, almost every event that is possible. And sure enough, she is at every event. But she brings a spark of joy in sharing what she knows, and what she has learned back to the board, and in generously lifting up others. And the good that she sees in people is something I've also admired. She's responsive, she's collaborative, and she's respectful of her duties in office that she holds. So I wholeheartedly support her for the leadership role, where I know she'll give 150% of her time, talents, and dedication to making our schools the best for our children and broader community.

Thank you. Any other comments?

I also like to state a comment for Director Tidholm. In the time that I've known her, I mean, she's a life-long learner. She's been to all these amazing conferences to really learn, and has brought it back to us, not only being responsive, but she does not make it about herself, but makes it about, and makes sure she's centering all her students, especially her students of color.

And I'm also being responsive to one of the requests that I had had from Director Hagos last year. She specifically made a comment to, and we had this conversation several times, around if she was not board president last year, she didn't want to hold any office in the following year. So that's why I was making sure that if we're going to have someone in the seat that wants to be there, and being responsive as well.

Thank you. Adriana, please call the roll for the vote for Director Hagos for vice president.

Director Petrini.

Yea.

Director Van.

Nay.

Director Hagos.

Yea.

Director Tidholm.

Nay.

President Alvarez.

Nay.

This motion does not pass with a vote of 2 to 3.

Adriana, please call the roll call for the vote for Director Tidholm for vice president.

Director Tidholm.

Yea.

Director Hagos.

Nay.

Director Van.

Yea.

Director Petrini.

Nay.

President Alvarez.

Yea.

This motion passes 3 to 2.

Congratulations on your election as vice president, Director Tidholm. Back here. I would like to report that the officers for the Board of Directors for 2025 are President Director Joe Van, and Vice President Stephanie Tidholm. I would now like to invite our newly-elected officers, beginning with the president, to offer any remarks they would like to make. Director Van.

Thank you so much. I just want to thank you, the board, for giving me this opportunity for being board chair for 2025. Like Director Petrini said, I'm here to listen, and listen on both sides, and share any inside tricks that I know, or thoughts. So thank you so much.

Director Tidholm.

Yeah, thank you for the vice presidency for 2025. I'm really grateful to continue centering our babies, and our community, and learning, and doing what I have been in this community for a decade, and to continue using my position and supporting our community and our babies to make it a better place for all of us and them.

Wonderful. Thank you. The new board president will start the roll at the next regularly-scheduled board meeting on December 18. I now turn the meeting back over to our 2024 board president, Director Alvarez. Thank you.

Thank you, Director-- now, I'm making you a director now. Dr. Duran, thank you so much for that. And with that, I'm calling for any changes or additions to our board meeting agenda for this evening.

Yeah, so I have a request. I move that the item 6.4 be removed from the consent agenda for a separate discussion.

OK, so we're having-- and you said it was six.

6.4.

OK. Thank you. Any other changes or additions to our agenda this evening?

Yes. I would like to move action item 8.1 and 8.2 to the consent agenda if other directors don't have any questions for those action items.

I do have a question about 8.1. So can we just approve 8.2 to the consent agenda?

Hold on. I think I have a question for 8.2. Let me make sure.

OK. Then I will remove that request and we'll just go through our action item.

So with that, we're moving 6.4 to our consent agenda.

No, to clarify, we're moving 6.4 out of the consent agenda. So this item will be discussed during item number seven, items removed from the consent agenda.

Thank you, Adriana, for that. So then, we move on to recognitions. Thank you.

I still have an addition. I'd like to ask for an executive session to review the performance of an employee.

So I'll ask for a process question. Either Holly or both Eric could come to the podium. So just question around requesting an executive session performance for employee performance review. And I'm not sure if that's exactly-- what is the process for this for here?

Is it on?

Yeah.

I think for the purposes of this meeting, it would be a motion to schedule an executive session at a later time for the purposes of reviewing the performance of a public employee. There would then be a call for a second, and then it would be a roll call vote.

OK. Perfect. So and then we do this at this time right now.

Correct.

OK. I thought it would be during director's reports, but it can be done at any time.

1.6 given the language about calling for changes or additions is an appropriate time. Yes.

Thank you for that clarification. So we have on the floor a motion to schedule an executive session for review of an employee's performance. So we need [INAUDIBLE] at a later time. So then we'll need a second for that.

I'll second that.

And is this a roll call vote?

Yes.

Roll call, please.

Director Van.

Yea.

Director Tidholm.

Yea.

Director Petrini.

Yea.

Director Hagos.

Yea.

Director Alvarez.

Nay.

This motion passes 4 to 1.

Thank you. So with that, we move on to recognition--

I have a point of clarification, or a point of information, just really quickly, in terms of there was a request at the last meeting. The robotics team asked for us to have a board action or a board response in terms of a MOU versus a facility use agreement issue being added to the agenda for this meeting. And I don't see it on the agenda. So I'm just curious in terms of either a point of clarification, or a point of information, to explain next steps in terms of that request of the board.

And I think I'll hand that over to Director Van, because he's been in communication and knows some of the process.

The point of privilege. Thank you so much, President Alvarez. Director Hagos, I did. I do recall having that conversation with us, with you. We, the board, myself, and Director, not Tidholm, Petrini, have a meeting with our lawyers as well as Skunk Works this coming week. So I think it would best serve us if it's on the next meeting after we discuss all of the MOUs and things like that during that call, if you don't mind.

Yeah, so just it will be on the next agenda? Or will we just have an update? It'll be on the next agenda.

We can have an update on the next one.

OK, great. Thank you.

Thank you.

Thank you for that, Director Hagos. So now, we can move on to recognitions. So do I-- there's none. There's no recognitions. All right. So we'll move-- Adriana. Yes.

You have notes on your desk about recognitions for today.

Actually, I don't.

OK.

I was looking for them because I see them and I don't-- it says the talking points, and I don't see them.

OK.

I need help then. Can you help me? [INAUDIBLE]

Oh, you mean the tab that says, Talking Points? Thank you. Thank you, Adriana, so much. So December recognitions. Well, we're not highlighting any particular recognition tonight. December is full of ways to celebrate learning, inclusion, and community in December. One of the things is Read A New Book Month. A National Special Education Day was December 2, International Volunteer Day, December 5. So coming up tomorrow, Inclusive Schools Week, December the 2nd through the 6th. So it's this week.

And then next week, it's Computer Science Education Week, December 9 through the 15th. And with that, thank you so much, Adriana, for all your support. I don't know what I'd do without you. We can move on to scheduled communications. Our first speaker is Deborah Lipp. Oh. Thank you.

Yes. And if you could just give me one second, I'm going to pull up the timer. The timer is going to be up at the top today.

So just a reminder on public testimony, on behalf of the board, we'd like to thank you for coming and speaking this evening. Our norms and rules are posted on the screens. Please be mindful that you are here to speak to the board, and that there may be students here, or watching, that are paying attention to your words. In addition, the board will not be able to respond directly to you about your testimony during this meeting. Thank you, again, for coming and speaking now.

And thank you for being here, all of you tonight. And congratulations, Joe and Tidholm for being president and vice president. You know McKinney-Vento, Maria, my boss is here. So that's good. We spend a lot of money on that. It used to be homelessness was what it was, FIT kids Family in Transition.

And I haven't heard that word used so much. But I've heard the illegal immigrants used a lot. I've seen it on my bus. This week, we're getting a lot more kids. Our buses are overloaded. And I do IB Kids in two years since COVID, four years, whatever, come back. That's not the same kids that we used to transport.

It is totally changed. And my question is as a taxpayer, because I don't care what we-- who's on my bus, who works, who's here. What I care about is, where's the money going? So I'm sure maybe I won't pick on my boss because I really care about her. But I would like her to check and tell you, somebody tell us where that money is going because we've been putting this out, a lot of money. We don't transport up to Bellevue, up to Kirkland, all these places we used to.

We used to have that. I don't hear it anymore. And my kids are not family in transition that I have that they're saying are filling our buses. And so I'm just asking the question of, where's the money with the illegal immigrants, because we've got schools full of them? And it's not OK. That's not what our tax money was to be used for. That's illegal. It's illegal. And I think we need to find out where the money's going. That's my question. So I would expect the board members to find that out. Thank you.

Our next speaker is Nikolas Dahl.

I'll cede my time. Thank you.

Thank you. With that, our next speaker is Nate Saffery. Sorry about that. Thank you.

