

Highline Public Schools | 2020.07.08.Board.Meeting

--everyone. Thank you for your patience as I was driving back from Seattle. I appreciate Bernie and Susan for starting this off. So welcome to our regularly scheduled board meeting. I will ask for us to stand for the Pledge of Allegiance, please.

Ready? 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.

So thank you, everyone. And now I'll ask Kyle for roll call, please.

Director Van?

Here.

Director Dorsey?

Here.

Director Bradford?

Here.

Director Alvarez?

Here. And our Superintendent Enfield is with us, as well. So at this time, I'm going to call for any changes or additions to our agenda for tonight.

None.

With none being heard, we're going to go ahead and move to our scheduled communications. Kyle, I didn't [INAUDIBLE].

There are none.

There are none. Thank you. So just to confirm, we have none for today. And with that, we move right on over to our superintendent's comments. Susan, you're back on.

OK. So good evening, everybody, and welcome to our board meeting. I will just give a quick recap for those who weren't with us for the work session that we are continuing to develop our Return to Learn plan so that we can bring it forward to the board in August for approval to submit to the state. We are

continuing to make adherence to public health guidance and guidelines from OSPI our priority in how we determine a safe return to school.

Health and safety is our top priority, and will continue to be. And I just really want to publicly thank all of the staff across the system, who are working so incredibly hard to figure out-- the analogy I used today a couple of times was trying to fit a giant square peg into a microscopic round hole. That's, in essence, what we're trying to do in coming up with this plan.

And so just thank you, everyone, who's giving up so much of their time to make this happen. That includes not just our cabinet, but our teachers who are participating on the planning teams, our Teamsters and HEA partners who are coming to the table to help us figure out what job responsibilities may need to look like and be different next year, and to our board members, who continue to make sure that we are thinking through all of the potential scenarios, and communicating and being as inclusive, as Fa'izah pointed out in our work session, as inclusive in our communication as possible.

I do also want to say two things, one with respect to the start of school, and the other with respect to our work towards becoming an anti-racist organization. First of all, there are still many unknowns for next year. And I also know there is a tremendous amount of angst for many around what next year will look like. And we are going to work through that. And then when we finally have our plan and the first day of school comes, I just want to remind us all that our third graders are going to walk in-- excuse me, my husband's mowing the lawn. Didn't tell me he was going to do it right now. Just a second.

Well, if she doesn't want him mowing the law there, he can always come over here.

Sorry about that.

Mine, too. Mine, too.

All right, then. Back to it. I just want to remind all of us, and I ended our webinars last week, and want to thank everyone who participated, and just a reminder that our third graders are going to show up, however we show up, whether it's virtual or in-person, for their only third grade year. Our ninth graders are going to show up for their only freshman year.

And while we know that the 2021 school year is going to look very different than past school years, I still want us to remember the joy and excitement that comes with the start of the school year, and that, as the adults in the system and in the surrounding community, I want to make sure that our

children are not deprived of the joy and the hopefulness and the optimism that comes with the start of a new school year, and that we will continue to work not just to support and educate our children next year, but to make sure that their school year is filled with joy. I think that it's easy to lose sight of that with the magnitude of the challenges in front of us and with the severity of so many of the issues that we're facing, but I just want us to keep that in mind.

And then secondly, I want to reaffirm my personal commitment, and I believe the commitment of our team, and I think I can probably safely speak for the board, as well, on the fact that it will be more challenging for us to find the deep and genuine opportunities to engage in the anti-racist work and conversations, but we are going to do so. That work will not fall by the wayside simply because our school year looks different. It's going to take significant effort on our part, but I can say that I believe we are all personally and professionally committed to making that happen.

I know that Fa'izah and Angelica and I have a follow-up with Stephan and Malia, who facilitated our board cabinet retreat on how we might continue this work as leaders across the system. And I believe that I shared with the board that our upcoming annual equity symposium in August will also be focused on becoming an anti-racist organization. I just think it's important to note that it will be challenging to keep that work at the forefront, but it's absolutely imperative that we not lose it. And so I just wanted to publicly give my commitment to making sure that we don't. And really, that ends my report for this evening, President Alvarez.

Thank you, Superintendent. And I also want to say thank you to all the staff who are working really hard. And things are no longer status quo or regularly doing anything, so the fact that always thinking ahead, I feel so proud to be part of Highline. Again, I know I keep saying this, I sit around the table with many other districts, and just listening that do we have it all figured out? Absolutely not. And we are the first to say that.

