

Highline Public Schools | Regular School Board Meeting - January 8, 2025

Well, good evening, everybody. Welcome to our regular school board meeting, Wednesday, January 8, 2025. Welcome back. I hope everybody had a wonderful break and holiday. Stand up for the Pledge of Allegiance, please.

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

Roll call please.

Director Alvarez.

Here.

Director Hagos.

Here.

Director Tidholm.

Present.

Director Petrini.

Here.

President Van.

Here. Thank you so much. Now we're going to move to selection of director liaison roles for the 2025 calendar year. From our discussion at the Board retreat, we discussed having just one liaison for the committees besides the legislative roles. And I'm just going to thank Director Petrini for sharing, as well as Director Hagos, for saying, for the legislative role we did commit for a two year period.

So Director Petrini, Director Tidholm will still remain on the legislative committee liaison until July of 2026. So that will be in alignment with our board policy. With that said, I'm going to go down each one of the committees and would just love to hear if you guys want to stay on the role or if anybody wants to volunteer for those. First is the Capital Facilities Advisory Committee. I know Director Hagos was on this one. Anybody would like to participate, or Director Hagos, would you like to remain on board?

Yes, I can stay on board. I just wasn't sure if anyone else had any interest. So make room for others as well.

Remind me, are we sticking to one person now for every single role?

Yeah.

Is that correct?

Correct. And I'll just follow up, if there's an issue with the director not being able to show up, I would ask that director reach out to me, and then I'll just reach out to the other directors to see if they're available to participate and show up.

Or should we do backups, just as an automatic backup for those particular roles? Because some of them are very specific about the days of the week or the times that might be difficult for some people, and maybe not for others.

For right now, I want to keep it pretty simple. As in our packet, we do have the liaison roles and the dates that are available. So I would recommend that please make sure that you're available for all of those. And if there isn't, just reach out.

OK, so I must have missed that when you said that at the beginning there's only one person per role. I didn't catch it as you were saying that. I do love feedback [INAUDIBLE]. I'm really passionate about it because it provides equitable and safe and modern learning spaces, and I appreciate having the opportunity to support those initiatives and efforts.

However, if we're moving to one person per role, I'm OK with someone else taking it, if there's a stronger interest to take the role.

I could throw my name in the hat. I think that's what I'm interested in.

OK.

I'm cool with that.

So you're OK with Director Petrini being the liaison for that one? OK. Capital Projects Oversight Committee. I have been on this committee for the last four years. It's been a great committee being able to work alongside our community leaders as well as our capital facilities team and our budget team, making sure that we're staying on budget and on time with all of our projects.

So I'm happy to stay on board, but I'm going to throw that. If anybody else would like to do that, that'd be great. Any interest?

Can you tell me when does the committee meet? What time of the day?

The committee meets, it will be once a quarter. I believe it's at 4:00 PM. Or is it 5? 4.

I believe we changed it to 4.

Yeah, we changed it to 4. It's for about an hour, hour and a half. Any interest? If not, I can still stay on.

I'll take on the Capital Projects Oversight Committee role.

OK. Thank you. Director Hagos, WIAA.

I'd like to still stay on. OK.

Angelica can have it.

What was that?

I said Angelica can have it.

OK.

[LAUGHS]

Director Alvarez. All right. Highline Schools Foundation. I know Director Petrini and I were on this foundation. And this is the fun one. So super fun one.

Remind me how often they meet?

They meet once a month. And currently, Fred is going to work on changing the dates when they meet, because it usually coincides with our board meetings. So he's going to be working on switching that up.

I have an interest.

OK, thank you so much, Director Tidholm. The Highline Forum. Director Hagos and Director Petrini were on this one. Any interest?

You're like the last one left. I think it's you.

I'm OK if somebody else wants to double up.

[LAUGHTER]

I've been on this role, I think, for two years. I'd like to stay on to this one.

OK. Director Hagos. And I will be back up to a majority of these if you're unable to make it. If I'm unable to make it, then I will reach out to other directors personally and ask if they can join. So with that said, I just want to go over this.

Capital Facilities Advisory Committee. That would be Director Petrini. The Capital Projects Oversight Committee. That would be Director Hagos. WIAA. That will be Director Alvarez. The Highline Schools Foundation. That would be director Tidholm. The Highline Forum. That would be Director Hagos.

The Legislative Committee would be director Petrini and director Tidholm until 2000-- or July of 2026. With that said, I just want to do a quick roll call to make sure that we are in alignment with that. So roll call, please.

Director Tidholm.

Yea.

Director Petrini.

Yea.

Director Alvarez.

Yea.

Director Hagos.

Yea.

President Van.

Yea.

This motion passes 5 to none.

Thank you, directors, for that. Any changes or additions to tonight's board meeting?

I'd like to actually pull a 6.5 from our consent agenda, just because I am an employee of the ESD and would like to take it to vote, because it is a conflict of interest, and I just want to name that I am for it. But I also don't want to make sure that we're naming it when it's conflict of interest.

Thank you, Director Alvarez. So moving 6.5 to our-- removing it from the consent agenda. Any other additions or changes to the agenda for tonight?

And I also would like to make a motion. I don't know if this would be the time to make a motion. I'd like to move something to the consent agenda. Would this be the time?

This is the time.

So I'd like to make a motion to move items 8.1 and 8.4 to our consent agenda.

That's a motion to move 8.1 and 8.4 from our action items to our consent agenda this evening. Can I please have a second?

I'll second that.

Roll call please.

Director Hagos.

Yea.

Director Alvarez.

Yea.

Director Petrini.

Yea.

Director Tidholm.

Yea.

President Van.

Yea.

This motion passes 5 to none. Items 8.1 and 8.4 have been moved to the consent agenda.

Thank you very much. Are there any other changes to tonight's board meeting agenda? Wonderful. Thank you. All right. We're going to move on to our recognitions. Dr. Duran.

Yes. Good evening, everyone. Nationwide states mark January is School Board Recognition Month and Washington is no exception. So I have a proclamation here that I would like to read to honor our board directors who served tirelessly this year to support our students and community here in Highline.

So whereas our promise in Highline Public schools is that every student is known by name, strength, and need, and graduates prepared for the future they choose, and whereas Highline's five elected school board members established a policies and budget to support our promise and our bold goals for our students. And whereas our schools serve nearly 19,000 students in the Highline community, and where school directors play a crucial role in promoting student learning and setting clear standards of accountability for all involved.

And where school directors are directly accountable to the citizens, serving as a vital link between members of the community and their schools. And whereas our school directors are passionate advocates of equity for all children, and whereas it is appropriate to recognize our school directors as outstanding volunteers and champions for public education.

Now therefore, I, Ivan Duran, Superintendent of Highline Public Schools, do hereby proclaim January 2025 as School Board Recognition Month in Highline. And we urge citizens to join us in honoring and recognizing the dedication and the hard work of our school board. So let's join me. Please join me in round of applause And we will have a photo with our board directors.

[APPLAUSE]

Thank you.

[APPLAUSE]

I also want to just personally thank every director for their commitment to serving our Highline students. And our communications team have put together a public thank you for directors on our website. It is showing-- it's going to be shown on our screen here later on. But we also have information about our board directors, and social media stories that will be running this month. So again, just thank you, school board, for all the work that you do. Oh, there you go. We got it up. Thank you. Just pop it up there one more time. Awesome. Thank you. That's all I have right now.

Thank you so much, Dr. Duran. Moving on to our scheduled communications. On behalf of the board, we sincerely appreciate you taking the time to join us and share your thoughts this evening. You notice that our norms and guidelines are displayed on this screens for your reference.

Please remember that you're addressing the board, and there may be students present or watching and are actively listening to what you say. Please note while the board is unable to respond directly to your testimony during the meeting, we value your input. Thank you again for being here and speaking with us. First up, Alex Myrick. Immediately after college, I worked overseas as a Peace Corps volunteer. My host country issued me an alien registration card. My son is an illegal alien. He is known locally as an extranjero ilegal.