Hi. My name is Nate Saffery. And I'm a student on Skunk Works Robotics. Skunk Works has taught me many useful skills, such as computer-aided design, prototyping, mechanics, and analysis of engineering problems and their potential solutions, as well as soft skills such as communication, and critical thinking. But it has also given me inspiration, excitement, and drive. The inspiration and excitement comes from seeing how ideas can come to life through hard work and ingenuity.

It's given me inspiration and excitement to learn more about various STEM topics, and drive to use that knowledge to do cool things. The drive I've gained is fueled by knowing that the skills I am learning now are not just theoretical, they are tools I can use to solve meaningful problems and create innovative solutions.

If my team and I have already been able to design, build, and program three highly-competitive, award-winning robots while we were in high school, imagine what we can do in the future. So please, support that inspiration. Support that excitement and drive. Support the teaching and learning of valuable skills so my teammates and I can move forward with the ability and desire to do great things. Thank you.

Thank you. With that is our next speaker is Trevor Gardner.

Hi. My name is Trevor Gardner. I'm a resident of Highline, and I attended Highline. My daughters attended Highline. Both of my kids were on their Skunk Works robotics team, and I've helped with the team for 14 years. The team has requested help from the board via email and at these meetings several times in the last four months. Each time, we are told the district is working with WSU. However, few meetings have taken place, and the district is still demanding things they acknowledge cannot be accommodated.

When the district moves us back in August, we were asked to provide a list of needs for the new space at Salmon Creek. All the items on our list were things that had been in place at the Beverly Park site. Electrical equipment, requirements for our tools and computers, internet access, and the basketball hoops being removed from the gym so there'd be room for a practice field. None of those things have been provided or even worked on. There aren't even current fire extinguishers, and some rooms have no heat.

We have keys to Beverly-- we had keys to Beverly Park, but not Salmon Creek. So doors have to be propped open because if they close, we can't get back in without calling security. The district now even limits the days and hours that we can meet. The Highline school district used to take pride in providing STEM opportunities to its students. There were school based robotics teams at Evergreen, Mount Rainier, Raisbeck, and Highline. Only two teams survive, Skunk Works and the High Techers. And the district is severely limiting its support.

They aren't even allowing us to let students know about the program through district emails, something they have done for several years. While we do need space and utilities, we don't get any money from the district. We fund raise and look for sponsors. We are all volunteers and have no district salaries coming out of the budget. It's very difficult for us to understand why the district is creating roadblocks for programs that have helped students achieve their career, and college goals.

Our next speaker is Alex Myrick.

Good evening, directors. Recently, a school district in the Midwest became aware that a quarter of their students were a full grade level behind academically. The board of directors and the superintendent got together, reworked their budget and curricula to address this problem. Compare that situation to Highline. You are all aware that not a quarter, not a third, but half of your students are behind not one year, not two years, but three years behind academically. Are you springing into action? No. It's business as usual.

You have recently rejected more than one initiative designed to improve literacy in the students for whom you are responsible. This is not a mistake. It is not simply a case of making the wrong decision or of exercising poor judgment. It is unconscionable. You are spending over \$21,000 per student per year. And the majority of you are guilty of massive malfeasance.

Look at the fine-sounding words of your motto. Prepare every student for the future they choose. How will your students be prepared for the future they choose if they are severely lacking in reading, writing, and math skills? The stakes are high. The well-being of our children. The responsibility is yours. Please step up and make better choices. Thank you.

With that, our next scheduled speaker is Patricia Bailey.

Good evening. Many Washington state boards have recently passed resolutions to provide fairness and safety to female participants in school sports. The Highline School Board should do the same. On November 19, 2024, the Central Valley School Board near Spokane passed a resolution and sent it to the Washington Interscholastic Activities Association, urging them to quote, "have open dialogue and discussion with its member school districts to restore equity and safety to all student athletes." Unquote.

The resolution states, quote, "Students born male have a biological advantage over students born female. Therefore, unless a sport category is deemed co-ed, those born males should continue to be welcomed to enjoy fair play within male sport categories." Unquote. Besides WIAA, a copy was sent to the Washington state lawmakers for legislative of adjustments. Many other Washington school boards have followed their lead in support of protection and fairness for girls.

Common sense dictates that 18-year-old boys should not play on Junior League baseball teams just because they say they identify as 14-year-old boys. We should exhibit the same common sense when dealing with this issue. We are witnessing girls college volleyball teams opting to forfeit games rather than risk serious injuries.

It's impossible to know how many Highline girls declined to participate in sports they would enjoy due to fear of injury or unfairness. You can help make the girls in Highline school district feel valued and protected by putting forth a resolution that supports equity and safety in girls sports. Thank you.

Our next scheduled speaker is Thomas DeSilva.

It's now December, and we keep hearing the same thing. And so we need to be patient, we need to wait for certain questions to be answered, we need to wait for all the ducks to be in a row. But as engineers, we know that patience doesn't move deadlines. And we also know a thing or two about keeping things straight. So given that we need to be done building a new robot to compete with in only three more months, I've put together a duck alignment jig to help move things along.

First, I have a copy of our MOU, which I would like to read from section 3A, indemnification. [? Wazzu ?] [? reasons ?] the fullest presented by law, it will hold harmless defense.

Such defense will be provided at the sole discretion of the Office of the Attorney General of the state of Washington and indemnify the district's agents, employees, volunteers, and board members from any liabilities, penalties, losses, damages, claims, expenses, judgments, suits, liens, encumbrances without limitation, out of arising or resulting from the negligent acts or omissions of [? Wazzu, ?] its officers, agents, employees, and volunteers who were acting in good faith and within the scope of their official duties pursuant to this agreement, the terms of this section shall survive termination of this agreement."

So this legal document answers all questions about Highline's liability for our program. Second, I have an itemized list of what we've instructed Highline to purchase on our behalf using the OSPI grant funds that are disbursed to you.

For last school year, this consisted of the following. 17 router bits, 11 [? drill bits, ?] 12 drill bits, 10 boxes of 1032 bolts, two boxes of quarter bolts, five boxes of 632 bolts, three boxes of 1032 nuts, four 632 tabs, one 440 tab, 152 hex standoffs, 172 rubber grommets, two ratchet straps, one 1/4-inch neoprene sheet, three timing belts, six blind hex shaft adapters, six traction motors, five sheets of aluminum, 16 feet of 1 by 1 square tubing, 16 feet of 2 by 1 rectangular tubing, 25 feet of plastic adhesive fastener strips, two feet of 2-millimeter key stock, four plastic tool containers, two magnetic tool trays, first Washington registration, shipping, and tax.

Highline should have these records as well, given that the funds are not disbursed to teams that are instead wholly managed by their school districts. Lastly, I have a copy of our 2019 safety manual along with records of all accidents involving our machines that resulted in a student needing a hospital trip or in a claim on our liability insurance. I will read those records for you now. And I'm done because, there's never been any. Should answer all questions about our shop safety practices. So we weren't invited to the meeting that Joe Van mentioned. I'm wondering why.

MJ Christian.

Hello. My name is MJ Christian, and I'm here to answer a question. Why support the Skunk Works Robotics team? Simply put, many of our goals are also your goals. Supporting Skunk Works will help promote the ideals outlined in Highline strategic plan. Let's take a look at that first one. Culture of belonging.

I've talked about it before, but it's worth repeating. Skunk Works is, and always has been, a place that welcomes everybody. As a queer, neuro-divergent student, it was the first STEM environment I felt I belonged in. It's a uniquely-supportive community built on a culture of collaboration that encourages students to support each other.

Another one of Highline's goals, future ready is defined as students explore possibilities and develop mindsets that prepare them for a changing future. Skunk Works has certainly helped me explore possibilities. Without the team, I wouldn't be pursuing mechanical engineering, or even STEM at all. Robotics helps bring so many people into the world of STEM, and opens up so many pathways. More than that, we learn how to communicate, collaborate, and learn from our mistakes, soft skills that will help us wherever we go.

Innovative learning is defined as academic experiences that engage, empower, and challenge every student. If that's not the spirit of robotics, I don't know what is. There's nothing more empowering than competing with a robot you know you helped build. There's something to interest everybody, and no shortage of puzzles to solve.

Highline lists several activities that highlight hands-on learning from industry experts as examples of the district's promise at work. Look no further than Skunk Works to find just that. It's a hands-on, student-driven program that takes place thanks to the careful supervision and hard work of our mentors. The team provides one-on-one learning opportunities you can't find anywhere else.

Experts and industry professionals put in literally hundreds of hours into teaching us skills that help prepare us for going into college and beyond at a level of personalization that means every student's voice is heard, and every question answered. I'd say we do a pretty good job of knowing every student by name, strength, and need. Thank you.

