

[SIDE CONVERSATION]

All right. Thank you, guys. Welcome, tonight, to our very amazing board meeting, tonight, that we're going to have, by faith. And I'm going to ask everyone to please stand for the pledge of allegiance. That got everybody's attention. 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.

All right. Well, thank you, guys. With that, I'll ask call for roll call, please.

Director Van?

Here.

Director Dorsey?

Here.

Director Garcia?

Here.

Director Bradford?

Here.

Doctor Alvarez?

Here. And the lady to my left, your superintendent, our superintendent, Dr. Susan Enfield. And with that, I'm going to ask, are there any changes or additions to our agenda, tonight?

I have none.

I have none.

With that said, then we'll move on to recognitions.

Wonderful. Good evening, everybody. We have one community partner recognition, tonight. And I believe Kiesa will come up and introduce Cowlitz Tribal Health. And then Lindsay, who's here representing, will come up and say a few words. And we'll present her with the certificate.

This is so tiny.

Hello. Good evening. Well, I am always privileged to introduce our community partner, and Cowlitz Tribal Health is a very special partner to Highline Public Schools. So we wanted to take the opportunity to share a little information but also think Cowlitz for promoting the health and wellness for American Indians and Alaska Natives by utilizing traditional, modern, and culturally sensitive mental health and social service practices. And so I would like to invite Lindsay to share a little information about that work.

Thank you for having me. My name is Lindsey Dearth. I'm one of the mental health clinical supervisors with Cowlitz Tribal Health Seattle. I'm an enrolled Northern Cheyenne native out of Montana. I'm also Cro and Turtle Mountain Chippewa. Again, thank you for having me. Cowlitz Tribal Health Seattle, specifically, has been working with the community, starting in 2010. We currently have MOUs and MOAs with 10 school districts, but work with 20 school districts in total.

And with the school districts that we don't have MOUs or MOAs with, we are developing a different sort of relationship with them, but continuing to build those relationships. Highline is one of the school districts we do have an MOU or MOA with. The students make up 10% of the population that we are working with in the school districts.

We have five clinicians that are in the schools, and they're in seven of the schools that we are doing the work with. That is promoting cultural ways of healing, cultural groups, cultural awareness for not only the students that we're working with, but with the school members and the community that we are doing the work with. So we thank you so much for allowing us to come in to do the work. We are very honored to be able to serve our people and provide that form of healing that isn't always made available for our people and in this area. So thank you.

Thank you. Any questions or comments?

I do have a question. Lindsay, thank you so much for being here, tonight. What five schools are you guys at in our district, right now? Kiesa, you can help out.

Off the top of my head, we are in Highline High School, Marre Vista, Sylvester-- yes, we are in Sylvester-- Mount Rainier High School, Tiye High School, Cascade, and there is one more. And I am forgetting right off the top of my head what that other one is.

That's all right. Thank you very much. Appreciate it.

Yes.

Any other comments or questions?

No, I just wanted to say thank you, as well.

Thank you so much. And that was one of my questions. It was if you were only in high schools, but it looks like you're in all. So that's good to hear. So thank you again for all that you do.

Yes, thank you, Lindsay. We appreciate the partnership, the work you do to support our students and staff. And we'd like to present you with a certificate to take back to your colleagues and have a photo with the board. So if you could, join us up here?

And I just want to add, she does work closely with Sarah Marie Ortiz in our native ed program.

Oh, nice.

She couldn't be here, this evening. She would be here to support.

Thank you also, Kiesa, for maintaining our partnerships and choosing who we get to see. And so we appreciate that. So now, we move. There's no scheduled communications, today. So we'll move on to our superintendent's update.

Thank you. So first of all, I think that most people are aware that there was an announcement. Bernie attended, and I'm guessing he may talk about in his comments that Highline will be the district to house the new regional Maritime Magnet School, which will serve students in the Duwamish and South King County. It's very exciting, very early stages of planning. I'm getting emails from people who want to be involved. And I say there's nothing yet to be involved in. Lots of details to be worked out, but a tremendous opportunity for our students in the region and for the local economy.

So we're partnering with a number of entities, and we'll provide regular updates as the work moves forward. But it's a terrific opportunity for our kids, and our community, and the local economy. And I will just share, too, that I had the opportunity last week to do two presentations at AASA-- one on using social media to brand your district's message, which I think we can all agree we do a pretty good job of here, in #WeAreHighline.

And the other with a colleague of mine, Christine Gilmore, from Wisconsin, who is in her 17th year as superintendent in her district, on longevity in the superintendency and what we believe contributes to superintendents having a long tenure. Given that to really do deep, meaningful, sustainable work in school systems, particularly urban school systems, it's a minimum 5 to 10 year endeavor to really affect that change. And sadly, we know the statistics are that many superintendents last about three years. And nothing gets done in that

time that can really permanently impact the trajectory of kids' lives.

So both very well-received, lots of positive buzz about Highline, which is always exciting. And I was, as always, proud to represent our team and our district. And with that, I will ask Sandy to come on up.

Can I have Sandy and then Rod? Sandy, you go right ahead.

Are you sure?

Yeah, Rod will just take a powder. And you just do your thing. He's fine. You're fine, Rod. We'll get to you.

All right. Just kind of hold it? All right. Getting ready for karaoke, here. So I just want to greet the directors. I hope you're feeling appreciated for your service to our community. We appreciate you so much. A lot of times, I talk about the work that we're doing collaboratively within the district. Today, I wanted to share a few things at the HEA, the union, is doing, and invite you to join and participate with us.

First of all, I'm just going in order. On Friday, we will be at Merrill Garden for our first ever. They have a community room, there. And we're starting dinner and a movie. So it will be at 5 o'clock. And we're showing the movie *Push Out*, which is about the criminalization of African-American girls. So it is open to the community. We have put together a panel for after the movie to have some discussions that will include, primarily, students. And Merrill Gardens is catering it. So we'll see if this works out.

We're hoping to do something like one Friday a month and have different documentary films. So we're already looking at April, doing something maybe on climate change. [INAUDIBLE] is going to be about social justice issues. But we'll pick a theme for the month. So we'll keep you informed of those, and I hope you might be able to attend one of the times.