He married a foreign national and submitted massive documentation in support of her visa application. They are celebrating their second wedding anniversary this week and still waiting. My son has taken advantage of this time to become more fluent in Spanish, but has been there so long he is classified as an illegal alien.

He must alternate between working to support his wife and baby daughter and living with them. When my wife and I visit our beloved daughter-in-law and only grandchild, we must journey almost 2,000 miles. My anger is reserved for our broken immigration system, not for those who use the distasteful but accurate term illegal alien.

In the '70s, I volunteered for a year with refugees, Vietnamese boat people. I taught them English, how to drive, and assisted with employment and housing. This gave me insight into the immigration experience. More recently, I've worked both as a professional and volunteer with people who entered the US illegally.

I have helped hundreds of them secure shelter, food, transportation, and health care. They would tell you the label applied to them is less important than the help received. At the previous meeting, a taxpayer asked about expenditures related to this population. A reasonable, efficient, and courteous response would have been to take half a minute and answer the question. McKinney-Vento funds are accessible to all, regardless of immigration status. End of story.

But multiple district representatives violated six out of seven of your own norms, and seized the excuse to deliver diatribes demonizing the questioner, and even claimed without evidence that our children are unsafe around here. Please follow your own rules in the future. Thank you.

Thank you. Next up, Patricia Bailey.

Good evening. Lately, there has been an explosion of websites springing up to help young people who were once convinced they were born in the wrong body and were permanently altered through hormones and/or surgery. These detransitioners feel betrayed that they were harmed for life by adults who should have known better. Highline needs to inform students of the perils of transgender treatments.

Most of these detransitioners were autistic or suffered deep trauma as youngsters. In counseling, their shame and self-hatred were not addressed. Instead, their counselors put them on the transgender track. Now they are having to deal with sterility, grotesque disfigurement, and/or serious physical infirmities as a result of the misdiagnosis of their psychological problems.

On the website transjustice.org, several young people report their realizations. Abel said, no matter what surgeries I would have received, even if the world recognized me as a woman, I would have only been a caricature of what I believed a woman was. Katz stated, I wish somebody would have told me that I didn't need hormones or surgery to embrace my authentic self. Patricia said, quote, "I have no breasts and suffer chronic pain from testosterone use," unquote.

It's beyond comprehension when officials who wouldn't dream of putting diesel in their gasoline car advocate for putting cross-sex hormones in the bodies of other people's children. In the name of kindness and compassion, Highline policy needs to be rewritten to educate students regarding the dangers of transgender treatments. Thank you.

Thank you. Last up, Terry Hewitt.

Hello, my name is Terry Hewitt and I reside in district four, Director Petrini's service area. I'm a Highline school alumni and have raised three Mount Rainier High School alumni as well. I want to address the board today to emphasize that commitment to educational excellence and equity for all students is part of the school board's vision statement.

Placing students and families at the center of your priorities is crucial for fostering a strong and supportive community. Over the past year, Director Petrini has spent a great deal of time focused on specific Highline school district employee-- a Highline school district employee, rather than the students and families that fall in her jurisdiction. This needs to stop.

At the previous board meeting on December 18, Director Petrini stated that she was personally affected by a situation with the district employee, yet did not recuse from voting in regard to an executive meeting about the district employee. This is disturbing.

It is crucial that the board address this conflict of interest and its implications for the integrity of the board's decision making process. When a director allows personal interests to influence their actions, it undermines public trust and compromises the ethical foundation of their duties. School board members are entrusted with representing the interests of the entire community, and when personal interests conflict with their official duties, it jeopardizes the trust and transparency required in public office.

By refusing to step down from voting on a matter that had been deemed personal to them, Director Petrini risked compromising the board's credibility and fairness. This can undermine the community's confidence in the board's ability to make unbiased and objective decisions, setting a troubling precedent that could encourage other board members or public officials to disregard ethical guidelines.

This creates an environment where a personal agenda takes precedence over the collective good. Rather than focus-- the focus that should be on students' strengths and needs. I would like to see the board--

That concludes our communications, scheduled communications. Dr. Grant, a superintendents updates.

Thank you, Director Van. I just want to welcome everyone back from winter break. I hope everyone had the opportunity to relax and spend time with family and friends. And Happy New year to everyone.

I also want to just begin the news, if you're watching the news here recently, just sending our thoughts down to the Los Angeles community as they fight multiple devastating fires impacting several school districts. I know as last count, there was at least 19 school districts that are either closed or partially closed, affecting over half a million students. And the community there is just really devastated.

On a personal level, that's where my wife's family is from, and unfortunately, some of their friends have lost their homes. So it's an ongoing battle that's going to continue to send out our best thoughts and wishes to the community down there for everything they struggle with.

Right before the break, I sent a message out to our Highline community. And I just really want to restate part of it tonight because I think it was important. I want to ensure that you continue to resonate and send this message out to our community.

Because here in Highline Public Schools, we are deeply committed to ensuring all students and families are welcomed, valued and safe. We stand firmly with our students, especially those who are immigrants and refugees, and are dedicated to protecting the rights and dignity. Every child has a right to a public, free public education, regardless, regardless of citizenship or immigration status. This is not only protected by law, but it is also a core value we fiercely uphold here in Highline Public Schools.

This morning, Dr. Ryan and I visited Choice and Mar Vista Elementary Schools. We walked through classrooms at Choice, noticing the high level of engagement with students as they transition classrooms and start it with classroom warm ups prior to the main learning for the day.

At Mar Vista, we were able to sit down with the MTSS team, who meet weekly, and I was really excited to see the protocols and processes that they have in place to both support our students and our educators. Although we have some really clear expectations for MTSS looks like in our schools, it was great to see as Mar Vista has taken those expectations and made them their own and customized it for their school.

I would now like to invite Jeb Binns, our president of the Highline Education Association, to the podium to share a few remarks. Welcome, Jeb, and Happy New year to you.

Good evening, Superintendent Duran. President Van, board of directors, appreciate you. Happy New Year. Brief remarks tonight. Just simply welcome, back to 2025. Should be an exciting year. Looking forward to the wrapping of the first semester at the end of January.

I was able to get out in a few schools and see people back at work and smiling kids and happy educators going through. So appreciate that. Thank you for the message that went out to everyone before the break. We appreciate that.

As we see, get a legislative session that's going to be opening up in a couple of weeks. We need to make sure that we all stay on top of, especially around issues, around critical issues around funding. So I think that it would be wonderful if we not only-- the school Board Association and the Washington Education Association look at areas where we can partner around issues of funding, of which we all agree about. The more money coming from the state into public schools is going to be beneficial for continuing to do the academic program that we all desperately want for our kids.

So we'll continue to work on that. So let's look for opportunities to partner through the new year in the session, and hope this long session is beneficial for public school students across the state. Thanks a lot.

Awesome. Thank you, Jeb. That concludes my superintendent comments tonight. Thank you.

Thank you, Dr. Duran. We're going to move to our school board reports, legislative reports. Director Tidholm, Director Petrini.

As we get ready to start the 2025 legislative session this coming Monday, we want to congratulate newly appointed Senator Tina Orwall, formerly Representative Orwall, who was appointed to Karen Keiser's seat, as well as representative Edwin Obras, who was appointed to Tina Orwall seat in the House. And we look forward to continued partnership with Senator Orwall and to a new relationship with Representative Obras.

And we also want to congratulate the Highline High School Mariachi Band, who will be performing at the weekend's WASA/WSSDA/WASBO Annual Legislative Conference. And it's a great opportunity for educational leaders from around the state to see the amazing talent that we have in Highline. And our mariachi bands are amazing. If you have not seen them yet, catch a performance before the year is over. And Director Petrini.