But the fact that we're trying to think ahead and even think about just the emotional state of our students as they come back, the reentry, this has all had a lot of trauma for many, and the fact that we're really thinking about how to really re-engage, in many ways, not just our students, our families and our staff. So thank you for all of the work that all the staff, for all of you for all that you're doing. And with that, we're going to move on to our school board report. So Director Bradford, you're on. Do you have any reports?

No, I don't. Thank you.

Director Bradford. Director Garcia?

Nothing to report at this time.

Thank you. Director Van?

I just want to just thank everybody for our meeting last Saturday. What I got out of it is that we can talk all the talk, but we need action to back it up. And I am very hopeful that, with our facilitators and our team here, that we can move our entire team to an anti-racist entity. So I would also like to ask Susan in regards to the McKinsey team, how we were funded by them and we were part of the three districts that they were going to help with our Return to Learn. Can you speak to that a little bit?

Sure. So I am a member of an organization called Chiefs for Change, and through that, they secured funding from the Gates Foundation to pay for McKinsey to work with us over eight weeks to help develop our models for what is and isn't possible. I think our team is learning that their help is invaluable, but the work still falls on us to figure it out. And so we are having-- I want to call out Holly Ferguson, in particular, who has really stepped up as sort of our-- well, she is the chief of policy and strategy, so, and this is definitely in her wheelhouse, but has really stepped up to be our sort of point of contact in coordinating the effort.

But we are meeting with them virtually as a cabinet at least once, if not twice a week. And they are meeting with individual teams, as well, and looking at x number of staff, how many students we can bring back, what that means for transportation. Just helping us think through all of it, and also providing us with sort of a dipstick test, if you will, around how we're doing in relation to other districts, because I can tell you, this is so big and the timeline is so short that it's easy to feel like we aren't moving fast enough.

And the reality is we're not moving fast enough, but we're moving as fast as we can. And so it's good for them to help give us the perspective of what other districts are doing. So they've been invaluable in sort of helping us identify the right questions that we need to ask and then answer. Holly, do you want to add anything to that?

Yeah, I'll just add they're taking on the heavy lift of some stuff that, frankly, we just don't have the capacity to do, nor do we maybe have the tools to do, such as modeling how many students can come back to school based on the actual square footage, based on our actual enrollment, based on our actual staffing. They're able to run through models-- sorry, my lighting in this room is really weird-- they're able to run through models at a speed with which we could not do.

And that's allowing us to get much more definite in who can come back at what frequency, which then we're able to turn that over to our folks to say, OK, how is this really going to work. You know, Suzanne and I were in a meeting today talking about doing school walkthroughs with principals on, OK, we think classroom one can do this, but can it really? And so it's just taken a whole layer of work off our shoulders so our folks can focus on what they need to be focused on.

And Joe, I would add, not McKinsey-specific, but as you know, I'm on two calls a week with all the superintendents in the ESD region. Holly and Kate and I are also in a meeting with the large districts around the state on a weekly basis, too, around sort of common issues and what some of the legislative policy issues may be coming out of this. So really sort of keeping our finger on the pulse of what's happening around us.

And so far, I have to say that everything I'm seeing, both locally and nationally, we're all doing some variation on the same theme when it comes to reopening. There really aren't that many options when you look at the constraints that we have, especially around six-foot distancing, masking, keeping everybody safe and healthy. So then it's basically saying now, so what is Highline's unique context and what are our unique constraints that then sort of really dictates what our ultimate plan looks like. But everyone that I'm talking to is doing some variation of what we're doing around hybrid or full-time online.

I just wanted to share, kind of in regards to what you were just saying, my brother recently shared with me just an idea around a simulation day that other school districts have done, where staff have simulated from getting picked up all the way through sitting through class and getting a sense. I'm not sure if that's something we're thinking about, but I would love to be a part of it, just to get a sense for how this plan is playing out.

So we talked about it in the work session. We're actually developing a day in the life of an elementary school student, a secondary student, and a teacher. And that's going to be on paper. We'll have those to share with you next week. And then, as our plans are further refined in August, we are going to have to do an actual-- we're actually going to have to do dry runs, right? We're going to have to get staff back in to sort of see how this is going to look and feel, what it's going to be like, because it's going to be very different. So yes, that will be happening.