On Monday, next week--

Sandy, I'm sorry. Can I ask you a favor?

Sure.

When you're finished, would you mind writing down the times and locations of these and just giving them to Kyle, so that I can email them to the board so they have them?

Perfect. Oh, great.

That'll be great. Thank you.

And the next one, I actually have a hand-out.

Perfect.

So the reason I didn't bring a hand-out for the other one is we actually have 75 folks that have signed up to come. But we would still definitely make room for you guys to come. And we'll get you the flyers in the months in the future. So here you go. The event that's happening at Sylvester middle school, it is a collaboration between Dr. Enfield, Dr. Guyan, and the HEA. And we're doing the Unspoken Truths American History project that you might have heard of. Delbert Richardson was sponsored at our equity symposium in August, by HEA, and so many of the teachers were interested in having it come to their school that we've worked together to raise the funds from this partnership. So that will include not only an event that they did yesterday with the students, but on Monday, we'll be open to the community. So that will start at 6 o'clock. And

Dan the Sausage Man has very kindly donated food for the families coming that evening. Again, when you see him, be sure to thank him for his contribution, as well. It's a real community event, and we're hoping that this will translate to other schools in the district, maybe in the different service areas as the year and next year go by.

A third thing that we wanted to make sure that you knew about is we are having a social for our substitute teachers. So it's going to be at Angelo's on March 26. I know there will be a few board meetings before then. So we're working on getting the flyer out, and we'll make sure that you get that. But we'd love for you to come by. We're partnering with HR in that and making sure that our substitutes know their options for next year and why they should be coming back to Highline, either applying for a regular position or staying in the sub pool, and why Highline's the best placed to sub. We did a social last year, and it was a big success. So we're continuing the tradition this year. This will be at Angelo's from 3:30 to 6:00 on March 26th. Right? That's a Thursday.

So anyway, those are three things that are coming up. We are doing some listening sessions, and this is part of the work that we do with understanding the needs of our educators as we prepare for our bargain. So I just wanted to let you know we're doing our first listening session ever with our educators of color. Because attracting and retaining our educators of color is really important to all of us, I know. So we're going to be having that. That's a closed session, but that is tomorrow night, over at the community center. So we just thought we're going to get some good information out of that and looking forward to sharing what we learn from that with HR.

So thank you much. Thank you for your service to our community, and we'll see you next time.

Thank you, Sandy. Appreciate that. And now, drum roll, please. Rod Shepard, would you please come up for a capital projects update?

Board president, board members, superintendent, I will do the February capital brief projects update. And Des

Moines-- we'll start with Des Moines' Project Close Out. It has started. Contractor is doing some additional owner requested work. At Glacier, punch list work is ongoing. Project Close Out will start soon. Contractor is also doing some additional owner requested work.

At Highline, there's a lot going on. Footings and concrete slab work continues. Structural steel work continues. Masonry on the aux-gym is probably about 80%. The main gym is up to ceiling height. Underground utility work continues. We are working our way through some storm-water infiltration issues. And so far so good on that. Heavy mechanical units, like the heating units and other pumps, et cetera, are in the mezzanine locations already. They've loaded those in. And the installation of them and the hookup of them will start soon.

Storm-water connection work at South 152nd is complete, and the water district connection is in progress. Metal roofing is actually started, and steel stud work is also started on the east side of the building. And we are on track for a September, 2021 opening. And then moving to our Senate Bill 60-80 projects, we've completed the White Center Heights and North Hills projects. And we're in design, at present time, for a four classroom modular building at Hilltop Elementary. And staff is investigating other sites for the remaining two classrooms that we have in our allocation to do. So that work is ongoing.

Electronic locks, we'll do phase 1. If you remember the phase 1, where the newer schools-- there were 50 newer sites. The base bed work is complete, but additional phase 1 work will be added to the base bed work that includes electronic locks in new, modular buildings at North Hill and White Center Heights. Replacement of existing door hardware, specifically panic bars at several sites that are not compatible with the new electronic lock system, also installing electronic hardware at phase 1 sites on doors that were not included in the base bed work.

So this pushes the completion of the phase 1 schools out to March 31st of this year. And phase 2, which is the older 16 schools that we have, rough in wiring and installation work is in progress at all those sites. The base bed work is almost complete. And we're doing additional phase 2 work at 14 sites. And that will be added to the base bed work. And this includes routing conduit and wiring around areas of the older building that contain asbestos, interfacing and, in some cases, replacing existing old door hardware with the new hardware that is compatible with the electronic locks.

And another note that we're running into in the older schools, on the phase 2 lock project, is that a lot of the doors are in really poor condition-- the existing doors. And there's work that has to be done on the door itself before we can add the electronic lock. And our facilities group have been assisting on that. And with the change order, this work, at present time, will push the completion date for the phase 2 schools out to May 2nd of this year, 2020.

And Evergreen Field is moving along real well. They have virtually demoed the entire side field. I don't know how

they got it done as quick as they did. And they will be hauling it out over the next couple of weeks. They're going to try and do it on a weekend to minimize the impact on the schools. So that worked out really great. And if the weather is holding, knock on wood, they'll have that out of there in the next week or so. The old fence has been removed around the field. Tentative completion date, weather helping us, will be June of 2020. So all is well over there.

The new schools that were included in the design, up through 50%, that work is ongoing. Diana is heading that up. And that's the Evergreen, Tyee, and Pacific. The work continues with the DRC, the groups, throughout this month and into May. They will wind up in May. And the different schools, Pacific Group has toured two other middle schools. The architect took them on. The Evergreen Group has toured, I believe, three high schools. And Tyee has toured two high schools. And they did this to get ideas, and it helps the design team understand what is in a new high school and a new middle. It makes the process move better.

And sale of district properties, we talked about that. The district has received proposals from brokers interested in marketing the Maywood site for us. And three firms were interviewed, and we are in the process of making the selection at this time. And legal counsel has assisted us all the way through the process on that. So if there are questions?

Any questions?

Just real quick, in regards to the selection of the brokers to handle the sale, is that a decision the board's involved with? Or do you just find the best candidate that you-- I'm just curious. We haven't run into that before.

I don't think you have to be directly involved in it. We will obviously come back to you with our findings of the three.