In that same vein of congratulating many of our legislative members, we have congratulating Senator Joe Nguyen from the 34th legislative district to his appointment as Washington State Commerce Director. We look forward to working with whomever is appointed in his seat in the Senate, which will happen later this month.

Highline has been lucky also to have a legislative delegation that is interested in K through 12 education issues, and we look forward to continuing to work together with our big three issues of special education funding, MSOC funding, and transportation funding.

Thank you very much. We're going to move to our director's reports. Director Alvarez, I'm going to start with you and then work this way.

So thank you. PSSC and nutrition services partnership. So PSSC culinary students are working with our nutrition services team to create new recipes for our school meal program. So that's awesome.

The goal is to make school menus, school meals more culturally relevant, appealing, and reflective of our students' diverse tastes and traditions. And nutrition services values feedback from students, families, and staff to shape these offerings. Also, a survey will be available on our website later this week to make to be sure to share your ideas and help us make a difference. And also, I'm just excited as well to start a new year and make sure that we're welcoming all our students back and our staff, and hoping that the remainder of the year is-- that we stay safe and also send our deepest thoughts and prayers for our families who are having a hard time in Southern California.

And also, we heard that there's-- we have family in Arizona who are some wildfires in Arizona as well. So thinking of our families there as well. Thank you.

Thank you, Director Alvarez. Director Hagos.

OK, so I was going to mention mentioned this last, but I've already heard a little bit about some funding things. And OK, so there is a school funding crisis town hall that's happening actually in about an hour, I want to say, or 30 minutes or so. It's at Sammamish High School, and it brings together a large scale group of leaders from five school districts. The focus is on addressing funding shortfalls for special education, transportation, and operational costs.

And this town hall does unite voices to advocate for sustainable solutions. I appreciated it. It's a multi-district effort on behalf of all schools in Washington State. And I'm glad to see that our own state representative, Mia Gregersen is prioritizing the issue and making herself available to listen and to collaborate on issues. So we've got someone from our own area there tonight.

Superintendent Chris Reykdal will also be there and working towards sustainable funding for schools across Washington. So to all those parents and educators and leaders that are attending tonight's town hall, thank you for showing up and advocating for students individually. We can't do it, but really, all together, we can do some pretty big things. And so I just appreciate the efforts. That's a pretty large effort that's been made to address the school funding crisis. So I'm looking to see what comes out of that.

And I was sharing with President Van just a little while ago that Christmas fell on January 7 for our family this year. We follow a Julian calendar. And so I know that there are families in our own districts that come from places such as North Africa, Central and Eastern Europe, and East Africa. So we had-- just our winter break extended just a little bit more by a few more days.

I hope everyone had a little bit of a great, restful and meaningful time with loved ones. And to our students and families who do honor those traditions, I wish you what's called a [TIGRINYA] and a [TIGRINYA]. It's in Tigrinya. It's an Eritrean language. And for our Ethiopian folks, we've got [AMHARIC]. It's an Amharic. It's just to celebrate and say, well wishes for the traditions and the celebrations that they've experienced last night.

I enjoyed seeing the folks out and about. They had cultural attire. People were out in supermarkets. It was just-- it was a lot of fun being out in community. I know that our own family, we also had the privilege of joining our neighbors in their celebration of Hanukkah, and we got to break bread with them. And now that my daughter is older a bit, we also got to ring in the New Years at the Space Needle.

We had thousands of people there. I was letting President Van know that those tiny little dots in our pictures were not lights, strings of lights. They were people. They were people in those photos. And so it was nice to see that Director Alvarez was there and her husband as well. And I certainly appreciated the time and spaces for the moments of fun and togetherness that we experienced that night.

I do also recognize not everyone experiences winter break equally. There are many years where we did not. And I'm glad our schools remain a welcoming, safe, and supportive learning space for all. So that's important to note there.

A couple more things that I remember hearing about. There was a possibility about fireside chats. And I've heard that they've come into fruition. It's a series that has wonderful potential to inspire young readers and deepen community literacy connections. I look forward to seeing how this evolves.

And the fireside chat is focused on storytelling, and it's launching tomorrow, January 9, at PSSC at 10:00 AM. I won't be there because of the daytime hours, but I really am excited for our district. I think this is a wonderful thing. Our governor's office declared that far too many households miss out on college funding by failing to fill out the FAFSA applications. This was a new announcement. The application is now open, so do please encourage our seniors and families to prioritize FAFSA completion to take available-- to take advantage of available resources.

I know it was a topic of discussion with the high schoolers in my own family, the seniors in my own family just last night. So thank you to our schools who work diligently in this and for raising awareness to help our students unlock those vital resources that come with filling out a FAFSA application and really just ensuring access to post-secondary opportunities, making that a top priority.

Along with that, Des Moines Dollars For Scholars is now also accepting scholarship applications for our seniors in the Des Moines area. So if you're a senior in the Des Moines area, please do look it up. Check out their website. It's, again, possible funding for post-high school training and education. And that's been happening for many years. And I believe it's exclusively for Des Moines area teens. But I think that Normandy Park kiddos have participated in the past. So I just encourage folks to check that out.

In the last-- at the end of 2024, our cities, the multi-city-- we're a multi-city district-- and all of our cities, along with King County Council, they finally-- they've updated their comprehensive plans. And this is not something that happens frequently. It happens once a decade and sometimes even more than that.

So I'm grateful to the city's efforts, the city council's efforts, the King County efforts to focus on housing, transportation, and the economic needs as it directly impacts the immediate issues of our families. I've looked at them. I've gone to their meetings either virtually or in person.

So I do urge folks to learn about those individual plans. They really do affect our kiddos and our families. And even though these are individual plans, as we are a multi-city district, I encourage our board and school district to unpack these plans, as there's a possibility of leveraging partnerships to improve programming and some efficiencies and close some further gaps that we can't do on our own. So these are brand new plans. The majority of them have been closed out. Actually, all of them are now fully completed at the end of 2024. So that's something top of mind for me as I think of our multi-city district.

And let's see, I think that is-- oh, last thing. The State Board of Education just released its 2024 system health report. It highlights progress, but also some persistent challenges in achieving equitable student outcomes for Washington students. The information it does, it reflects Highline Public schools, some of our successes that they've experienced as well, as well as some of the gaps that we still have and some declines in early learning, math, and literacy performance.

So these do remain an area targeted, focused-- and they it remains a targeted area of focus for strategic investments. Of course, funding is a priority for that. So that there's that as well. But along with that, they do-- the report indicates some priorities and leveraging data. I appreciate-- I really did appreciate there's a comprehensive conditions of success portion that includes the needs and resources of our educators and building staff, and areas where we can engage our communities. So I look forward to seeing what that will look like and how we can lean into that and help us improve our own student outcomes here at Highline. I think that's about it.

Thank you, Director Hagos. Director Petrini.

Thank you. I also am excited to hear about the literacy fireside and plan to attend tomorrow, so that would be exciting. I wanted to highlight the Highline Schools Foundation released their Excel and Impact Grants, giving out over \$94,000 to different teachers and programs across the district. And I happened to get a hold of the list of a lot of these grants and where they went to and the different teachers that put in. And I just thought it was so amazing, all the different programs and projects that a lot of our teachers are engaging in with their own time and resources sometimes. And so I'm sure these grants are very well appreciated.

Some of the fun things that I came across were money towards sensory rooms for special needs. Lots of different literacy and reading, love of reading type programs with the library, and different music programs, art and literacy together, field trips. And I think there was some more money that went towards Waskowitz, and just a lot of great programs that are always sometimes underfunded. So congratulations to all our recipients of those grants.

I think that's amazing. And hopefully we can raise some more money this next year so that we can put more dollars in the hands of our teachers who are doing some really great work.