Thank you. So with that, we move to our superintendent's update.

Thank you, Director Alvarez. Appreciate that. Before I begin, I just feel compelled to say that it's important to remember that our students listen to the words said at this meeting. I ask everyone to help us create a welcoming environment for all of our students at Highline. It's very clear in our strategic plan that a culture where all are welcomed, valued, and safe. No matter where you came from, no matter what you do, you're welcome here at Highline. And that's the value of public education.

I enjoy spending time with our directors at the recent WASDA annual conference. Overall, I found valuable insights at the conference while also recognizing that there's always unique contexts of each district, which plays a crucial role in shaping our efforts to improve systems and processes.

A few things that I learned, one is that we're going to be starting some different budget processes. I went to attend a session by school district, school board, and they do monthly updates. We're going to be starting to do some of those in January to really look forward to the board

[INAUDIBLE].

OK, now, it's going to be-- OK, now will be now extra loud. It's great to be here this evening to represent HAWSP, and really speaking to the theme of secondary redesign, because I was just sitting here alongside three of my distinguished colleagues, comprehensive high school principals, talking about the work we've been doing over the last year and a half or beyond to try to think about how we meaningfully shift the experience of our students in our comprehensive high schools, knowing that those are some of the most complex places to create new experiences for kids, because there's so much built-in structural reality, and so much sort of status quo inertia around finding those spaces to change how school happens to our kids when they get to the high school level.

And it was inspiring to sit with my colleagues. But I also wanted to say, even when we start this process, there's a certain amount of wait and see with school leaders, because there's a feeling like, OK, can we really get the support we need to make the shifts that we really require along the way? And so I wanted to actually, on behalf of the association, just shout out a couple of individuals who over the last year and a half have really been great supports for not just me at Highline High School, but all the comprehensive high school principals.

First, I want to shout out my LED, Jacqueline Downey. You need a good boss who's really, really supportive. And I know I can speak for all four of our high school principals who feel really empowered and supported in this incredibly complex work. It feels like a full-time job just keeping the trains running on time, keeping the fire alarms from going off occasionally. But to also take the space to create something new, you need a boss who's supportive.

And then I also want to give a real extra shout out to Executive Director Andrew Benitez. He was brought to the district this last year, not just to support redesign, but to really energize our CTE programming. And speaking for myself here, feeling like you have a really partner to think, how can you continue to grow programming that supports not just all of our kid's desires for post-secondary success. And so he's been just an exceptional support and great partner in that work.

And I know I can speak for all four of the comprehensive high school principals to say we feel really well supported in thinking about continuing our next steps along the way of secondary redesign and service of innovative learning and service of a culture of belonging, and also in service of future ready. All right? And so thanks for the time this evening. And I'll leave it at that. Thank you.

All right. Thank you. Thanks for being here earlier and tonight. I appreciate that. And that concludes superintendent's update. Thank you. Director Alvarez.

Thank you, Dr. Duran. And with that, we move on to legislative reports. Anything to report for legislative [INAUDIBLE]?

Just wanted to note that getting geared up for the upcoming session, trying to figure out how we can fully fund education so we can do all the things that we want to do without any unfunded mandates.

I just want to add to that. Highline put out a press release about Highline's priorities aligning with WASDA and PSESD, but did not cite priorities aligned with the board. Our own board had passed eight priorities back in October.

Career and technical educational funding, which didn't make it to our legislative priorities of the district, class size reduction funding, comprehensive school and safety, expansion of work-based learning opportunities. Full funding of basic education, which I think might fall under MSOC, literacy, which I feel like should have been listed as a priority to send a message to our state legislators how important that is, which is part of basic education as well.

Reducing barriers to post-secondary education, and support for special education programs, which did make it to our legislative priorities. But the press release only cited three of the five priorities that were passed by this board. Last, I think it was last the meeting where majority passed that. So I just wanted to point that out.

And with that, we move on to director reports. So we'll start with Director Petrini.

You can start at the other end. It's OK. I'll go last.

Are you ceding your time? Or are you not ready?

I'd like to go last. I'm not quite ready.

OK. Director Tidholm.

Yes. I wanted to note that we are very proud of Evergreen High School cross country runners Ali Salim Quinn Gonzalez Wilder, who represented Evergreen at the state cross country meet last month in Pasco. Competing at this level is a huge achievement and reflects their hard work and dedication. So celebrate them not only competing at that level, that's amazing, but doing cross country period. My child, track is his jam. He tried cross country one year, and was absolutely over it.

So huge kudos to the babies that make it happen, and especially huge shout out to them, Ali Salim, and Quinn Gonzalez Wider-- Wilder. I'm sorry. Congratulations. My friendly reminder, of course, that White Center Heights Elementary School has their Family Resource Center Thursdays, 9:00 AM to 10:30 AM and Fridays, 2:15 to 3:45 PM, where they have a clothing bank, food bank with fresh fruits and vegetables, resume assistance, household items, and can refer you elsewhere if they don't have what you need.

Please utilize it. Every time I go there, they have plenty of fresh fruits and vegetables. They are not taken. Don't want them to go bad, open to anybody in the district. I also, this last month, was pretty busy with some conferences. And like I said, I'm kind of a conference junkie. I love going, and networking, and meeting people from different cities, states, and even districts within our state, and learning what's going on there, and what we're doing well, what we could do differently, taking notes, comparing notes.

The Becca Conference is one that I attended. And that was pretty informative. If you're not familiar with the Becca Bill, it's regarding truancy. And I think a lot of the conversation around truancy a lot of the time is just really punitive, this threat of your parents are going to go to jail, which does not happen anymore. But the conversation I really appreciated was really around just supporting the students and understanding what's going on at home and how they can be supportive to help them be in school, rather than the threats and the punitive nature behind it.

Super informative. Also, the WASDA annual conference in Spokane we all just attended. One of the sessions that I sat in was regarding phone bans. The Peninsula School District have implemented phone bans. And it's something that I have been looking into and thinking about. I'm sorry in advance. Don't look at me like that, baby. My kids are going to boycott me, but really learning about how it worked for them, and what was going on, and that they actually had some pretty good student feedback, but also begs the question, are we really addressing, like Dr. Duran said, the key issue for students not being engaged?

But then one of the things that they really focused on was, like, the stakeholder involvement. I know there's always a lot of voices. Some are very loud, but really hearing the voices of parents, and children in the community as well as the educators and the administrators.

And another thing that-- another session that I sat in, there was one thing that really stuck with me amongst all this conversation around LGBTQ+ and all of this, the quote was, when young people question their sexual orientation, they are thinking about their identity, not sex, and noting that-- I won't go there, but just something to ponder.

It was a really interesting quote for me. So who's really thinking about sex as opposed to identity when it comes to that, and back to the culture of belonging and just supporting all of our babies. And then the last thing that I have, happy late Native American Heritage Day. In a nation that was obtained through the theft of land and unsanctioned settler migration, genocide, and built on the backs of-- the blood, backs and the blood of generations of families, and lost cultures, and languages due to the forced assimilation, just a friendly reminder that nobody is illegal on stolen lands. And that's all that I have.

And with that, Director Hagos.

OK, so I went on a few school visits, and I visited White Center Heights, and I observed truly incredible, community-driven initiatives. I saw the impact of a dual-language program that was community derived. It was a community built. Or not community built, but mostly it was a community-requested program that ended up becoming a program at White Center Heights. It was around Somali and Vietnamese dual-language programs.

So specifically, I did have the privilege of witnessing the outstanding teaching in a Spanish dual-language classroom, where students were deeply engaged in lessons. I believe it was characterized by flawless pacing. The teacher had flawless pacing in that classroom and student interactions. I also recall walking through the playground area. And I am really proud of the recent news for kids play structure at the White Center Heights Elementary School and its neighborhood.

So last month, the King County executive announced there was an allocation of around, it was a pretty high number, around 11.75 million in participatory budgeting grants to support 42 community projects in unincorporated areas. And that included White Center. It was among the recipients. And so we I think the White Center Elementary School has been awarded around 700,000 to upgrade the playground at White Center Heights Elementary School.

And the funding aims to enhance the school's soccer program and create an outdoor space accessibility, providing a safe and engaging recreational space for our students and the broader community. So what a very happy moment for a local neighborhood school. I also visited Mount Rainier High School, and I visited several of their programs, including the IB offerings and literacy interventions in the, I believe it's called Read Write Program.