Cool.

So when the board action took place when you surplusled the property-- actually, re-surplusled the property-- and gave us permission to move forward with preparing to sell-- so the next action that'll come in front of the board is when we get proposals back from actual buyers. Because the property has come in significantly higher than anticipated in value, based on our real estate attorney's advice, was to get a broker on board to make sure no T is left uncrossed or I undotted. Because the state requires us to take additional steps when we sell 10% above or below the appraised value of a piece of property.

Now, that makes sense.

Thank you.

I was hoping that we would make sure all of our Ts are crossed and Is dotted regardless of if it was 10.

Thank you.

Making sure.

Thank you.

We need a broker.

Any other questions, comments?

I have one question in regards to the doors? So out of those 16 sites, we have doors that need to be repaired. What is the cost on that? And is our maintenance team going to be handling that? Or are we going to have a contractor out?

You're talking about the older schools? There is not a cost per door, because it can vary from tightening up a hinge to replacing the entire door. It's all over the place. And facilities, we're not we're not going to add that to our contractors work, because it would be quite expensive. And we're going to see what we can do to have facilities help us with the repairs.

Thank you very much.

Thank you.

I just had a question about what happens to the locks. Do the locks get refurbished when we rebuild Evergreen and Tyee?

Yes, they do.

Verify, so all schools will have the electronic locks by May? Is that my understanding? Am I understanding correct?

Let me double check. I think that's how it works out. Just so we're clear on something, the work at the older schools is unfolding. And there's other things that we're dealing with there. There's wiring issues. There is everything you can think of-- finding power for the controllers. It's quite a project. So at present time, with the work that I mentioned, May is the substantial completion date. And if we add more to it it's going to push it out. Mark, you want to add anything to that?

The first schools were easy, right? They're all the same. They're new. There's pathway, all that kind of stuff. Now,

we're getting into the older sites. And because with the old sites, there's nuances to every single one of these buildings. So pathway has to be created down the hallways, which means, in some cases, we have to do that after hours, or on weekends, or during breaks. Conduit has to be installed in some locations. But everything that we're doing is transitional to new buildings, except for that conduit and that pathway. We can't do that.

But we agreed, through the bond, to do all classroom doors. And then we went back, and we said we're also going to do exterior doors. So we have a double line of protection in each of the buildings for security standpoint, meaning even if they were to get into the building, the classrooms are locked down. So the purpose of doing it the way we're doing it is to allow that service. And we're getting the exterior doors done, often cases, before the classrooms get finished. So at least the school gets started on lock-down.

Do you have a question?

I have one comment. Actually, go ahead.

No, all schools. That was my concern. I know that we have some older buildings, where, probably, you will have to recreate, restructure. There probably isn't even hardly any internet, any powers to some places. But you answered my question. I know that you're building all that as we go. So no more questions, I guess.

I do just want to make a comment. You talked about the design work happening for the proposed schools that will be in the bond, and especially with Ederone sitting here with his CFAC expertise, you'll correct me if I get this wrong. I want to be clear. I think that it was a really masterful, strategic idea to include planning in the last bond for the next bond. I think we've talked about the fact that pre-determining which schools there were has made it a little bit sticky. Because I think people have made the leap to the fact that that is the upcoming bond, when the only people who can determine what will be on the upcoming bond is the board. And the board has yet to take that action.

So I just want to state publicly, for the board and the public, on record in the meeting, that the board will still decide what goes on the bond and when we run that bond. I know there's a lot of talk, and there are a lot of assumptions being made. But I just think it's really important that we're all very clear that while that design work is happening, the board will make the ultimate decision.

Thank you for that clarification. With that, thank you so much. Thank you, Rod and Mark. We conclude that portion, and we get into our school board reports. So first of all, legislative report.

I'd love to get Erone's thoughts on-- he was down there, I think, on the 10th, right? You were down there that Monday?

Yeah.

But I did forward you the bill list. And then I also spoke to Representative Orwall from the 33rd regarding the bill that I had just referenced real briefly at a previous meeting, the Sexual Health Education bill. And she agreed with this, that it's fraught with some peril around verbiage when it comes to kindergartners to third graders. And she agreed that she wished that they would have rephrased at least that part of the bill. So I felt comfortable that she's keeping an eye on that perspective.

So it's a great bill. It's needed. It's just like a lot of things. It's not what we say, it's the way we say it. And so I was just sharing those concerns. And she shared them with me or with us, so that's where we are on that one. And then the never ending Excel list of the list, and then whatever Erone has to add for his experience down there, on Monday.

It was just an amazing experience. I got to admit, I got a little fanboy when I was meeting Jay Inslee. And I got choked up. I didn't think I'd get nervous. And I had all my bullet points and everything, and then all of a sudden, I was just like, oh. But anyway, there is some general support around special education, this year. I think even though that wasn't one of the talking points that I was talking about directly, it was something that everybody was bringing up throughout the whole time I was down there. So hopefully, there's some movement around that.

So what talking points did you--

Mine was on-- I don't have it in front of me-- making sure there's clarity in policy around ICE enforcement in schools and what schools should be doing around that. And the other one was on supporting a dual language program. And that was legislation that was supported last year, but there wasn't funds appropriated for it. So the ask was trying to get funds appropriated. And those were legislative priorities for the LCA, Latino Civic Alliance.

And I'll just add to that, that Dave Larson always has legislative list and has partnered with us in the past. And this year, I think it's Jiakima Kent. There is about five other districts. And they sent it to us as colleagues at Federal Way, as well. So I forwarded it to Bernie just earlier today. And yeah, you can forward it to the rest of us. So tell us what you think of that, and give us some direction.

Because what they try to do is get us all to at least agree in some, "do we support." And that way, it has more power, since it's collective impact, in a sense. So Bernie is on your court, so you'll keep that. Let us know what you think. Thank you. Other director reports? We can start.

You want me to start?

Yeah.

First, as you may all know, I just want to congratulate Dr. Infeld for receiving the Women in School Leadership Award in San Diego.

Congratulations.

Congratulations. That deserves an applause.