Chinook also had a cozy reading day with a student led assembly highlighting their favorite books, including bilingual presentations. Students shared their top library checkouts, reading recommendations, and the benefits of reading, like reducing stress and building empathy. The day also included hot cocoa, prize tickets, certificates. And all the school did a read in during their advisory. That sounds really fun. Definitely one of my favorite focuses of the year.

And lastly, this week I'll be attending a legislative conference for WASA, WSSDA, and WASBO that we were talking about. So hopefully we'll get a chance to meet with some of our state legislators and state reps in order to advocate for a lot of these funding needs that our schools desperately need. So that is all I have for today.

Thank you, Director Petrini. Director Tidholm.

Yes. Excuse me. In our district, we have many options for our middle and high school students for choice schools. The applications for a lot of these schools does close at the end of our month-- the end of this month. So make sure that you get your applications in. Some schools are also hosting information nights this month. And we encourage families and students to explore the different schools and programs to find the best fit for their future.

We have so many programs, so many different areas of interest. Please do look into it. And you can get more information on our website as well. And that's all I have this evening.

Thank you very much. I had the great opportunity to, before break, join Dr. Grubb at PSSC to celebrate our facilities team. When they showed up, I'm like, holy moly, these teammates, these employees that work behind the scenes to take care of our buildings from everything. Seeing them there smiling and just enjoying each other's presence and just breaking bread was great.

We also had-- it was also a sad moment because it was Sid's last time with the team. We were able to present him with the [INAUDIBLE]. His presentation to the team was really inspiring. So thank you, Dr. Grubb, for joining me and being there and just being present with them. It meant a lot and it was really great to see everybody there.

A lot of those teammates have been there since I was in high school. So they're still hanging around with us and I love that. So thank you.

Maritime High School also has a great event coming up for people interested in careers on or near the water at Highline High School on January 11 from 10:00 to 2:00 for their annual Career Expo. So students and family can connect with industry leaders and organizations like Holland America, NOAA, and Puget Sound Pilots. They get to enjoy hands on activities and explore local opportunities in the maritime industry.

Students, families, and community members are welcome, so please come join and see what they have to offer. And that concludes my director's reports.

OK. Let's now-- at the last board meeting we had, we voted to discuss an opportunity to look at a Budget Committee. And I'm going to give us about 10 minutes or so to have this open discussion. Like I said, this is an open discussion. And I know Director Hagos, you had brought this up. So I'm going to kick it off with you and then open it up to directors to share their thoughts on the idea. So Director Hagos.

Thank you for the floor. So at the end of last year, I know that I had mentioned how difficult the budget process had been. And it's incredibly challenging. And I know this is only my second year in. But it was to me, it was a daunting task as a board director with several million dollars at stake. And as I reflected and thought, and then we heard about Policy 6,000, and Policy 6,000 specifically, is talking about using a wonderful equity lens for our budgeting process and making sure that we are committed to that and we're applying that lens when we're thinking about allocating resources.

And I started thinking, well, we've got-- like I mentioned a little earlier, a little while ago, this is a multi-city district. We've got diverse perspectives. In every corner of where we-- wherever I walk, wherever I go, it's something different that I'm hearing in terms of thoughts around what equity looks like, thoughts around what resource allocation with equity looks like. And so reflecting on that in time, in the time that I've been out and about and listening to folks, I thought it would be helpful to have a Budget Committee that would be advisory Budget Committee of some sort, community based.

And every time I use the word community, I'm talking about all the stakeholders, especially our students that are a part of our school system. So our students, our families, our staff, our elected officials, our city leaders. There are lots of folks who do have a stake in want to see us thrive and celebrate with us when we do thrive and then have a lot to say when we don't.

So anyways-- and so thinking about that, I had thought it would be nice to have some sort of a Budget Committee that represents all corners of our district. And if we're thinking about resource allocation with an equity lens, what better than letting-- not being the voice of the people, but letting the voice of the people speak to us. And so to me, that's where I was at. And I thought it would be able to enhance addressing disparities. People think of it in different kinds of ways. And what it looks like for Mount Rainier and all the feeder schools. And Mount Rainier may look very different from Evergreen and the feeder schools that go into Evergreen.

So addressing those disparities, letting the people be the voice for us, and hearing them out, and supporting diverse programs and allocating resources fairly. So it's clear, it's transparent. We know what we're doing. Our stamp of approval feels great, not scary at the end of all of that. So I have a lot more to say. But that's I guess, in terms of an opening part, that's kind of where I'll land for now.

Thank you, Director Hagos. Any directors, any input?

I'd like to add. I think they provided a slide from our budget development timeline. And it has-- I like how it's broken down by staff and what committees or teams or meetings we have around staff, students, families. Community, they have the CFAC. They have the Capital Oversight Committee. We have the thought exchange. We have our board work sessions, and also the public hearings. So there are already multiple opportunities for staff, students, and family and community engagement.

And also, during the budget development process here. And we see the slide. So I'm just wondering, adding another table. I mean, during the-- and you sit on the CFAC, and there's already there from all sides of the district. So I'm just not sure what we're trying to accomplish to add another table.

Because I know that districts that do have a specific budget advisory committee, that's the only committee they have. They don't-- then they don't that-- typically they don't request feedback from other tables, that if they have a Budget Committee, that's the only feedback. So it lessens the opportunity for others to provide feedback.

Thank you, Director Alvarez. Other directors, any thoughts? Director Petrini.

Just one thought I had is I know it takes almost an entire year for the budget to be developed and put together and all the hard work that our team here does. And I think for the public to want to have access to that full budget doesn't usually happen until a few days before we have the public hearing. And the public hearing is only 30 minutes right before we vote on it.

So it's not like we're even giving time. Like this last time, we had a 30 minute hearing and then went right into our session and voted on it, which didn't allow for any changes or amendments to really be made that were meaningful or for us to really delve into feedback, if we got any from our community. So perhaps just being more maybe better with our timeline of when we hold those and what information we're able to give people, so that they have an opportunity to ask more questions that we can delve into a little bit more.

And then they can kind of voice where they'd like to see certain funds maybe be shifted to. This is a big one, because it's a lot of money and there's a lot of-- it's going a lot of places. And I know that we take the time to sit and digest it. And our job is to then to disperse that information to the public.

And so sometimes that's hard to do in just those short budget sessions. So I think a Budget Committee would be a good idea, or we at least have a better timeline when we have time for feedback, time for processing and digesting what it is that we have.

Sorry. Having sat on the Family Action Committee before sitting in this position, there are conversations throughout the year regarding budget. Jackie has come out and had conversations and broken things down for us. Keith is there regularly and we have conversations. And my understanding is brings the feedback back regarding the budget. So there is community engagement throughout the year.

And then, also, having sat the last year on the Capital Oversight Committee with President Van, we do have conversations around budget with the community or whomever is sitting on that as well. So there are conversations that are being had throughout the year with these different pieces before it's all brought together.

We as a board might not have each individual piece of feedback brought back to us, but the feedback is being brought back to Jackie and Doctor Duran and everybody else who is looking at and establishing the budget before it comes public.

Can I ask a clarifying question?

Is the CFAC and Capital Oversight Committee, that's particularly the budget funds for our bonds and levies and how those are spent, correct? ' those are sometimes separate from our general fund, separate from-- those are raised separately. So sometimes those are earmarked and very specific to certain projects. There isn't room, other than helping those committees help shift what buildings are going to get what. And that's pretty specific. So I think this is just broadly like all of it. And I think just having more involvement from the community is a great idea.

Thank you. Director Alvarez, were you going to say something else?

I was just thinking. I was just looking at my notes. I hear that we're requesting to learn more about the feedback shared during-- so I think it was very clear that our finance team heard loud and clear from the board that they wanted-- that we wanted more feedback. So they're coming now once a month. I think I wrote now that they're committed to sharing feedback on a monthly basis, coming to our boards to give us updates, right? So we know more.