One highlight was the inclusionary practices in the IB program, where the resource room teachers co-teach to ensure every student receives the support that they need. So I believe those visits showed, of course, the diligence of the school administrators in ensuring really good educational environments, but also safety and responsiveness at each of those campuses. So looking ahead, I would like to recommend we evaluate logistics of coordinating board team visits as a part of our annual calendar, potentially aligning school visits within each of our cities, our multiple cities district, to better reflect our strategic plan priorities.

So as we go out to these school visits, I'm requesting that we look at a way to do it as a school board team as we look at all of the schools within our multi-city district. So as we conclude Public Education Week and Inclusive Schools Weeks, I'm proud of the efforts made by our local schools to create an inclusive, nurturing, and educational environments for all of our students.

A couple of community events. These past few weekends, I attended two impactful galas supporting student development. At the Southside Chamber of Commerce Gala, students from Mount Rainier and Tyee High School highlighted the significant impact in how the success foundation youth programs have positively shaped their lives with personal career and professional [INAUDIBLE].

Theater gala celebrated young talent showcasing Highline students, and shared a history of how this theater group began with their journey in Highline High School as an after-school drama club. So it started as a drama club and then expanded to this magnificent, I think magnificent, musical theater programming for students in the Highline Community area.

And then a couple of other things. I did miss the Highline Forum meeting due to a schedule conflict. But I heard that we had staff that spoke on our school district's early learning programming. So we do-- I think we have a later agenda item later this night that offers some conversation around expanding existing space in our Early Learning Center. And I really, as I walked through that building, I do recall the magic that happens at Valley View and Mount Rainier's preschool programming, providing a strong foundation for kindergarten readiness.

I believe those programs, as I walk through and I saw these programs, they really do ignite curiosity in our kids, foundational skills in learning, and social-emotional development. So in conversations with some city leaders, I've learned that the city of SeaTac and the city of Burien are also demonstrating remarkable leadership and advancing early childhood, child care, and development. The city of SeaTac, they allocated 1.8 million from their American Rescue Plan Act to establish childcare and childcare development, early childhood development in their community.

So that's exciting. And these are set to open either later this year or next year. The city of Burien provided hundreds of thousands of dollars in childcare subsidies through partnerships with organizations. I stopped counting after 300,000 was distributed. And these are also, these were programmings, I believe, it takes a village to make these things happen within our community. And these programmings are helping to also foster kindergarten readiness, and contribute to collective success of our communities.

So I appreciated hearing those things. And these are-- this was an agenda item for the Highline forum, but also just conversations I've had with city leaders. OK, so through my participation in WASDA events, I did have the honor of presenting on governance strategies, emphasizing student-outcome-focused governance. I'll spend the next few weeks reflecting on feedback from my peers to close out my time in Leadership WASDA Cohort 2024.

The remaining conference sessions, I believed were highly engaging and offered practical strategies that I look forward to debriefing both the student outcomes presentation and conference sessions with the board team. And just last night, so we have this annual thing that happens out in the city of Des Moines. I think city in Federal Way as well. But since I live in Des Moines, it makes more sense for me to understand and know how it all works out at the city of Des Moines.

But it's an annual tradition. The South King Fire does a Santa parade. And it's cherished tradition in the city of Des Moines. It brings truly festive cheer to our neighborhoods. They have these lights, and they've got the Grinch, and all these different characters coming around to just kind of bring joy to our kids. And they drive around town. Really, I see a lot of the families connecting and talking as they're trying to chase down. I know that we try to chase down the route, the parade route.

It is a beloved tradition and always supports the Des Moines food bank through a food drive. And it helps local families as we head into the winter season. So as we trail behind that parade, we typically make sure to bring plenty of food. And there's a couple more events happening. So if you happen to hear or see of South King Fire, you will see them out and about with their lights displayed and bringing just lots of joy and cheer.

OK, so a couple more things. I do plan to be at the COLLEGECON event. So save the date. COLLEGECON here is happening in Highline public schools on December 7 from 5:30 to 8:00 PM. It's at Highline High School. Families can attend workshops on financial aid, scholarships, and planning for life after high school. Representatives from colleges, trade programs, and apprenticeships will be available to answer questions. I know that we're excited to welcome students and families for this inspiring event or evening of future planning. Do visit the website if you want more details.

I will be there at some point that day. I'm taking a couple of my nephews with me. It should be a great event. OK, so I'm also, just in general, there are several holiday celebrations.

I am so sorry. I am so sorry. I just want to confirm the date here. It's this coming Saturday. And I believe it's 8:30 AM or it's 9:00 AM till [INAUDIBLE].

10:00 AM is when the opening starts. It's this Saturday.

I apologize, but the timing was incorrect on that. So it starts at 10:00.

OK.

OK.

So not 5:30 PM. OK, so it starts at 10:00 PM, and then does it end at 8:00? Or does it end sooner? Can someone help clarify that? Because it's wrong in my notes here that I received.

It goes from 10:00 AM until 1:00 PM. And it's at Highline College.

OK, so--

It's on our website.

Unfortunately, the communications I've received from the district has given me incorrect information. It has been corrected. You have all heard it here tonight. Please do be there. I will be there. Whatever times, you know what? I'll probably be checking the website just to double check. But I will be there. And it really should be a very good event. So just to clarify, it is December 7 from 10:00 AM till 1:00 PM at Highline College, not Highline High School. OK, in general, there are several, several community holiday celebrations happening, including tree lighting events.

And I believe there's a La Posada event at the Highland Heritage Museum. And there's a Highline symphony having a peace-on-Earth concert at the Highline Performing Arts Center. So I just want to say, as we move into this season, I do hope that everyone finds joy and peace in their celebrations, contributing to the vibrant spirit of our community.

And then I did hear a few comments that has been said tonight about me and some of the things that I have said. I believe that is mischaracterization and not truly completely true conversations that we have had in this past year. And I do support and am firmly committed in my work here as a school board director. So it is disappointing to hear things being taken out of context. But I'm here. I'm here for this. My work is true. My work is real. It is for all 17,000 of our kiddos. And I do hope to see that we do better for our kids as we move forward. Thank you. That's all I have.

Thank you, Director Hagos. And with that, Director Petrini, are you ready?

Yes, I am, Thank you. I'll start off with also just attending the WASDA conference with our fellow board members and superintendent, found a lot of the discussions and classes really engaging. And I took an opportunity to do two classes on equity and found some things that I really enjoyed. One class on the culture of dignity, and I just want to read this. It's about developing the culture of dignity.

"Honoring the dignity of each and every student, staff member, director, family member, and community member is the essential precursor to belonging and, therefore to engagement and student success. It all begins with a belief that all people have equal value. And with words, actions, behaviors, conditions, practices, and policies that are consistent with that belief." I thought that was really beautifully written. Another thing that it talked about was honoring dignity on a personal level by modeling collaboration, civility, cultural proficiency with each other, and with the district staff and with the students, families, and community members.

I think a lot of our board members up here want to exuberate that and want to share in that collaborative nature so that we have a cohesive district that helps serve our students the best. So I really enjoyed those classes and a lot of the people that I met in our tables as we talked about these different things. When it came to inclusion and belonging, equity, and dignity, I just thought they were just great conversations to be part of. I'm trying to remember all the classes that I took part in. I won't report on those, but maybe I'll send the board directors, maybe my little notes from each of those classes as well.

A few weeks ago, I was able to participate with the Pacific Science Center, doing a mobile classroom pop up at Sylvester Middle School, volunteered with some other parents, and just teaching kids. The mobile classroom was all about astronomy, and learning about the solar systems, and gravity, and just all the different things with the constellations, and how people used to navigate our seas. It was really fun just to engage with the kids in that hands-on learning about-- I particularly love astronomy. So I was really excited when I found out that's what it was.

So just loved engaging with the students in that way. Wanted to add that for our robotics volunteers and students, we hear you. We're really excited to engage in this meeting. I would like to also ask, though, that we do engage and invite our volunteers, who are the ones that a lot of these things affect. And so if we can open that meeting up to our key volunteers that have been here for so long, having their input and making sure that they have a place at the table to share how these things actually impact them, instead of just the high-level people making sure our liabilities are all-- checks, and balances, and safety, and all those things are really important.

But hearing from our students and our volunteers how that's actually affecting them is a really important piece. So I'd like to-- I don't know how this goes. If we have to make a motion to include those members in that meeting, or if that's just something that we can count on, that we will extend that invitation this week.