We are blessed to have her here with us and her guidance with the team. So a couple other things, Andy, thank you so much for all of those dates. Kyle, I know we got one date in here. But once we get the other dates, thank you so much for including us. I really appreciate that, and we'll try to be there and support. So thank you.

Gold star nominations are out. All of the names have been posted. So get out there, and the celebration is going to be-- I'll get back to you on the date. But it's going to be at the Seatac Community Center. Is it the 10th? The gold star bash? So we'll get the date out on that.

Kyle's on it.

And the breakfast is in April.

It's on March 10th.

March 10th.

Your Memory still does work.

That's all he has.

[LAUGHTER]

That's not a very nice joke. Number 9 under policy.

And the breakfast is going to be on April 17th.

Did you guys get those dates? Because I didn't.

March.

Put them in your Friday packet.

We also got an email from Lisa Ellis from the city of Seatac. For the city of Seatac's 30th birthday, that would be held at the community center on February 29th. So Bernie and I just got a personal invite from Council Member

Kwan. If we can show up, that'd be great.

And then last but not least, I'm really interested to hear about the Maritime School and how that's going. We all turned out. I know there's a lot of behind the scenes stuff, and I'm really excited. So that's it for me.

Thank you. Do you want to take it away for the Maritime and tell us all about that?

Sure. This is something, I think, that's always been of great interest to me, anyway. Just because I've always been a water guy. But when Susan mentioned this, back in August, that the port was exploring this, I'd have to say I was hopeful that we would find a way to be chosen to partner with the port and the maritime industry around that. And we were notified, what, last week? The week before? Where's Bernard? Is Bernard here? Bernard's not here.

The week before last.

Week before last. And it coincided with Doctor Infield's trip out of town. So she reached out to me, asking if I would go down on behalf of the board and the district. And Bernard Koons was there. I checked with Angelica, and she said go forth. And it was exciting. So the general idea is that the Port of Seattle, the Maritime industry, recognized that just as we have seen over the years at Razebeck Aviation High School, that if all of our community isn't exposed to potential careers in the maritime field, then it's almost impossible for them to envision themselves in those roles, learn anything about them, and gain that experience.

So the port undertook this project. And I think it started in August. John Welch, superintendent of Puget Sound ESD, and members of the ports team, including Commissioner Ryan Calkins, I believe, went on a tour back to New York to look at three maritime-based high schools, and then came out and began the selection process. And their criteria was to have it somewhere located on the Duwamish and that it be focused on recruiting and serving students in South King County, and that the best district in South King County manage it for them. So of course, it was us.

So we will be managing the school and providing the educational expertise. And the maritime industry will provide their expertise. The port, I think, they're initially putting up \$100,000 to study the feasibility and--

We had a breakfast meeting, this week. There's currently some work underway to secure a planning grant to get things up and running. I think the goal is that the school, similar to aviation, would open in some kind of a temporary location within the next couple of years, while the Capital Campaign happened to build the permanent building.

Bernard Koons, just in conversation with him, before the meeting started, thought-- and the more I think about it, the more I love this idea-- that it should be located on a barge so that it could be moved up and down the river,

which I thought was brilliant.

There are some schools that are, actually.

I think that's pretty smart. But in any event, I'm excited about it. One of the reasons I'm excited about it is I heard two things. One I heard was don't mention Razebeck Aviation High School, because although it's a magnet school that's in our district, the impression is that it's only for certain populations. And I cannot tell you how happy I was to be able to dispel that and let them know that not only are we serving all of the students of Highline School District, but we're doing so in the fairest way possible, through the lottery system. And to be able to bring that experience and actually prove that Razebeck Aviation High School's performance has not fallen off the proverbial cliff that everybody forecasted, to me, it's a huge point of pride. I know it is for the rest of the board, too, that when we say we're serving all of the students of Highline School District, we're intentionally making sure that we're doing our very best to serve all of the students of Highline School District.

Bernie, could I just add that in the discussions that have been going on for months around initial conversations around the maritime school, one of the early conversations they had with me, I was very surprisingly candid, for me. I was very candid about the lessons we learned around Razebeck Aviation. And I was very clear around what non-negotiables we would have. And for me, some kind of a lottery admissions was a non-negotiable. I said we don't want to find ourselves in a similar situation again. So we have a lot of lessons learned, I think, from Aviation. And we're in a very good place now, but we want to make sure that we don't have to fight that battle again.

Agreed. It really was a battle that we fought. And it was the right battle. And it's just super gratifying to see that we've proven that we were right. And I know, Susan, you love to be proven that you're right, as we all do.

Oh, you know it.

But I have included the changing tide document that was shared. I also want to just shout out to Bernard. I know he's not in the room, but he did such a wonderful job of representing the district, there. I hope that we were well represented as a team-- he and I, as a team. Unfortunately, I was fighting that cold bug going around. So I started one of those coughing fits, where you have to leave the room, right as John Welks started to say something. So I had to watch it on video. He did pretty good, too.

So I've got that. And then also, I noticed that the Thought Exchange results are out. So I've been looking at those. And is the only way to see those online? It's the most efficient way, but the Thought Exchange results? But I would be interested in seeing how we're going to utilize some of that information, because there are definitely some patterns and, frankly, there are some things that are concerning and not in an emergency type way. But there's definitely input and feedback that I know we're already incorporating in our thought process. But that's so

informative. I love that thought exchange tool.

So thank you. I'm glad you brought that up. All of us on cabinet reviewed all the thought exchanges and identified themes and patterns and spent a meeting discussing that. Catherine, perhaps at the next board meeting, you could give a brief presentation on the high level themes that we identified, and trends and concerns that we saw, and some of the things we talked about doing in response. Would that be helpful?

Yeah, that would be good. That would be good. No, that's fine.

All right, thank you, Director. Garcia, did you have any--

Yeah. So first, I want to acknowledge that we are on Coast Salish land. And it's just something that I want to continue doing during my time here, just uplifting the indigenous people of this territory and making sure that we're being aware of what that means. And with that said, I actually got to spend last Thursday-- I got to make fried bread with Chairwoman Cecile Hansen at the Longhouse. And that was just a really cool, amazing experience.