So it's not like we're waiting till the end of the year. So we're going to be hearing from them once a year. And I know we want to get another committee so they can provide feedback. But again, I mean, we all have the sheet where it has all these teams already or all these committees.

And I'm not sure what else we're trying to achieve by adding another committee, since we already have committees that provide feedback. What's another new committee going to achieve that these committees are now not achieving? I'm just not understanding.

So a couple years ago, I volunteered on the Normandy Park Citizen Budget Committee. It was myself and probably five other citizens who took the time once a week to sit down with the city manager, go through the budget, and then each week that we came, they had one of those departments come and do a quick presentation for us to kind of justify why they needed those funds and where they were going.

And we were able to sit and really delve into week after week, over six weeks, each of those areas. And it was great because there was a lot of things like I would look as a citizen, be like, whoa, they're spending way too much on this and that and the other. And then you have that department head come in and they're able to have that conversation with you.

Well, this is what happened. And then last year, this is what happened. And that's why we're doing that. And then most of us were like, oh, that's great. And then we were able to recommend to the city council. We looked it over and we're able to help write a report that it had been vetted as citizens of the city.

And so if the committee was mostly citizens or stakeholders, and not really necessarily us, but giving an opportunity to break it down in these pieces over several weeks or whatever the timeline is. Just, again, it gives off more transparency. It's more buy in from the community. Especially when we have levies and bonds that we want to raise. It's a great way to get that buy in from our community, why we need those funds.

And I think, like I said, with the Family Action Committee, that is what's happening. I mean, it's a lot more than five. I don't know how many families are there now, but it's generally at least two families per school. And those conversations are being had in the same presentations that were being seen, that were being showed now, that Jackie will show us the graphs and whatnot, and the projections are the same things that are being presented to the Family Action Committee, and they are giving feedback. So I think what you're asking for is already happening in the Family Action Committee, that they are getting that information and they are giving their feedback.

So just clarifying again, but is that only capital funds that is earmarked? You're talking about the entire budget is happening in those meetings?

That is correct.

Those are appointed positions. So it's not like the general public could come and be part of those conversations, because there's appointments.

They're families that are recommended by the school or they can volunteer. So it's not that-- it's just an appointment, like we have an appointment process once a year. They are family members. So they're parents, or some of them are aunties of our students.

And is it lottery based. So it's not like just anyone can show up and ask those questions.

Well, anybody can't just show up, but it's not lottery based. I mean, as a parent of a student, you can express your interest and then be invited to the committee. But it's not lottery based. I mean, it was only supposed to be-- I think it was only supposed to be one family per school. But there was a point where I was one of I think, three parents at one of my children's schools. So it's not lottery based. There's not any strict regulations. I mean, I don't make the decision, so I'm not going to get into the details because I don't know. But yeah, it's family members of our students. And there's a number of families that are there.

So thank you. This is a really great dialogue.

Can I just-- last comment. Thank you. I'm sorry. Are you OK with me--

Yes, go ahead.

Thank you. One of the things that I'm realizing is, one, I don't know when our Family Action Committee was set up. Was that set up to be our Budget Committee people. I don't think so. It was-- it's very narrow. It doesn't allow for an entire broad open. It's kind of-- it sucks it into here's our groups and we're going to funnel information to these specific groups.

And if these specific groups give us feedback, we'll take that feedback and run with it. But when we're talking about a budget of \$405 million, that impacts every single student. I want access and opportunity for our peoples to have that broad, open opportunity to say, here's what we're thinking.

Especially when we're using-- for me, this sparked-- it was sparked because we're using an equity lens. When we're using an equity lens, I want to make sure that people-- the voice of-- not just me not being the voice of the people, but the people coming to me and saying, here's how it looks, what it looks like to me.

When we're talking about resource allocation in terms of equity, that's important. And the biggest one for me is just the majority of these pieces of communication when it comes to feedback, it's typically it's not a two way exchange. And that's when I'm looking at functions of a board, best governance practices, it always talks about two-way exchange of communication, and especially that feedback being directed to the board.

And I guess my question would be, what's the difference in having this specific set of people in the number of committees we already have, versus creating another committee and having that specific set and how that would be more equitable? And then again, just back to the Family Action Committee. I did go to one of their meetings and they had told me specifically, it was really great to have an actual board director here, and I let everybody know that they would love to see us showing up to the meetings.

And to date, I don't think that anybody has actually gone to a meeting outside of me. So it's always open to go to the meetings. But again, my question, so what's the difference in having this subset of people and their input versus a brand new committee? It just seems, like Director Alvarez said, just another committee.

Just really quickly. So with that, in terms of an invitation, I've offered to go to places and we don't get invitations. I know that there was a time where we had talked about that with the redesign, with the redesign work, specifically President Van, at the time when he was president, had said he would like to make sure that board directors are invited to feedback and/or opportunities to observe and be a part of things. We were never invited.

So an invitation would be great. But aside from that, these different places that we have, the CFAC Committee, the Family Action Committee, they're wonderful people, wonderful committees. They do great work. Except for that was not the function of their role, was not to be to provide us budgetary feedback overall, in terms of the general, what's it called? What do we call it? The general-- I don't know, the comprehensive budget thing.

That sounds good.

I'll just add that it actually was to provide feedback for budget for-- because I know when I came on, that was-- and they started-- that was one of the functions, is for them to provide feedback. So I am not sure. And I don't want to minimize the importance job that they have.

So to sit up here and say that they don't do that holistic job, they do. So I feel bad that we're sitting up here saying that they're not meeting-- like they're not functioning holistically and providing feedback. Because there's families there who take their job very seriously.

And for us to sit up here and say, we want to create another family committee budget when they are already doing that. So I feel we're disrespecting them.

Well, I just--

I'm not doing that.

OK. I appreciate this dialogue. I do want to follow up with just one last question to Director Hagos. Since you brought it up, I followed back up with you. Are there-- do we have examples of what districts or other places that have tried this that worked or didn't work that you can share with us?

Yes. So this came up in-- these conversations came up at different conferences, both the national conference and the local conference. I can't remember the exact schools in California off the top of my head. But there was a couple in California and I can't remember the other places, but I will-- I'll look it up and share that with you.

But I do know, locally, Lake Washington School district and Arlington School District And Bainbridge Island School District. And there's a fourth one I'm forgetting off the top of my head, but there are several. And they speak very highly of that process. And just it seems to be good.

And I can add to that, President Van, is that there are budget advisory committees, and they usually require-- because I looked it up-- at least one year of training to begin to understand the complexity of the K-12 finances here in Washington State.

Highline Public Schools, we've invested time in training all of our groups, including our Senior Leadership Team, our FAC. But the other thing I was just going to say, thank you for Director Petrini mentioning that she was on Normandy Park Budget Committee. That is very different than Highline Public School's budget. So that you can't even compare those two.

So I'm just saying that they are. But it takes a year training for them to completely understand the comprehension of the complexities of our budget.

Can you share with me how you feel it would be different?

I've gone through the size of the budget and how it's broken down. The size of the budget does make a difference.

But it's the intent that we are including and being more transparent with our community. Especially as we've seen several districts across our states falling into large deficits and possible school closures.

But we're not there.

A lot of our community-- excuse me, I'm talking. A lot of our communities are very aware of what's happening and wondering as we continue to ask for more taxes, ask more funds, are we being good stewards of those funds that they have given us thus far. So that buy in is really important.

And just before I was on that committee, there was a levy that had or a bond that had just failed in Normandy Park, and the city wanted to understand why. And that was the reason that they put together that committee. And so by doing that, they were able to use this as a focus group to better understand what were the priorities of different citizens and to really delve into why did that fail, and what more could they have done to be more transparent, and including the community involved. So I think that's what people are asking here.