I'll speak to that and just say, it's not our request for them to be there or not. That's up to WSU and 4-H. We are negotiating with WSU and 4-H. So I would tell the robotics team, you need to be working with your representatives from that organization if you want to be included in the meeting, because this is a meeting that we'll be having with them to try to figure out some type of lease agreement.

OK. Lastly, just thinking about this last week and spending time with family that came into town, I had a very full house of 12 people that I was feeding, not just on Thanksgiving, but as well for the whole week. And just worried about just how it's dangerous to engage in simplistic summaries about this time of year when our nation is made up of all immigrants, people that came here all throughout. We've got pilgrims who came here to escape religious and economic persecutions, and looking for freedom.

And we have people today who are still making that pilgrimage to this country. So we are a land made up of immigrants. And one of my favorite things as I was learning different history units with my kids this last year was learning about, yes, the horrible things that did happen, but also a lot of the amazing things that happened because there was more than just land taking, but there was also land trading, land purchases, and given, land shared just even with the story of the pilgrims and the native tribes around Thanksgiving, that we do have a very simplistic understanding of what happened.

But it was a 50-year relationship of those groups working together. The pilgrims would have starved without our Native Americans stepping up and working alongside them. So it's important for us to have a very balanced perspective and constantly making sure that we are showing all sides by not vilifying just one side.

It's important for us to have a balanced perspective and appreciation for all the people that came here that make up America Day and that continue to make up America Day. So I feel like we should continue to also support our pilgriming immigrants as they come here looking for lands of opportunity, looking for escape from persecution, economic freedom. So I just wanted to end my report with that. Thank you.

Thank you, Director Petrini. Director Van.

Thank you so much. Last month, we hosted our first, or not our first, but our Future Ready Fest at the PSSE. And it was a huge success. A big thank you to our Highline staff and students who worked really hard to make this event very-- it was great. We're also grateful to the community colleges, universities, trade programs, and apprenticeships that joined us. Dr. Duran and I had the opportunity to speak with families and students, but also the colleges and universities to showcase what they offer to our students. It was great.

I know there was one program at Renton Technical College about the Rivian, the EV car, the opportunities, paid internships, and placements after the fact. So some really great things that are happening within our community. And just thank you so much for all of our partnerships being out there to support us.

Events like this really highlight how we're helping our students and planning their futures with confidence and excitement. So thank you so much. I also want to thank our comprehensive high school principals. They probably already took off, but just for their presentation earlier, it was really great on their secondary redesign. A lot of hard work has gone into it. A lot of implementation plans are being put in place so we can work towards that. So looking forward to looking for the report out coming up soon.

Like all of the other directors have said, we were at the WASDA convention in Spokane a few weeks ago. Just I had a great opportunity to network with other directors across the state. I just want to do a quick shout out to Director Hagos for finishing and being recognized for your leadership cohort, graduating from that. I tried to sneak in, but they kicked me out on that closed session. But I wanted to hear. So congratulations on being recognized.

One last thing. I just want to thank our Skunk Works Robotics team that have been coming out and speaking to us for the last few months. I just want to share with you all what is happening behind the scenes so you understand where I stand as a board director. Eight, nine years ago, we went through the same process when Skunk Works separated from aviation. I too did go over the MOU that did just expire.

And I just want the community to know that there are certain stipulations in our MOU that guide what we do to protect our students. And one of those, and I'm just going to read it off, because this is what I sent to WSU, and 4-H. I just needed some basic information in regards to our mentors, volunteers, and support staff. Complete list of individuals who have had any direct interaction with our students, including documentation of completed new leader training, background checks, child safety training records.

These are basics. These are based off of the MOU. In addition to that, I asked for student participation. How many of these students were Highline public students and students that were outside of Highline? Financial assets. A comprehensive financial statement including donations, fundraising efforts, current assets, liabilities, P&Ls, annual budgets, and any grants received, and their use. And then field trips and events, a complete record of all field trips and events associated with the program, including event names, location, participants, permission slips from parents, guardians, for each child, detailed itineraries of all trips, and information regarding any overnight stays, if applicable.

These are basics that our schools have to have to ensure the safety of our students and the protection of financial numbers that I did ask of WSU. WSU told me that I have to submit a public disclosure request for this information. That is unacceptable. As a parent, as a school board director, we should have access to this information immediately. These are our students. That is happening on our school grounds.

If we don't have that access, and I'm being asked to open up a public disclosure request, that means we're hiding something, or they're hiding something, or they don't have that information. But if you can come to me and say, Joe, we don't have this information, we're working on it, that's something different. There has been no communication except please ask for a public disclosure.

So I just want the community to know, we are in support. There are certain basic things that we need to check off to make sure that our students are safe. These are basics. Our PTA, I mean, when we do field trips in our school. These are the basics that we have to do in order for it to happen. So I just wanted to share with you guys, I am in support of you. As long as I have all of this information, we can make this work. So with that, I end my report.

Thank you, Director Van. With that, I just have a couple things. Our High School Transition Night. At Highline, we're committed to making sure every student. And when we say every student, it's regardless of their race, ethnicity, immigration status, gender, race. We are here to support every single student to make it future ready for them.

High school is an exciting time where students discover their passions and shape their dreams. We offer many high school pathways, including maritime, aerospace, virtual learning, health sciences, and neighborhood schools. Families and students are invited to this high school transition event on December 11 at 5:30 at Puget Sound Skills Center. It's a great opportunity to explore options and make decisions that set students up for success.

I also want to add that the language that we choose to use to describe our students is impactful to them. We talked about they are listening. There are some students here present as well, and families. The way that we describe them, that is whether we accept them or not in our district, this district was here built to serve all students. And unless we're an immigration officer and we're racial profiling, who we allow, or who enters our buses, or enters our schools, this is not what Highline is about.

Highline is about accepting who any student that comes, any family, because this is a rich, diverse community. And if we're just paying attention to what they look like and racial profiling, there's some bigger issues than that. And it makes me sad to think that even our own bus drivers or employees are thinking about that they're describing them with words, because I don't even want to say them, describing them with those words. That's unacceptable.

Our kids are our kids here. And that's we're here to serve all our students and prepare them for a future they deserve. And also, I want to add that with-- just to mention, I know Director Petrini, you mentioned about pilgrimage. And there's a lot of history that gets taught in schools, and a lot of history that gets left out. And we like to think that everything is a bed of roses, or that we need to talk about only about the good things that happen.

There are things that happen to our community, our land, our Native Americans, our pilgrims that it's not so kind. And we can't pretend to see that this doesn't currently continue to impact our families. So again, Highline is here to serve all. And our hope is that we're able to speak our truth, regardless, I know that it's uncomfortable for many. It's uncomfortable at times for me to hear people speak about my community or people that look like me.

It's sad to think that we're in a state of time now that we're judging our kids without even knowing them, our families, that we're not accepting them for who they are because we're looking at the color of the skin, or we're racial profiling. This is not what Highline is about. Not at all. And I hope that we stop to think about how our words have impact. And with that, I conclude my report.

Angelica, might I add something? Do you mind?

Go ahead.

I just also wanted to reaffirm that there's always two sides to the story. On one side of my family, my ancestors owned slaves. And my family benefited greatly, fiscally, because of that. My great grandfather was also a slave, and my great grandmother is Choctaw native. And I don't think that that side of the family can say that they had the same experience. So there are two sides. And then also in regards to the comment, I think that it was disgusting, and frankly, very inappropriate for a staff member to say these things. And I honestly have concerns about the safety of our children being on the bus if that's how you feel about them.

With that concludes our school board reports. And we move now to our consent agenda. So we need a motion to approve our consent agenda.

I make a motion that we approve our consent agenda removing 6.4.

Thank you.

I'll second.

Is this a vote? Or is it--

A voice vote.

OK, so roll call, please.

Voice vote. So--

Oh, OK. So all in favor?

Aye.

Aye.

Any opposed? So our consent agenda gets approved with the exception of having a discussion with 6.4. So now, we get to talk now about 6.4. So any item removed from the consent agenda, which is 6.4. So Director Hagos.

Yes. OK, so during the WASDA conference, I had attended the High School and Beyond Plan session. And they talked a lot about the statewide adoption of the program called SchoolLinks. And SchoolLinks, from what I understand, had came forth from a bill, 5243. I think it is, where mandating OSPI to implement a universal online High School and Beyond Plan platform for all school districts, which was a great thing.

It includes those who are currently using Naviance, which is the selected platform mentioned in the bar for 6.4. So knowing that OSPI has selected SchoolLinks as the statewide student staff and parent and family platform with plans to have this happen, I believe it's the 2025-2026 school year, I'm curious, what's our district's current plan to transition from Naviance to SchoolLinks? And with that, will we need to adjust what we do in regard to this grant acceptance if we're currently using Naviance and we are expected to shift to SchoolLinks? So that's kind of my general question.