A couple of highlights, I went to the Parent University, last night. It was really cool to be at Hazel Valley. It's the school that my brother teaches at. So there's a couple people that look like, who? Wait, what? I went to the Evergreen Concert Choir. It was the first choir concert that they've done in a while, so it was cool to see that happening. I've already talked about Latino Legislative Day. I did go to the Black History Month Celebration at the Heritage Museum. Kiesa, you killed it. Thank you.

I was at the El Centro De Larasa new celebration. They have a new location in Federal Way that's serving South King County. I went to the-- what is it called-- Fresh Bucks Snacks Program. I'm going to share this in our notes. But they had a really cool program, where they were doing after school snacks during sixth period. And it was always a healthy snack. So it was an apple or some kind of a bar. They accommodated all the data. They did surveys. And basically, they have a recommendation for the board on how we can move forward and maybe duplicate some of these programs. And we wanted to look into that. So that's going to be in your email that I send out in a bit.

Also, if you get a chance to look at the video, I make a little cameo right at the end. So just check that out. Other than that, I'm going to be going to the Chito Conference or Winter institute this weekend. It's a really cool opportunity. I'm trying to remember. So it's trying to basically do teaching and organizing opportunities for the Latin-x youth in our community. But I think it's broader than that. I got invited to just be a spokesperson from the CDA, but I'm also assuming I got invited because I'm a school board member. So that's just going to be a really fun time that I get to check out and be in community with some of my co-workers.

What else? There's also, if you guys get a chance, the first ever LGBTQ Vietnamese Conference happening on

February 29th, at the Asian Counseling and Referral Services Center. It's the first time anybody's ever organized something like that. I'm going to be tabling there. So if you guys can pass that along to any of our dual language schools that focus on our Vietnamese population, that'd be great. That is all I got.

Thank you so much for all of that.

I have nothing.

I don't have anything, as well, currently. So with that, we will move on to our consent agenda. So I'll ask for a motion to approve our consent agenda.

I move that we approve the consent agenda.

I second.

All in favor?

Aye.

Any opposed? All right. So then our consent agenda is approved. So now, we move to our introduction and action items. So our first one is motion to approve revised salary schedules. So approval of this motion would revise to Highline School District's salary schedules for executive assistants, professional technical, effective September 1, 2019, and central office administrators, effective July 1, 2019. Do we have any discussion or any questions?

I have a question in regards to this.

I've asked Chris to step up to the podium and answer questions that you might have.

That's you.

Chris is here on behalf of Steve Grubb, who's out on minor medical leave.

Thank you. Hey, Chris. How's it going?

Good, thank you.

One of my questions was actually a question and a proposal. So a lot of these are being retroactive, back through September and/or July of 2019. Would it be-- I know this is, I think, our third revised salary schedule that we've had to go back as far as retroactive-- beneficial for us to do all salary increases at the beginning of the school year? So it's not retroactive, versus just doing it throughout the year and then going back.

I think I need to understand a little bit more about what you're referring to when you say at the beginning of the school year. Are we talking about this coming school year?

Last school year or moving forward. So instead of doing a revised schedule for our executive assistants, right now, and retro-ing it back to 2019, my proposal would be that we do all of the salary increases at the beginning of our school year.

So why are we doing this now versus when we did other increases at the start of the school year?

Yeah.

Thank you. I can tell she was trying to get there.

Right. In terms of why this wasn't proposed earlier, when other proposals were brought forth, those proposals had to do with some of our work with the different teamsters, and HEA--

Different unions?

--and those kinds of things. And then as we moved into this coming year, there was some negotiation around our principal and AP salary schedules. And then, as we're moving into this most recent proposal, it was a matter of making sure that we really had the ability to analyze where were we going to land in terms of can we even bring the suggestion forward. Can we consider the implications of the other proposals that you approved earlier? And how that, potentially, then impacts what we would look at in terms of salary compression and those kinds of things-- so we didn't want to bring that forward until we could do an analysis as to, do we have the ability to bring the proposal forward? So in terms of why it's coming right now is because we needed to know how all the other agreements were playing out, whether we would have the ability to propose raises for the different groups that hadn't received any kind of a raise. And now that that was doable, we're suggesting that we go back, and we honor that for the year that these people would have--

Chris, could I just add? Let me say this. Joe, so we've been trying to make sure that the compression that's happening with salaries-- that we're addressing appropriately. So with the increase in teacher salaries, that has led to us having to do an increase in AP and principal salaries. And per our principal association agreement timeline, we had to bring forward an increase to you, which we did. Until that was approved, we wouldn't know exactly whether we would have to take further action for principal supervisors and other directors. And we had to do some analysis to make sure that we could actually do that, what we could afford to do that, to make it manageable for us, fiscally responsible, before we could bring it to you.

So it's a bit of a-- I don't think domino effect is the right--

[INAUDIBLE]

Yeah. So that's why. We didn't know that we should propose this until we knew where the principal salaries landed. And that didn't happen until what month, roughly?

I think that was--

Like four or six weeks ago, something like that?

Yeah, it was about a month ago.

November.

So that's the reason, here. But you did raise another question. I asked Chris this. Chris, that aside, there actually is a reason why this is coming now. Because it's a bit of a one thing had to happen in order for the next thing to happen, the next thing to happen. But we do typically do retroactive increases, do we not, if we do a mid-year? That's common district practice.

Yes, that has been district practice, that we retroactively apply any raises that we've assessed that we can financially support the raise. So it's been a historical practice with us. And I know from working in human resources, but when I was a part of the principal association, it was always a retroactive once any kind of negotiations were applied-- that depending upon when the new contract was active, that's when the timeline would dictate whether it's supposed to be retroactive or not, depending upon when the contract becomes active.

And Joe, might I also just offer one more thing around timing, which is we knew that we had to make some adjustments to employees in some of these groups, because this is hiring season. And I believe we employ the best people across our system in all positions. And we want to make sure that our people feel valued and that they know that they are paid competitively for the hard and wonderful work they do. And we don't want to lose those folks. And that's important for us. So that's also a part of why now.

Thank you.

Did you have--

Can I? Well, Chris is up here. And I've got this pulled up. So help me understand, because I do have some questions about this. And number one is, did Steve Grubb not pick a great time to be on a--

Smart guy.

Smart.