These other communities that we have are also focusing highly on different schools and what are the needs and what are the wants. I don't think they're delving into the budget the same way that we do, and the way that I think some of our public does. And I think it's also not smart for us to imply that our broader community couldn't understand a budget without training. So I think we just need to be careful that we don't diminish or disregard our community and what they're able to understand.

I'm not diminishing what the public, but I do want to just say that it takes-- this is from other districts that have had committees, is what they've said that it's taken a year for complete training. I also want to say that we have an amazing finance team, and we are not in any way, shape, or form in any just danger of falling in there, because we have plans and projections in advance. So we're not in any kind of deficit or in any kind of danger of falling there. So we can't even be compared that we're in any kind of deficit. So let's make that clear.

Well, thank you, directors. This is a great discussion. The discussion will still continue. Director Hagos, if you can share those locations and those things, that would be greatly appreciated.

I do-- this is a great opportunity for us to share your thoughts and behind this. So that's what this is for. So I appreciate that. We're going to move on to our consent agenda. Can I please have a motion to approve our consent agenda with number 6.5 removed?

I'll make the motion. We approve our consent agenda.

I'll second.

All in favor?

Aye.

Aye.

Aye.

Any opposed?

Nay.

Nay.

Yeah, OK.

I have a comment, if I'm allowed, or not?

I'm sorry?

A comment about why I said nay. Mostly, I know it was December 4th was already previously approved on our last meeting. But being that we're approving December 18th, that shows our regular school board meeting minutes where we approved December 4th. I'd like to note that it was brought to my attention that during our superintendent's update, there was four minutes of video-- four minutes of audio and transcripts that are missing from our live stream.

And it was especially at a time when I think there was a lot of things happening in that meeting. And so some people were concerned about that, that that report and that transcript just says inaudible. But there's four minutes of no sound, and no transcript. And then the mic comes back on as soon as he's done. So I don't know how we look into that, but making sure that we continue to be transparent that we have all those records available to our public. That's why I'm saying no.

I appreciate that. Thanks for the follow up. We'll follow back up with the board in regards to that.

OK. 6.5 was removed from the consent agenda. This was to approve the acceptance of the Gates Foundation PSESD Horizon Grant. I just want to reiterate, there was nothing wrong with the grant or, yeah, with the grant. It's just Director Alvarez recused herself as she works for the ESD.

So can I please have a motion to approve the grant?

I'll make a motion to accept the Gates Foundation PSESD Horizons Grant in the amount of \$340,000 between 2024 and 27.

Can I please have a second? I

Turned off my mic instead of turning it on. Sorry about that. I second that.

Roll call please.

Director Petrini.

Yea.

Director Tidholm.

Yea.

Director Hagos.

Yea.

Director Alvarez.

I abstain myself.

President Van.

Yea.

This motion passes 4-0 to 1.

Thank you very much. Moving on to our action item 8.2. This is motion to approve revisions to board policy 2020. Any questions or comments?

I have a couple, just real quick. First, I want to thank Holly Ferguson for a really thorough report back on all the things that I had brought up in our previous meeting, along with just finally getting to read the updated RCWs that do support the things of this policy. I think there's only maybe two things that I would like to maybe just bring up that I think are still important.

Whereas a lot of our RCWs don't always mean that that's the ceiling. And we're not allowed to go above that. It's usually the floor. It's like the foundation. You need to have at least these things.

And so I know that it's not in RCW that we have to have community members. But seeing how we keep talking about how we're including all our stakeholders, our community members in all of these different committees, I'd like to know why we wouldn't open that up, the IMC Committees to community members and not just parents. It doesn't say that you cannot. It just says you have to have at least one parent.

And also, that having at least up to no less than half of parents on the committee as well. So I guess my question is, or my ask is why we would not want to include our community members on these committees as we try to include them in all of our other ones? That's, I guess, my first question. I don't know if we want to answer these one at a time or just in general.

Yeah.

Hello. Thank you for the question, as I understand it, that it is recognizing that the language sets an expectation that we do include families. And the definition of families is there. And we reviewed that last time. But the question is, why wouldn't we extend that further to community members. Is that accurate?

I think that this change to IMC, including family members, we're really excited about it. And I think it's going to provide us an opportunity to figure out what works for a broader beyond staff group. We certainly want to make sure it is making a difference for our decisions, but also meeting the needs of those participants.

So while it's something that we could think about the possibilities of the future, my response to the question of why not and maybe why not now would be that we want to make sure that we are extending and growing that group in the right possible way. It's going to take us time. This is a new process for us as it is new guidance from the state. And so we'd like to start with that. And then we can always look at possibilities moving forward.

So I know in policy 2020, well, the procedures, 2020 of the procedures, talks about the process to find parents, to give them that opportunity and that information. I just would like to know why we wouldn't want to include community members in that opportunity to, especially diverse perspectives throughout our cities, I think, are really important to continue to have.

I think it's a great question, and I appreciate the intentionality around that question and making sure that we've got lots of representatives. I do want to say that this particular statute states that the committee shall consist of-- and doesn't include a clause that you see in many other statutes that would be like, such as, or in addition to, or clauses that would open up the committee membership.

So in this particular case, for an IMC, it shall consist of representative members of the district professional staff, one or more parents of enrolled students, with parent members equaling less than half the total membership. And then in another case around elementary only school districts, which doesn't apply to us.

So the statute really contemplates the committee being made up of staff and parents of enrolled students, and not folks that don't meet one of those two definitions. So that would be why it's not included in our policy and why we didn't consider it.

It feels like, again, a lot of our laws or these statutes give us the framework, and we have local authority that allows us to build upon that. These are just making sure you have those things in place, make sure the parents are involved. But if we're crafting policy. Unless the state says this is what your policy has to be, and here it is, and now you don't have any local authority to play with it, I think this is where we still have that right to say, we would like to still have the input of our community in these matters. Especially if we're doing surveys and touting how much they love what we're doing, we need to make sure that they're involved at every aspect to fully get those perspectives.

So I guess that's one of the things that I would probably say I would like to keep because we had it in our previous policy, the involvement of community representatives. I would like to say that we should be keeping that, since we already had it, and it wasn't stated in the RCW beforehand. And even though it's not now, we still as a board could keep it.

We could certainly seek outside counsel's advice on that. I would say that the difference in what happened in this case is that the legislature looked at the law, that it existed, that did give openings and opportunity for districts to have some independent discretion in who attended or who was on the IMC. They looked at that, they tightened it up and took away that discretion by specifically stating who needs to be involved, and that it's staff and parents of enrolled students. So it does not actually allow for the district to have other people on the IMC as it's currently written.

It doesn't sound like it's saying you can't allow anyone beyond that. It just it's those are the bare minimum. That's who you need to have.

Again, we can seek outside counsel on that. My review of this, and as your person who does legislative stuff on the staff side. Generally, when you see a sentence that says the committee shall consist of, that is who it is limited to.

OK. Any other questions from directors?

Maybe not a question. So you're welcome to sit down if you want to or say it's just it's something to put out there, especially as I was hearing back from Director Petrini's comments.

But first of all, the one thing that I will appreciate of this work is that the intent of it is to do two things. One, it's to remove bias and instructional material, and two, to ensure that our policies reflect diverse identities and experiences of our students and it really does align with protected classes and equity legislation. It's an important step forward.

So I do see those pieces. And then second, I don't know-- as I was trying to read and follow along, there were so many pages. But one of the things that I have that jumped out to me was that I think it came by from one of the initiatives that was recently passed. And I don't remember the number of it.

But that initiative was to make sure on top of making-- on top of alignment with protected classes and removing biases, that there's also parents who have an opportunity to be a part of this whole system. So I like all of that, and I'm encouraged by those pieces.

I am just-- there's only one concern that I have, and it's the same concern that I brought up last time, which was that this policy, it doesn't reinforce the board's role in governance and oversight. It dilutes it.