I think I can do that one. So yes. SchoolLinks is the application that was selected by OSPI. It is currently there and currently finalizing the contract negotiations with SchoolLinks. So the only districts that are using SchoolLinks are districts that previously purchased it for their high school and beyond planning. So Federal Way is one of those districts that actually uses it, as I'm sure you're familiar with. So we will be planning to use it in the upcoming year. And we're very fortunate because our own Janet Blandford, who is our director of secondary success and college readiness, is actually on that OSPI planning team.

So we will be putting together plans to be rolling that out next year. As it will be our primary tool for high school and beyond planning, it will be reflective in any of our grants that we use that we put coming forward.

Two things. I am excited that it's free. So we don't have to pay for anything. But more importantly, I wasn't sure if it was going to affect our grant application for the Perkins Grant for this year. Does it do anything that we're using Naviance and they're shifting to SchoolLinks? That was my bigger question.

No, because this grant is for this year. And this year, we are using Naviance. Next year, when we start using SchoolLinks, we'll include that in the grant.

OK, that was my only question. Thank you.

Thank you. So process wise, so now, we will ask for a motion now to approve 6.4.

Yes. And we'll do a roll call vote for this item.

OK. So we need a motion to approve 6.4. Motion to approve Puget Sound Skill Center Perkins Grant application for '24-'25 school year. So we had a motion for that and a second.

I'd like to make a motion to approve the PSSE Perkins Grant in the amount of \$94,627 and review the four-year plan overview.

And I'll second that.

OK.

Director Tidholm, that's fine. And now, we'll need a roll call.

Director Hagos.

Yea.

Director Van.

Yeah.

Director Petrini.

Yes.

Director Tidholm.

Yea.

President Alvarez.

Yea.

This motion passes 5 to none.

Thank you. So we move now to action items. Motion to approve school office assistant principal and central office technology purchases. Any questions, comments, concerns?

I do have a question. Do we have anyone to take my question, or do I just say it right now?

Let's hear it first.

And then we'll see who--

And then you'll decide. OK. Just my question is pretty simple. So this says that this is a new item. It feels like when we talk about our technology that obviously is going to expire at some point, this should be maybe not an annual, but a recurring thing because-- I guess my question is, how long do our laptops and things like that, especially the ones that we give out to our students or staff, what's the lifespan of those devices?

All right. So first, good evening, President Alvarez, board directors, Superintendent Duran. Normally, laptops last between four and five years. So that's our expectation. Usually, our refresh happens in the March and April time frame. But we needed to accelerate a little bit based on some walkthroughs and some other things that we did. So we expect it to be between four and five years.

OK. And did any of our technology through our cyber incident that we had, was any technology, we had to expire it because it was no longer usable? Or does that have anything to do with this purchase?

Yes. That does have something to do with the purchase. In order to move to a more secure platform for our Windows devices, we moved to Windows 11. And a lot of our older devices that haven't been caught up in any level refresh, we weren't able to support that. So for the APs and the school office devices, that's mainly the reason for that.

OK, thank you.

Any other questions, comments, or concerns?

Seeing and hearing none, I'll ask for a motion.

I'll move that the Highline School Board approve the purchase of HP ZBook Firefly bundle for school office staff, HP Elite 360 laptops for assistant principals, and an HP P24 5G. Nobody wanted to make this motion because all these letters, huh? 5G FHD monitors for central administration building north in the amount of \$337,428.

I'll second that. Roll call, please.

Director Van.

Yea.

Director Petrini.

Yes.

Director Tidholm.

Yea.

Director Hagos.

Yea.

President Alvarez.

Yea.

This motion passes 5 to none.

Our next action item is motion to approve revised salary schedule for unrepresented professional technical employees effective September 1, 2024. Any questions, comments, or concerns?

OK, yes. I do have a question. And I kind of read through this and then read it over again because I wasn't understanding how some of the reduction number matched up with calculations in terms of the role changes that were on this bar. So I think I'm seeing about 16 roles that were either removed, or retired. And I really can't figure out how the number of roles reduced matches the changes in the report.

I think ultimately, the change in the report is about 7,000 something dollars. And so just curiosity around that, if someone can help me understand it.

Thank you, Chris.

Good evening, board. Basically, most of these positions, we don't have any people employed in those roles. So there's no cost change there. It's just a matter of old job titles that we are expiring. We're setting them aside and we're not using those anymore. There was one on level 14 called secondary success specialist. That role was actually, you're probably aware that we've been working with a number of our professional technical groups who have wanted to unionize.

And when [? PERK ?] decided what the definition of the roles that belonged into the new T4 that is currently in negotiations with the district, that specific role needed to slide over to T4. And that wasn't decided until after we had made the introduction. So the small difference in the original amount that it was going to cost the district has been reduced slightly because there aren't very many people in that role. And so it's just the difference there.

Thank you. And so I'm curious then, there was one role. I think it's called The Promise Scholars at Evergreen High School. And that one was reduced. I don't think it was retired. I think it was removed. And perhaps, someone didn't fill that role. But I'm curious. I'm curious to know that to me, that sounds like a mentorship role or a support role to students at Evergreen. So what is the impact to the school without having that role fulfilled?

Sometimes, there are roles that were specifically titled because they were connected to a grant that required it to be called that. But we have other roles that would fulfill some of those same kind of purposes that aren't necessarily connected to a specific funding source that comes from outside of the district. So OK. Thank you. It sounds like probably a change of titles, but not a reduction in supports for this.

Correct. Correct.

OK. Thank you.

Yeah, you're welcome.

Any other questions, comments, or concerns? Seeing and hearing none. I'll need a motion.

I'll make a motion. I motion to approve revised salary schedule for unrepresented professional technical employees, effective September 1, 2024.

I'll need a second.

I'll second.

Roll call, please.

Director Hagos.

Yea.

Director Tidholm.

Yea.

Director Petrini.

Yes.

Director Van.

Yea.

President Alvarez.

Yea.

This motion to pass is 5 to none. So that concludes our action items. We have no intro and action items. So we're moving into introduction items. 10.1, motion to approve contract with KCDA Willscott for Valley View Early Learning module building replacement. Any question, comments, or concerns at this time? Director Hagos.

OK, I can go again. So a couple of things. I am excited about this board action report. I remember reading at some point, there was a article somewhere about the Department of Commerce. And the Department of Commerce had made some sort of funding available through what's called an early learning facilities program. And I remember reading that. And I remember reading something tagged around \$7 million. And I thought then, wow. Only if we can get some of that money for our early learning programs.

And here we are. So we got some of that money. It was by a bill was passed, 1370, supporting early learning facilities programs, and subsequent updates. And so lawmakers, I believe, have demonstrated a strong commitment to addressing critical infrastructure needs in public education. So I appreciated the collaboration. And I am shocked to see that we have earned some of that, or been provided some sort of granting funding with that along the lines of that article that I had read some time ago.

So that was exciting to see. But I'm curious about a couple of things. I was curious, one, how are we sharing this good news with the people in the community in terms of the families in the Valley View community, the staffing, the folks that are around there? How are we communicating that we have earned or the folks, the staff in our district, have worked hard to garner this grant for our district? Is that information going out somehow? I know that I happen to know about it just because of some readings that I've done in the past.

I'm curious to know about how that information is going to be shared. And then a couple of other questions after that.

So would you like to--

Yeah, Jackie can come up and answer.

Oh, thank you.

Hi. Good evening. Thank you for your question. We have communicated it broadly in our newsletters to the community, and both on the capital side and our regular communication.

Good. OK. That's good to hear. I didn't catch that in our-- it must have been in part of a Highline insider, perhaps. OK. Good. I just want our folks to know that there's a connection there, that people have actively worked on this in terms of early learning work. And then there has been some grant funding. I think that's exciting news.

And so that was the first one. And then the other question, I don't see it on my form here. For me, it was more of along the lines of the development of the expansion of this program. What does it mean? I'd love to hear from you. What does it mean for our teaching programs there, our students, and the people in that building? Can you relay, like, how this particular capital project, and the granting funding, will impact our school community in that area?

Yeah, I can definitely cover the capital piece. And then I'll invite my friends up to help me with the instructional piece. This project is going to replace the outdated portables that are currently on the site at Valley View with an updated modern building. Restrooms will be included in the building.