I guess where I'm confused is in December-- December 18th, we approved a salary schedule. And now, here we are for the same group of folks. And I could not agree more. We have the best talent in the state.

What are you-- I don't know.

December 18th, we approved a salary schedule for this same group.

Which group?

The administrative salary schedule 1A through M, the manager, supervisor, all the way through cabinet.

It's the date, July 1st.

Yeah, but the numbers are different. There's the one that we approved--

The December approval was for the ILEDs.

ILEDs or principal supervisors only.

That's not what I'm looking at that was on our agenda.

It's all on the same schedule. The only change on that schedule was for the ILEDs.

Sorry, Bernie. So we didn't know yet what we could afford. No, the only people who got that increase were principal supervisors. And that was because we had to do that, because with the principal salary increase you approved, we had principal supervisors making less than those they were supervising.

We had that discussion. But I guess I didn't realize that the only change on that salary schedule was for the ILEDs. The rest maintained the same. So now, we're approving, basically, the rest of them. So the only change is the ILEDs.

I'll take a closer look, but I'm not sure that that's what I'm seeing. And the other thing is around the retro. And here, again, I hesitate to even bring this up, because we so love the folks. And we do want them to be competitive. But we are closer to July of 2020 than we are to July of 2019. And although I love our staff and value their hard work, we're talking a lot of money, here.

And what I'm thinking about is not the substance. It's the optics. It appears that we are just salary increase, salary increase. And I know all of the back-stories, but I think we, as a board, have to look at what will our policy be around these retroactive increases. Because to me, if it's more than six months, then you roll it forward to the next

one. And that kind of bothers me a little bit that we're going all the way back to July. And I get that it's retroactive to the beginning of the contract, but the approval was when the approval was.

Just on an aside, I'm a little concerned when we're rolling all of these increases up based on our teacher contract. Because I do not believe this to be the case, but we're vulnerable, now, for someone that would say, well, whoever is negotiating the teacher contract is the same person that will receive the roll up increase because of that contract. So I could see where there could be a conflict of interest. So I think we need to look at-- so if I'm negotiating--

I understand what you're saying.

And I know that's not the case, but here, again, it's the optics. People are always looking for conspiracy theories. We don't want to give them any reason to even-- because there's nothing. But these are the things that I think we've got to be really aware of. And so my concern around this schedule, I'll go back and take a look at it. But what I'm seeing--

No, I just did. And I pulled up the one from December. And see, the only crossed off is the one for the executive directors.

Nobody that's on tonight got an increase in December.

See, this is not the one from December.

What's the case that we had asked Steve to actually give us? I don't know that we're--

So the one you're talking about is just the D, executive directors?

Yeah. That's the one in December.

Well, that clarifies it. That's all I'm asking for is just for some clarity.

Yeah, because I did go back to look at that. So I knew that in December, it was the only-- I have to go back to the archives. So you're good on that one?

I'm good on that, thank you. I appreciate that.

Yeah, I know and I see that confusion, now. And I'm sorry. I'm glad that we clarified it.

No, that's OK. That's why we want to talk about it.

The one thing, though, Bernie, just to give an illustration of the challenge we find ourselves in-- and Chris, I think you and I discussed a situation where a HEA member was interested in a director position here, but it would be a pay cut. I want you to think about that for a minute. So that's the position we find ourselves in, that we have to make sure that we're paying a competitive wage for all of our salaries. And Chris, do you want to elaborate on that at all?

Yeah, it is concerning when we're trying to allow people to move in a direction that they would like to, to expand their opportunity to help lead and influence the system. And then when it comes to being offered a director position, it actually means, when you talk about the number of days that they have to work in their instructional year versus as a HEA member, versus the number of days that they have to work as a director, they're actually getting paid less per day to become a director. It makes it difficult for them to feel like it's actually valuing that opportunity to take on additional responsibility by moving into a director position. So that would be a concern that we would have, in terms of also being competitive with our surrounding districts. Because we want to make sure that our people who are committed to the vision that Highline has, we can continue to nurture and allow them to take advantage of those opportunities to grow and continue to move in the direction of fulfilling the vision. And it would be beneficial to have them not feel like by taking on additional responsibility and an additional workload--

They're losing.

--they would be losing.

Chris, to Bernie's earlier point, though, around retroactive, I would appreciate you finding out if there are other places where there is either policy and or established practice on some kind of a limitation on retroactive. Because that's also what I heard you asking, right? If it's past a certain point, you can't do retroactive more than six months or more than something like that. I think that's what I heard you saying.

And in some places, it is. I got hired at the ESD in June. They get raised in September, and I couldn't get a raise. I had to wait a whole other year. And then in September, I'd get a raise, because they had gone past that threshold. So there are policies.

Yeah, we have that. We had a similar case. And those people who are under contract, once the contract expires for the year, you cannot go and do anything retro for the previous year. For instance, if we don't approve something prior to July 1, then we can't do anything retro. It would have to be for the upcoming year. And then again, because some of our staff, their year starts September 1, depending upon what group represents them, they have different starting dates.

All right. Sorry, Erone.

No, it's OK.

Thank you for your patience.

I also wanted to say I had, I guess, two reservations around this one and the next one. The first one is more just a learning curve for me and not understanding the process that we do. But I had assumed this was just going to be an information item, and we'd have another whole period to work through it. I've since learned that's not the case. But I think it would help, especially with making sure that we are as transparent as possible, to figure out something, even if it means giving more time. Because I think that's going to help, to Bernie's point, of making sure that folks don't think there's some kind of weird collusion or whatever going on behind the scenes to make something like this happen. So that was one of my initial reservations behind just voting on this as a action item, tonight.

The other one, though, I think I've mentioned this before, but it's really more of a personal, ideological thing, where I know, in our system, we still have folks who aren't making a living wage. And I just can't reconcile that idea that we're going to be giving some folks a really nice cushion, while we have other folks on the opposite end struggle. And I mean that in regards to just King County and the cost of living is just getting ridiculous. I've been sitting on this. I'm probably over-thinking it way too much, but I think that's why I have some reservations on it. And I'm leaning towards voting no on that, tonight.