To me, as I was reading through the information that was given to us, and then looking further into some of these pieces, the regulation it granted the school board the authority over the new policy and selection and adoption of the IMC. I don't recall any time that the school board directed, or decided that there was an interest to hand over or delegate that work, and then decide that the superintendent has substantial and unilateral discretion over the selecting, appointing, and overseeing of the IMC, as well as implementing the process and making final decisions and going and being the final appeal.

There's so many pieces that it completely, to me, it still erodes the governance oversight. It sidelines the board, and in essence, the greater school community from critical elements of the work. So that part is still, it's giving me pause, y'all. I'm just not comfortable with it.

I think that, personally for me, I still think I think we need some time with this. I think we need some time to determine what interests the board has in terms of having this committee be selected by who and what that process looks like, and ensuring there's a broad reach. And it's not just a complete unilateral handing of authority when that authority by the regulation sits with the board. So I'm concerned about that.

Thank you, Director Hagos. Any other comments?

So a way to clarify, Director Hagos, are you implying that you think the board should be selecting who is--

The regulations, as I read it, the regulations provides the authority to the board. That is the prime responsibility of the board to determine what this committee looks like in terms of selection, adoption, all those pieces. That was the board's work. And we didn't do that.

It was handed over. And now it's we're given a packet of a completed-- like here you go. Here's a completion. And now what do you want to keep and not keep. Rather than asking for the board's interest to see what we would like to do with that authority. Just that part's just not sitting well with me.

Directors, any other comment on that?

Maybe just in answer to your question, Director Hagos. So the new updated version of the RCW does delegate the selection of the IMC to the superintendent. So as per state law-- as well as when it came to the appeals process and things like that, all of those hearings, they are stated here in the RCW. So those things, unfortunately, we just-- it's within the state, that local control.

I mean, as far as I read it, RCW 28A something or other, I can give you the numbers later, but it did not-- at the end of the day, it's still that to me, was the one piece that was provided to board authorities to determine what that process looks like in terms of the local area. And what we want to see. So that's the part that I'm not-- but that was as far as I read it, it's just not there.

That was the old RCW. The most updated one is the one that Director Petrini said. Because I went back to look at it, when we heard it last time. So then I went back to double check on it, and Director Petrini is reading the correct one. It is delegated to the superintendent.

OK, well, thank you, everybody.

I still have another question or two, I apologize, about this one.

Please make it very, very brief. Thank you.

Some of my concerns is that this does not also-- our policy doesn't really talk about how these committees are, when they're put together-- actually, I'll leave that question alone. But the other one is that there isn't anything in here about looking at the data, maybe within five or ten years of those curriculum that are approved and how are they working out-- did they do the things that we were hoping? So there's no language in here about how to go about repealing bad curriculum after five or ten years or however long that is. And for the board to have an opportunity to maybe review that, how did the student data play out with those curriculum that were approved.

OK. Thank you. I'm going to ask if anybody would a motion to approve the revisions to board policy 2020.

I'll make a motion to approve revisions to board policy 2020.

I'll second.

Roll call, please.

Director Hagos.

I abstain.

Director Alvarez.

Yea.

Director Petrini.

No.

Director Tidholm.

Yea.

President Van.

Yea.

This motion passes 3 to 1 to 1.

Thank you. Moving on to action item 8.3. This is motion to approve instructional materials committee members. Any questions or comments?

I have a question. It's almost actually implies to the last one. But that's done. But in our previous one, it does say when the Instructional Materials Committee is-- that body that makes the recommendations regarding potential adoptions of core instructional materials to the school board, based on the superintendent's established procedures, which is in this one that we're talking about now. As I look through the new one, though, there is no established procedures for the board.

So I'm kind of confused where-- because in the old adopted one, it said at the very end, the board makes the final approval of curricula of core curriculum, and that is all erased. So there's nothing in here that says anything about the board adopting that, unless you can point that out to me. But I missed that.

So I guess my note said, it says based on the school board, the adoption happens with the school board based on the superintendent established procedures, but the procedures does not outline the school board other than adopting a policy, doesn't really say anything about actually adopting the curriculum.

But the board does adopt the policy. We do approve that, though, once it is presented before it gets implemented.

So previously, we had these committees that would bring forth the curriculum. They would do a presentation and say, this is our recommendation. And then the board would approve that. I don't see how that's actually happening now, because the IMC is approving it. And it feels like it actually goes right past us.

Because we've already approved the policy. We therefore are approving pretty much all curriculum through IMC. That is how I read it. Please help me understand-- I think maybe it's just written in a way that makes it sound like we don't even know what curriculum is being approved, because it just bypasses us.

Yeah, I want to clarify that is not the case. And I think this came up at introduction, and Bernard confirmed that if there is anything in here that gives that indication, then we need to talk about that because that's certainly not the case. When I look at the revised policy, under core materials, the last sentence includes that core materials are selected through a process that requires the Instructional Materials Committee to launch and manage an adoption team based on the district's procedures, and then recommend adoption by the school board. So just as in past practice, the work of the IMC and the adoption teams is to bring that recommendation to the board for core materials that you would then take action on.

So they would present those curriculum to us?

Yes.

So is there any way for us to have in our procedures, we talked about having a review of past curriculum that aren't having the student performance that we had expected. Do we need to go back to the drawing board and get different curriculum from the last 10, 20 years that just weren't working out? I guess that's one of my questions.

I can speak to what current practices with that. The IMC, anytime we're considering the possibility of a new curriculum. It's not just for fun. It's because something is telling us that it's time for a change. Often, that is student data.

So the first step in any process is what we refer to as a course of study review. And we have educators, leaders within the system who are closely connected to that grade band, that content area, do a deep dive into what our teachers are saying, what our students are experiencing, the data that happens there. So that is part of our current operating practices, and is one of the key functions of the IMC.

The team that does that course of study review then brings that information to the Instructional Materials Committee. And that's our first topic of conversation is based on this collection of data that is shared with us. What is our recommendation in terms of an adoption? That's a huge consideration in thinking about when we adopt new materials. So that is current practice.

Last question. So we're approving the IMC committee tonight, but the statute says that we need to have at least one parent on that committee. So are any of these the names on our committee tonight include just a parent, not a district employee?

So if you look at the bar for this one-- I'm making sure I have the right one in front of me-- it does name our process in there, that we would have the-- sorry, too many pieces of paper in front of me.

Yeah, I know what it says about the adoption or the process of finding those people. So my question is, if we're approving the IMC tonight, it's absent of a parent volunteer on that committee. So would we have to amend this at some future point when we have those members ready?

Yes. I think what it says here is also that there would-- the intention is for this to be an annual process. So that we're not bringing things to you anytime anyone has a conflict and can't be a part of it anymore. So if there are changes that we would notify, but not necessarily bring to action for any changes outside of that annual review process.

Thank you.

Any other questions, Directors? Can I please have a motion to approve the Instructional Material Committee Members?

I move that the Highline School Board approve the superintendent's appointments to the Instructional Materials Committee.

I'll second that.

Roll call, please.

Director Petrini.

No.

Director Tidholm.

Yea.

Director Hagos.

I abstain.

Director Alvarez.

Yea.

President Van.

Yea.

This motion passes 3-1 and 1.

Thank you. Moving to our intro and action item. This is motion to approve the correction to salary schedule addendum between Highline Public Schools and Teamsters Local Union 763 representing building maintenance bus drivers, bus monitors, nutritional services, custodial services, grounds maintenance, vehicle maintenance, warehouse, and delivery and driver trainers. Do you guys have any questions in regards to this? This was just an update from what was presented last time. And seeing none, can I please have a motion?

I move to approve correction to salary schedule addendum between Highline Public Schools and Teamsters Local Union Number 763, representing building maintenance, bus drivers, bus monitors, nutrition services. custodial services, grounds maintenance, vehicle maintenance, warehouse and delivery, and driver trainers, teamsters too.