So students will no longer have to leave the building to use the restroom. It will-- most of the work that we are anticipating will happen in the summer. So we don't expect any impact on students that are currently there, or any impact on learning as we do the construction. And then I'm going to invite Dr. Reinig up to answer any other questions.

Yeah, one other part of the [INAUDIBLE] that's in the bar really speaks to also access, being able to provide full ADA accessibility to the building, which is a huge piece. So in order, we have to have our students have to be able to get into the door in order to receive the education that they deserve.

Yes, absolutely. And we are proud and fortunate, Valley View, to be serving a wide variety of early learning learners with many unique strengths, characteristics, and needs. So that's really important. Also, in the bar, I think it names specifically that this would add three additional classrooms over what is available at Valley View right now. We currently house half-day programs of multiple types. So ECEAP, our state-funded preschool, that requires some eligibility for families, as well as our developmental preschool.

So this will allow us to serve more students in that model. We're also exploring the possibilities of expansion of some of our ECEAP programs to full-day models, which this allows us to consider. That takes partnership with ESD and state level. And we'll continue to work through that. But we have heard consistently from families that that is what they need. And we have actually had experiences where families have unfortunately had to decline early learning experiences that are not full day.

That is incredible. I do know families that part day is so hard because it's either you've got your kids, you're dropping them off, or trying to get a bus over to them between 8:30 or 9:00 AM, and then picking them back up at 11:00 or doing the afternoon schedule of noon to 3:00. Who in the world has the time to do that?

Dropping off and picking up a few hours is very challenging to do. And it takes either someone being home or finding other ways to get your kids some childcare after that. So I'm excited to hear about the possibility of expanding full-day preschool programs with this grant funding. So thank you for explaining that to me.

Yeah. Thank you. Any other questions, or comments, or concerns? So with that, thank you, Jackie. Thank you, Director Reinig. 10.2, motion to approve Tyee High School Replacement Project. Absher Construction Company, contract increase for Earthwork allowance on purchase order number CP 23001. Any questions, comments, or concerns?

I do have a comment on this one. During our Capital Oversight conversation we had with the team, and I did ask Jackie [INAUDIBLE]. So way back when, when Tyee was built, Absher was one of the original people that were-- the company that built the school. So I'm like, so how was the ground impacted?

And I just found out just recently that rules and laws change over the last 60 years. So that's why we need the additional support or the finances to remediate a lot of the soil that's just happened. So nothing that they did back then was bad. So we're just getting everything caught up to our statutes right now. So--

No, thank you for that, Director Van. Any other questions or comments? 10.3, motion to approve request for contracting with McKinney with McKinstry and other subcontractors for boiler replacement at various sites. Comments? Director Hagos.

Yeah, so-- hold on. Let me gather my thoughts around this one. First, I was thinking, this is a capital-funded project. And I was wondering why it didn't go through CFAC if it's a capital-funded project, when we're thinking of doing any kind of maintenance or-- because we do that for roofing and we do that for other things. And I was curious about the boiler, the boilers, and why it didn't go through CFAC before coming to our--

Yeah, Jackie and Steve, you guys both come up here. It'd be great to respond to this one.

No, thank you for the question about the boilers. Part of my recollection is Scott Logan was exiting, Jackie and I were meeting. And we had the question, what are some critical areas that we want to-- what bad could happen. And the answer we got from McKinstry was, pressurized vessels. Check all of your boilers. And we did. We asked McKinstry to come out. And I had the experience. It's like when you take an older car in, and you say, hey, what needs to be done? And then they come back and they say, all this stuff needs to be done, as one of those experiences where we had four of our schools.

And the direct answer to the question is the urgency to get these boilers replaced so we don't have a catastrophic failure while kids are in the building.

OK, thank you for kind of giving me a little bit of background as to why folks had decided to do this without going through the CFAC group. The other question I had is when we're thinking about HVAC systems, and I can't remember all the verbiage off the top of my head, but really, it's just the amount of pressure our systems have been under because of the COVID-related precautions that we needed to take. So our boilers have had a lot of pressure on them.

And I'm curious to know, because I know that we have identified four in particular, I'm curious to know, was there a complete check on all the boilers within the system across the district to determine which ones need to be prioritized in terms of who needs to go first, essentially?

And if there is a report of that kind, can we have a copy of it? I'd love to know to see. And I bring this up because I did go on a tour last year with the CFAC group. And as I was on the tour, I think you were there with me as well, Jackie, there was that boiler that we saw at one of the schools. And it looked, it was aging, and I was concerned about-- I mean, I was afraid to even kind of just walk into that space as I saw the condition that that boiler is in. But it's not on the list.

So I'm curious to know. And it's not a school that's in District 5, but I am still curious to know because I care about the school even outside my district area, how were these schools selected for supports, and if there is a report across the district that determined the standard of operating condition for all boilers, is that report available for board directors to see?

In fact, that's what we asked McKinstry to do, was survey all schools where we have students. And they looked at the relative age of the boilers, the wear, the tear, the use. And you may have noticed in the bar that most of these boilers were 2004 era, 20 years old, Cascade was 2007. But the boilers ideally have a life of 25 to 30 years. And you're correct. It was the high demand during COVID, and the air exchange associated with that that likely shortened the lifespan of a number of those boilers.

Is there a report that we could see that tells us where our boilers are across the district so we have an idea? Because my guess is if these have been impacted by the amount of COVID precautions that we had to take, others may as we go down the line as well. I'm just curious. I would like to know as we're thinking about this for these four schools, are we going to be seeing more? And are there other boilers that we need to be looking at that we might have missed? I'm just, I'd like to know.

And yes, there is a report. And McKinstry produced that report. And that's what we're basing this upon. And we can provide that to you.

Thank you.

I think the other part, just to clarify again, that CFAC primarily helps to oversee our recommendations and provide us recommendations for long-term capital facilities plan relates specifically to our bond dollars. Now, this is really about a maintenance issue that we're trying to address for some of our other capital funds that we have.

Any other question, comments, or concerns around this? No, thank you, Jackie. Thank you, Dr. Grubb. Our next is 10.4, motion to approve the McKinney-Vento transportation costs with Seattle Public Schools. And that would be Maria Juarez and Dr. Grubb.

Whereas if I could just start, and I'll turn it over to you. I feel a bit compelled to start, and some comments that have been made. But earlier today, a member of our own department made comments that conflated, I think, two really important ideas and conflated these ideas in a way that I think can do harm if not separated. It's very clear that any student within the jurisdiction of Highline Public Schools within the jurisdiction of the United States is entitled to free and appropriate public education.

That's established law. And immigration status does not matter. That was conflated in a way that I thought was potentially harmful and a violation of our policy 5000 in that there was an invidious comparison, I think, with students who experience insecurity around homelessness. That was--

Thank you, Dr. Grubb for addressing that. I appreciate you bringing that up.

So with that kind of acknowledgment, we do want to speak a little bit about the McKinney-Vento legislation or obligations under the law to provide services to those students. And I know that we're also committed to student-first language that has been mentioned here. We're not IB students. We might be students who are in the IB program. We're certainly not McKinney-Vento students. We may be students who receive certain services under certain legislation. But we want to be cautious and careful with that language.

So with that said, you, Maria, and your department, have done a lot of work to process this invoice from Seattle. Do you want to kind of provide some context around that?

So we're asking for some-- to pay some back past years to bring up the Seattle School District to close the McKinney-Vento that we have to share half cost for each district. Every district with McKinney-Vento to provide the transportation, each district is sharing half of that. Before, we used to do billing from district to district. Now, we have been making changes and evolving where the third party is billing each district its own half. And we won't have to bill one district to another district individually.

I might just add, directors might be wondering why the backlog on this? And I think there are complex reasons. One, it's a complicated formula to verify all of these claims. Seattle School District is motivated to get fully reimbursed. And they've put together a significant bill to us. That bill also, we had an employee who struggled to perform some of that task.

We also had the internet outage. And it honestly, I want to thank you, Ms. Juarez, for hand processing and verifying a tremendous number of those transactions during the internet outage. I know those were some long days. But we believe that we have it accurately accounted for. And we have taken steps to improve the efficiency within the office.

Thank you. Any questions or comments? Director Hagos.

You answered a couple of my questions already. So thank you for some of that background information in terms of how this all came to be, that we're a few years behind on some of these invoices. I was thinking more along the lines of, we've switched up some things over the course of the years. Before, I think when I first started, we used to get, like, bars back to back to back about McKinney-Vento transportation needs. And we would have continual increases in funding requests because of that.