It's a personal choice. We all have to vote for our conscience. I can't tell you which way to vote. It has been a practice. That's why they put the agenda way ahead of time. So if we have any questions, we can email, and we can say I want to hold off on this and not wait till tonight. Because most of us have read or have questions. And this is the most dialogue we've had in a while, and I really appreciate that it is not that we want to say I gotcha or anything. We want to understand it. And if we don't understand it, then we want more. And we ask more. So it is up to you as to how you-- any others?

I think the dialogue is definitely helpful. So I am, again, thinking about the cycle of increases. I think Bernie mentioned that. And I get why we're here, now, and the staggered approach that has happened. So I get that, and I'm also thinking about, in the future, what truly is our cycle for reviewing salary increases, so that we know that. Because right now, it does feel like that meeting, there was this. This meeting, there's that. And I think with the coaches, this 8.2 coming up, this concludes all groups.

Yes. That would include everyone.

That includes everybody in the system.

No, because we are in HEA bargaining.

Well, for this past year.

For the past year, yes. But before the end of this school year, you will likely have more. So I just want to put that out there, too.

For the next year?

For the next year. But still--

Yes. For last year, yes.

So I think, again, this might just be part of my own learning, as well. Then what are the implications to that? And again, so if I'm thinking about that, just a personal reflection, if I'm thinking about what the implications may be for all of the other bargaining groups and not represented groups, I think those are the questions that I would be more informed to ask at the time that something is coming forth.

So do you think it'd be beneficial if they gave us a list of when are the collective bargaining happening?

We could do that.

Like teachers, here.

We can put that in the--

Yeah, and that way, we know what's coming up.

Yeah, absolutely. I think that will be helpful. The other thing is certainly wanting to see, then, what does this look like? Where is the line item in the budget that this impacts? Again, not tonight, because I didn't ask. I didn't come prepared. But certainly, wanting to know what is that line item.

Salaries and benefits. Cait, am I right?

Yep.

Great. And that's for this 2019-2020 school year. That's the line item that I'm looking at. And so then we should see--

Will be reflected there.

--it will be reflected there. Thank you.

And we'll definitely get you a calendar of collective bargaining groups and what the timeline is. Chris has that. And again, I just want to point out that this is unique. Because these are non-represented groups. So they're not going to be on a similar calendar. And there will always be these moments where we're going to have to bring things to you based on the cascading effect of what happens with certain other bargaining units. Does that make sense?

Yeah.

That does make sense. And to Erone's point, how I'm hearing it, is I think it's worth some exploration. Again, if we have groups that we're not seeing that retention-- and again, I know there's the market rate, market salaries, and we try to compete with that-- and if we have some departments and groups that we're not retaining at the same rate that we're retaining others, exploring that equity and those conversations.

Absolutely. And Chris and Steve do that regularly. We're always looking at, especially when we're going into bargaining with any group, comps. So what are the area comps, so that we know that we're being competitive? I know that doesn't speak to Erone's point around a living wage. Those are two separate. I think they're related, but they're potentially two separate. But yes, absolutely. We want to make sure that we're doing what we can to retain staff at all levels. That's the goal. And again, I'll point you back to the sheet that shows you the cumulative increases that all the staff in every single group have received over the last several years, as well.

Any further discussion?

No, thank you.

So with that, I move that the school board approves the proposed salary schedule adjustment changes to the executive assistants and professional technical, effective September 1, 2019, and central office administrators, effective July 1, 2019.

I'll second.

Roll call, please.

Who was the second? I didn't see.

Bernie.

Thank you.

Director Dorsey?

Yay.

Director Bradford?

Yay.

Director Van?

Yay.

Director Garcia?

No.

Director Alvarez?

Yay.

This motion passes, 4 to 1.

So with that, we move on to a motion to approve the revised athletic coaches salary schedule. Approval this motion would revise Highline School District salary schedule for athletic coaches' salary schedule, effective March 1, 2020. So this one is forward-facing. Forward something. So any discussion or comments?

I have a question in regards to this?

Doctor Van, I said. Sorry.

Wow.

Scott, thank you so much for being up here. So I just want to make sure, with the coach's salary, where does this put us for a comparable with all of our other districts? I want to also make sure that we're retaining the best coaches and staff, that way, as well.

We'll start with that we do have the best coaches.

That's awesome.

And our hope is to continue to build on that. We hire a new coach every year. So that's pretty high turnover for this district. But it's an indicator that [INAUDIBLE]. We also have done a comparison, working with Phil [INAUDIBLE], using what [INAUDIBLE] would look like, based on the restructure [INAUDIBLE] the league we're participating in.

[INAUDIBLE] of the directors and [INAUDIBLE]. Part of that's just [INAUDIBLE]. And a part of that is [INAUDIBLE].

So we did do an array of wages to make sure our stipends were comparable with the new comp list, based on districts we'll be competing with, starting next year. And the request from Phil was actually higher than this, because he wanted to get us to the top of the list. Obviously, every district is going to want to have the best. And we looked at what was available to lower that number. This does put us at the median for coaches' stipends.

We mentioned in the last action item, we talked about a schedule. The last time coaches' stipends were reviewed, I can't give you an actual date. But it was while Terri McMahan was still here. So these have not been reviewed for a while.

Thank you.

I know that we are doing something around finding support with transportation hiring. Is there any area of focus with trying to help with coaches?

So that would probably be directed better at Steve Grubb. That question is a 0.5 that's being allocated towards recruitment. It's classified recruitments, but not specific to transportation, although this would be the first area of focus. We do have four new drivers coming out of training, next week. We believe, with that group, we can handle 10 more. Does anybody want to drive a bus? That 0.5 [INAUDIBLE] is classified in the group.

With that, I move that the school board approved the proposed salary schedule adjustment changes for athletic coaches, effective March 1, 2020. I need a second.

I'll second that.

Roll call, please.

Director Bradford?

Yay.

Director Garcia?

Yay.

Director Bingham?

Yay.

Director Dorsey?

Yay.

Director Alvarez?

Yay.

This motion passes five to none.

Thank you. With that, we move to a motion to approve purchase of classroom Chromebooks. Approval of this motion would purchase 4,300 Chromebooks. I know that there's discussion or questions. So we'll start on this end.

No.

Hi, Mark.