I'll second.

Roll call, please.

Director Tidholm.

Yea.

Director Alvarez.

Yea.

Director Petrini.

Yes.

Director Hagos.

Yea.

President Van.

Yea.

This motion passes 5 to none.

Thank you very much. Moving on to our intro items. This is 10.1. Motion to renew the two year extension field contract with PetroCard, Inc. Any questions or comments here? And seeing none.

And then we have a presentation from the next three. So I'm going to read these all out, and I'm going to have Holly come on up while I read them. This is 10.2, motion to approve the revision and renaming of board policy 3205, sex discrimination and sex based harassment of students prohibited.

10.3 is motion to approve new board policy 3206, pregnant and parenting students. And then 10.4, motion to approve the new board policy 5404, family, medical, and maternity leave. Holly, the floor is yours.

Thank you. We didn't receive any questions or I didn't receive any questions on these in advance. So I'm just going to give a brief overview of these three. And if there's any questions or any information that's not included in the bars, I'm happy to answer those questions.

I'm just going to go in order. So policy 3205, sex discrimination and sex based harassment. It's a new name, but the contents in the policy are not actually new. Sexual harassment has been covered by policy 3205 for many years. Sex based discrimination used to live in 3210, which is the district's non-discrimination policy for students.

WSSDA's new model policy moves it under 3205. And that decision by WSSDA is based on the federal government's revised Title IX rules, which this was a shift from my brain, which now identifies sex based harassment as a form of sex discrimination. So that's why WSSDA wanted to put both of those together into this policy, so that both forms of sexual harassment and sex discrimination were together.

So this policy governs harassment and discrimination based on the protected classes of sex, gender, and sexual orientation, as required by both federal and state laws. I do want to name, while this isn't up to the board for approval, but you do have the procedures there for review. The two big changes I think are in the procedures. There's a much more detailed, formal and informal grievance process.

And then the other big change is that the procedure for 3205 is now going to cover sexual harassment and sex based discrimination of staff, which has historically been-- exactly, Director, or President Van, that was my reaction-- which has previously been covered by policy and procedure or 3205.

Because the federal requirements now require the same grievance process for both students and staff, the recommendation from WSSDA is that you just have one procedure-- there's actually two-- but one set of procedures that cover both students and staff so that you're not repeating yourself in multiple places.

And we had a team of people that I'll mention at the end. We looked at that and it made sense to us because you run the risk, if you end up having to repeat things, that you make a change here, but you forget to make a change here, and you end up really diverging over time, and that's not good for anybody and ends up not following the law.

So when this policy is approved and the superintendent is able to approve this procedure, we'll go in and edit the procedure for 30-- excuse me, for 5011 staff to cross-reference this procedure. But obviously, we didn't want to eliminate the staff procedure until this one moves through. So that's 3205. And if there are questions on that at the end, Isuzu Arambula is here, our ombudsman, and she's in charge of this policy.

The next one, 3206, is a new policy for us. And that's pregnant and parenting students. We are recommending this policy to move forward. It's not a required policy. It is an encouraged policy. We're recommending this policy to ensure that students know their rights under the laws, including that they are not required to attend an alternative school or program. They may stay in their comprehensive schools.

This policy will also give our teen parent program an easy reference document to point students and families to, as well as to point staff to understand what staff responsibilities are and student rights are.

And our amazing Jennifer Montefiore is here. If you have questions about our teen parent program, I have learned so much from her throughout this process. It's been really exciting to see what we offer for pregnant and parenting students and how we support them.

That's that one. And then 5404 is also new to us. Relates to family medical and maternity leave for staff. There are lots of different types of leaves for staff. Some of them are covered by state law, by federal law, by collective bargaining agreements.

This law, or this policy, excuse me, very similar to 3206. So many numbers. 3206. We really wanting this in place to make sure that our staff knows what federal and state leave laws apply to them, separate and distinct from collective bargaining agreements. It also gives supervisors information about the types of leave that their staff may be asking for, and what the ramifications of that leave might be in terms of length of time that a student might be out. And Sean Morrow is here, if you have questions about that policy.

And I just want to name one person who's not here, because we're not talking specifically about athletics today, but I think most of that Title IX also relates directly to athletics. We had a small group of people, the three that I've mentioned, along with Phil Willenbrock, our district athletic director, who got together to review these. And while Phil isn't here today, he was really instrumental in looking at these policies and making sure that they also made sense from an athletic standpoint.

So I just-- I want to name that he was a big part of this work, and I appreciate all the team who got together during our cyber incident working off paper. And if you printed off these there, you know there was a lot of paper for these. Happy to answer any questions that have not been answered as of yet.

Thank you, Holly. Any directors, any questions or comments? Since this is intro, we do have a couple of weeks to follow back up.

I have one or two for you.

Great.

Sorry. One of these just came to me as you were chatting. So with the new administration coming in the next few weeks, what ways are you preparing for possible changes that could happen to Title IX? Does that affect-- because I know Washington State, we have our own set of policies or laws protecting individuals. So I want to know how would that affect or change our policy?

Yeah, spot on question. And I talked a little bit about this with WSSDA as well. And then I think Superintendent Duran and I were also on a webinar about this that came up a couple of weeks ago.

Yes, there could be changes to Title IX based on the new administration, and we don't know what those would be. But we've been told is that, and this is reality, is it takes about a year to get new regulations through. So even if the new administration were to come in on day one and say, this is our priority, we want to make this, whatever changes we want to make, it would take about a year for it to get through the regulatory process.

And so because of that, we need to have a policy in place that's compliant for that time. So that's why we're still recommending this move forward, knowing that that's kind of a question mark out there. And then, frankly, it's our job to keep our eyes on what the administration is doing. And if there are changes, then to bring those back forward to you.

And then, as you mentioned, if there are conflicts between the state and the federal law, because obviously, the Washington law against discrimination is applicable to us, regardless of what the administration does in Washington, DC, we would just need to work on what does that reconciliation look like. Or how do we say this applies over here and this applies over here. So that's just work that we'll be tracking over the next couple of years in the new administration. A good question.

All right. The second question was on page 51 of that big long thing, under grievances and complaints Section 1, it talks about equitable treatment. It says, quote the district will treat complainants and respondents equitably.

I was a little confused, because right before that it talked about how the Title IX investigator or compliance officer could not have any personal bias or be for or against, or judging-- but would judging someone based on equitable parameters be inconsistent with that? So could you give me an example of how you would look at a complainant and a respondent equitably when we're talking about some kind of sex based crime or violation of some sort?

I will tell you right now, I cannot. Mostly because I think that our pages are numbered differently, because I don't have a 51. But I think that's a good question. And maybe we could converse about which exact information, language you're looking at. And I could come back at action and be able to respond to that.

Yeah. I just want to know, what was the thought process around that. Because this was all new inside the policy.

Yeah. I'd be happy to do that. I just would love to take [INAUDIBLE].

Thank you.

We can absolutely.

Thank you. Any other questions or comments on 10.2, 10.3, 10.4? Hear and see none. Thank you so much, Holly.

Thank you.

Any items that you'd like to add to the next consent agenda?

Since-- I'll make a motion to add 10.1 since it's a renewal of our field contract with PetroCard. I'll make a motion to add 10.1 to our consent agenda.

OK. Can--

I second.

--I get a second, please?

And a second. Roll call, please.

Voice vote.

Oh all in favor?

Aye.

Aye.

Aye.

Aye.

Aye.

Any opposed? None. Thank you very much. So we'll move 10.1 to the consent agenda. And well, that concludes our meeting for this evening. Thank you so much. Can I please have an adjournment?

I make a motion we adjourn.

I'll second.

All in favor?

Aye.

Aye.

Any opposed? Thank you, everybody.