And then we shift from doing that going throughout the year to we do this big chunk at one point of the year. And my thinking was, if that's the case-- I was curious to know, let me think of the words that I'm looking for. I'm curious to know if the switch up of how we've done things to do this huge, we approve this huge amount for different McKinney-Vento transportation programming at one point in the year instead of going throughout the year. Do you think that may be causing some delays in paying these invoices? I just want to make sure the way that we're processing things works for you all.

No. I think with that huge amount that we're asking will keep us from getting into this position that we are now asking to pay the back pay for this one school district. It will help to allocate to just those and bill for just our district, and they bill for the other district. So we won't have to be coming to ask for one particular district individually.

OK, that's a relief to hear. I was just curious because I know that these are the same two years we've been doing something different. So I wanted to make sure what we were doing was not impacting in a negative way. So thank you.

And just to clarify, Ms. Juarez and Dr. Grubb, this is for this year. This is not for backlog for--

It is for backlog for past two school years.

OK. Thank you. Any other-- oh, go ahead.

Yes. Thank you. Can you just tell me the structure of why we go through Seattle Public Schools for these services, and why we don't just house them ourselves with our McKinney-Vento grants? How does it work?

So McKinney-Vento, so there are students that are either in this Seattle School District or our school district. When we have a student that is in our school but live in Seattle, we have to share the cost for the student. And so that's why there's this currently for that backlog of sharing the cost for that student to transport to and from the school from their home where they reside, and to school and back.

So do we have these same partnerships with other school districts like Federal Way and--

We do. And that's where we are making the-- sticking to where the vendor is billing each district its own half. So we're not having to bill out to the district itself from Highline.

Are we able to get a breakdown maybe of the past few years of, like, how many of our students are using the bus services just to kind of see, is it growing? Is it-- how far reaching are our students coming to be here?

Yeah, I can work on something on that for you versus buses and our McKinney-Vento.

Thank you.

Any other questions or comments?

Just a quick comment. I just wanted to thank you, Dr. Grubb, for the clarification regarding policy 5000, as well as around the legislation on that.

All right. Thank you, Dr. Grubb. Thank you, Ms. Juarez. And with that, we move to item 10.5, the motion to approve Technology Access Foundation LEADER and Transformation, the LEADER Transformation Grant. So Sarah and Dr. Grubb again.

I think Sarah Baker will be taking this one. Is that correct? Yeah. Welcome, Sarah.

[INAUDIBLE]

Yeah.

The safety blanket. Good evening. I don't have a presentation, but I'm available for questions. And I know there were some questions that came. Would you like--

Can you speak right into the microphone?

If I must. And I should probably name who I am. Sarah Baker, executive director of workforce planning and human resources. I don't have a presentation, but I do have some notes for myself, given some questions from the board.

So Ms. Baker, would you like me just to open it up for questions--

Please.

And then-- OK, so again, we're opening it up. Any questions, comments, or concerns?

OK, I will start again.

Thank you.

OK, I know that this is a grant coming in to support our retaining and sustaining our educators, in particular, educators of color. So I was looking at this grant. I believe that's what it is. I don't know if there's any other stipulations around it besides kind of what I just--

There's more than that. Yeah, but I can--

Share it in a nutshell. OK, so I was curious. And there's some professional development things in there, and there are some other pieces where there is a correlation between this work and closing opportunity gaps. And so when I read that, I thought, OK, I'd like to know. I'd like to know more. I wanted to know, how does this grant improve closing opportunity gaps for our kids and supporting our staff with that as well? And then I have a couple of other questions. Would you like me to shoot all the questions and then you can kind of work through them? Or do you want to go through them one by one?

I have them. So let's do them one by one.

Then let's go. OK, let's go for it. So that's the first one I have.

Yeah, so it's a little bit of a, I'm not going to say existential, but theoretical question. I think if you look back at the bar, but more, I think importantly, equity policy, 0010 and our recruitment selection and retention policy is 5002, they're very intricately tied together in terms of language. And they both espouse that we have a diverse workforce, that we look to impactful talent. And this last year, particularly around the piece that I would add to your synopsis, is the Teaching Academy.

Particularly around Teaching Academy, last year, I think I shared that we did a year-long design team that involved students, and staff, and leadership. And then in June, I think I shared that we did a freedom dreaming fellowship with students. And the core of that work was to think about how Teaching Academy not only could be accessible to every student at every comprehensive school, but how could we reimagine what Teaching Academy is about, which is also something that the state is interested in.

So the core first two phases of this grant are more focused on Teaching Academy and focus on having the staffing support that we need in a budget crisis, and also, frankly, and limited staffing capacity that my team has, acknowledging human resources as uniquely positioned to bring different players together and be able to kind of pass off this project.

So Teaching Academy speaks to what students are saying that they want to see in our schools is a stronger learner identity, it's diverse staff, not just from the mindset of representation matters, though it does, but really from the mindset of what you all have spoke about, and what the policy names, which is staff that understand the experience of our students that can create culturally-relevant, rigorous instruction.

And so we need someone to hold that work and to pull the right people together. So to answer your question, I would kind of spit back some of what I put in the bar is about our equity policy, and our recruitment policy espouses that if we do this type of work, that we believe that our students will have a more equitable learning experience, and will address the educational debt that you named.

OK, thank you for that. And so a follow up to that is, as I was reading, most of the things that came out to me was a constant reminder that a large part of this grant is to support developing and implementing, and then helping other districts to replicate a model that we create here. And so to me, that was more of an experimental piece of this work.

And I was curious. Well, more so, I wanted to make sure that when we are implementing this grant, that we are-- the focus is in making sure that whatever it is that we are doing, the priority is making sure that our kids and our staff are getting the best benefit out of this grant, not that we're packaging a program to give to someone else to replicate. That was my bigger concern with the program.

Yeah, thank you for the opportunity to clarify. Highline's concern is Highline. And fortunately, this is the type of grant that we create in partnership with partners that, frankly, also want to center Highline, because there's some interest convergence there. So in this one, Technology Access Foundation and Seattle Pacific University have separate interests. One of them is replicability.

So they are doing that work. That is not coming directly out of the funds we will get. Our focus is on establishing, implementing, and evaluating the Teaching Academy in phase one and two, and then in phase two and phase three is working on learner identity for staff and for leaders so that we can make sure that the conditions are set for the work that the Teaching Academy is saying it's going to do actually can flourish.

Thank you, Sarah.

Yeah, no problem.

Any other questions, comments, concerns?

Maybe just a quick follow up. So if this is something that works for our students and our teachers, then going forward, is this something that they'll continue to offer a grant yearly that we'd be applying for? Is that something that we would have to implement into our own budget?

Good question. Yeah, good question. The intention of College Spark is more, I would say, this is Sarah Baker's language, to be seed money to create sustainability. So it really is an infrastructure grant. So the idea would be that the investment they're making, and the investment that we're making, is on the front end.

And over the full grant of seven years, I think I wrote through 2031, so we have seven years to build some infrastructure around this and make sure that we can build into things like BEA, or CTE, which is one of the partners that we have as Dr. Benitez, to think about how could CTE be the place that Teaching Academy could live more sustainably so that we don't have to seek external funding for opportunities like this.

Any other questions, comments, or concerns? And we have time. This is an introduction item. So if anything comes up, I'm sure Ms. Baker would be so happy to answer any--

I would love an email. I will give you a very thorough email response.

Thank you. Thank you very much. And with that, it moves us to see if we have any items that we want to add to our consent agenda for our next meeting.

I'd like to add the McKinney-Vento, the 10.4 costs that we have, the outstanding costs that we have for Seattle Public Schools.

Any other ones?

And 8.1, the technology purchases that we need.

So that one, we voted on tonight. So--

That's right. That's right. That was an action item.

That was an action item for tonight. That's the only one that I have.

Yeah, so from 10.1 to 10.5 is the ones that are intro.

Sorry. So I'm going to add 10.2, the motion to approve the Tyee's Replacement Project and then 10.4. Those are the two that I'm asking for to be moved to the consent agenda.

So there's a motion to move 10.4 and 10.2 to our consent agenda. I need a second.

I'll second.

So is this a roll call? Just a voice? So all in favor?

Aye. Aye.

Any opposed?

Aye. I meant to say, aye. I was late to my mic.

Thank you for clarifying that. So there's no opposed. So 10.4 and 10.2 will be added to our consent agenda. With that, I need a motion to adjourn for this evening.

I'll make a motion to adjourn.

I'll second.

All in favor?

Aye.

Aye.

Any opposed? We've been adjourned. Thank you, everyone.

Thank you.