Hello, Mr. Mark.

So these are 4,300 Chromebooks? Does this have anything to do with the math conversation we had a couple weeks ago, around not having enough devices in the high schools?

So not directly, no. But it will help resolve that. So if you recall, last year, we bought 5,775 Chromebooks. That moved our 6th, 7th, and 8th graders all to 1 to 1. This 4,300 moves our 9th through 12th grade to 1 to 1.

Perfect.

So yes, it resolves it. And then what we'll do is the cascading aspect of taking devices out of those schools and moving them down into the lower grades, which is going to then increase the student capacity.

Great.

I want to be clear, here. Highline will receive their new devices when they go into the new building. We don't want to use money from going into their new building, now, to buy equipment. And we don't want to use money that could go into the other schools before that. So what we're going to do is take all the newest devices out of all the other schools, and move them into Highline for the rest of that period of time, until they move into the new building. So they will have newer devices, just not brand new. And they will be 1 to 1.

So we're buying the new ones now for Highline, but we're not going to deploy them until the school opens?

No, they will get brand new ones when they go into their building. They're just going to get some of what we might

call hand-me-downs. We're going to take them from the other schools to fill them out.

But at September 21, when the new school opens, they'll get September 21 Chromebooks, not February 20?

You got it. Correct.

Because we don't want them walking into a brand new building using old technology.

No, I totally get it. Thank you, Mark. That's very helpful. I appreciate it.

And just one more point of clarity. This is not replacing aviation equipment, either. There's been some swirl about this is going to swap everything out, down there. It's not. This is only going to be Evergreen, Mt. Rainier, Tyee, Big Picture, Choice. And then we will do Highline from that set, and we will do New Start from that set.

Great. Thank you very much.

Thanks for clarification.

I do have a question. What's the lifespan of these Chromebooks? So how often are we going to be--

Sure. So the license that comes on them means that it will run for six years. So we buy what is a six year product. And we usually run them one year past that. So we'll run them seven year. So that's the projected lifecycle. If you're wanting to know anything about how many have died, et cetera, we only had one take a very dramatic death, not too long ago. That's the only one of the 5,775, right now, that is not usable from the last set.

I love that dramatic--

But we have had about 50-some that we haven't been able to recover. They're gone, stolen, whatever. They haven't come back. Then we got our hands on about 110 more that are around, but they move. And we try to find them and get them back, and they move before we get there to find them to get them back.

Transient Chromebooks.

Yes.

Mobile.

Let's call them mobile.

Mobile.

They're mobile mobiles.

Thank you, Bernie.

Does that answer your questions, Bernie? Thank you very much, Mark.

Any other questions? So with that, I make a motion that the Highline School Board approve the purchase to align with digital and media literacy strategic goal. I need a second.

I second.

Roll call, please.

Director Garcia?

Yay.

Director Dorsey?

Yay.

Director Bradford?

Yay.

Director Van?

Yay.

Director Alvarez?

Yay.

This motion passes five to none.

Thank you. So with that, we have introduction items. A motion to approve purchase of five Bluebird school buses. And the other one is a motion to approve contract increase with Maxim Health Care. I'll leave it, first, to you guys. Any questions or any--

I just found it really helpful, Scott, when we did our one on one, you explained how buses get refunded or get funded through the process. If you could maybe share a quip?

Sure, I can do that. I'm going to try, this time, with the microphone on. They do the same thing to me in karaoke. They shut it off before I get up there. So these bigger buses, which all five of these are the bigger, type C bus, have a 13 year life cycle, according to OSBI. So we purchase a bus off of a state bid. The state bid determines what the value of that bus is, that year. Divide it by 13, and we get that 1/13 each year, annually, out to the very last year. On the last year, they take the value of a type C school bus bid, that year, which is generally higher than where they were 13 years ago, and that final payment is the 1/13 that we had throughout the previous 12 years, along with whatever the difference is in growth of the value of the bus. So realistically, at the end of that 13 years, we should have the dollars in hand to replace that bus with a new bus.

Thank you.

So actually, with that being said, I move that we move the motion to approve the purchase of the five Bluebird school buses to the consent agenda.

I'll second that.

You need to finish doing the introductions, and then do that afterwards, please.

Thank you, sir.

So now, any discussion on the approval contract increase with Maxim Health Care? So I have a question. So this is just renewing this health care contract but with an increase? So basically, there's not much to it, right? It's just an increase of the same contract?

Right, yes. That is correct. We have an existing contract. This is an agency that provides staffing in hard to fill areas, and it's just an increase based on need.

That's it. Thank you. And if we want, these are for discussion, and they're introduction. So if you want to know more information, please, feel free to reach out to Jennifer. So with that, I can make a motion that we move the purchase of the five Bluebird school buses to the consent agenda. All in favor?

Aye.

You need a second.

I'm sorry.

I'll second.

I make a motion. Bernie seconded it. I'm sorry.

Sorry to interrupt you. Are we going to have any further follow up on the Maxim Health Care? Should we move it also?

I'm good with the Maxim Health Care. I understand.

Could I amend the motion--

Please do.

-- that we move items 9.1 and 9.2 to the consent agenda for our next regular meeting?

Yes. Thank you.

I'll second.

So now, all in favor say aye.

Aye.

Any opposed? So now, it's moved to the consent agenda. With that, we have no unscheduled communications. And our next board meeting is on the 4th. You see the rest of the dates, there. And I'll ask for a motion to adjourn. Nobody wants to leave?

I just had a question regarding the board retreat. So are we just submitting agenda items, or is the agenda--

No, I'll actually put out a formal request for any discussion items or any agenda items you'd like to add.

May I just make Director Bradford's day? So one of the proposed items from staff that I submitted to Angelica-- I think people think I forget. I don't forget-- is a discussion around our achievement gap data, which you had raised a while back. So we proposed that along with iReady Data Review Center. Thank you.

Thank you. I will send this out with a request for more.

Thank you.

So with that, can I get a motion to adjourn?

I move we adjourn.

All in favor?

Aye.

Aye.

Who seconds?

Who seconded?

Joe seconded.

Thank you.

Joe seconded. All in favor?

Aye!

[NON-ENGLISH]

Thank you, guys.