Anything else, Director Van?

No. Just thank you so much for sharing what we're working with other teams.

Thank you. Director Dorsey? And while you're at it, your legislative report.

Well, along those lines, I actually reached out to Aaron recently, when he and I were meeting. And he has an open mind around maybe assisting with the legislative work. It's just-- I think we all know that many hands makes a little easier. And so he had a willingness, and so I wanted to get it on record that he had a willingness. So we'll be kind of formulating how we'll collaborate on that. And so hopefully, there'll be a little more content to the legislative reports in the future.

But as far as my directors report, I just want to echo Joe that I thought the time we spent on our retreat was a good beginning, but only a beginning. And it's the commitment to the long term which I think is really going to lead Highline where we need to be. The other thing that I wanted to mention also, in addition to our collective appreciation for all the work that staff's done in trying to figure out what the unknown looks like, is our local city partnerships really-- I know that we all have individually been contacted by city council members wanting to know how can they help.

And I think, collectively, that's really going to help us be nimble and responsive to the needs of our students and families. And so I think every opportunity we get to maybe reach back out to our local council members and let them know how much we do appreciate that. We don't necessarily have anything specific at this moment, but it's one of the real-- I think it's an advantage that Highline School District has, is the opportunity to really collaborate on a level with our local municipalities that not a lot of districts really have. So that's my main thing, is-- you know, I was thinking during the work study about conversations that we had during the graduations. And that was that those were not what those graduates had anticipated and really expected, but there were elements of that that were almost better than the traditional ceremony.

And so I'm hoping and I'm confident that we're going into this fall school year, whatever it's going to look like, but I'm confident that we'll be going in with those same wide eyes and open ears around where are the bright spots in what we're going with. So I just really am feeling very appreciative to the work that staff's done on this, because it's extensive. And I think Highline's doing a really good job at this. So that's it for me. Thank you.

You're welcome. Anything else before we move on to?

I do have one more comment. You know, I don't want us to-- during our Saturday meeting, we talked about our SROs. And I don't believe that the conversation has been fully vetted. We just started discussing it. I would propose-- I know it's a busy summer for all of us-- I would propose that we have another work session just around our SROs, and how we are going to move forward with that to bring

our community partners, our chiefs, our SROs, and just to discuss how can we make this work, what is it going to look like to make it work for us. And I just want to propose that out to you, and what are your thoughts?

So Joe, during my report, I was just also going to say, so this morning I had the opportunity to sit at the ESD has formed a transformational collaborative that has invited the superintendents and some staff from all the districts around the region. But one of the things that has come from that, as well, I heard Superintendent Ivan Duran this morning about what they were doing around the SROs.

And one of the things that I took away from that was that they are bringing in the chiefs, the SROs, the cabinet, the superintendent, and really sitting at that same table to find out what is it, you know, and develop what does an SRO do, what is their profile, and also the real conversation, how are they perceived in schools? Not just by staff, not just by students, but also by families, parents.

One of the things that I took away that he had mentioned is that some of the students had no idea what the SRO could do or should not do in school. So I thought it's a good place for us to start around no one has made a decision yet as whether we're going to keep him or whether-- we know that we put a freeze right now as far as not currently hiring for the SROs that are not filled, but I think it warrants more conversation to have in order for us to really-- I just don't want to-- and I think I said this before-- just because one district is doing it, so it's not one approach fits all.

It's what's best for Highline. So I think that having that conversation about-- I mean, we could all agree that also being aware of, if we're not hiring, where is that funding going, and making it very clear where is it being allocated, what are the needs. So I think absolutely, I think that I support, and that this warrants more conversation. And I am in all agreement to that.

I would just add that I guess I still remain a little floored as to how much discussion and what answer are we waiting for. I tend to believe that, when people of color, people that are farthest from justice are sharing their experiences, I tend to believe them. And so I'm just curious to know-- and I don't know if this is an answer that anyone has, or-- again, but it's just something that is continuing to weigh on me, what are we waiting for? Even if it's coming to a vote, then let's bring it to a vote. And at least the community gets to see and hear where we are.

And the community, I think, even convening, I'm hearing bring chiefs, and I'm still not hearing bring the folks, the customers, our students. We have lots of voices. Yeah, I just remain a little floored because, again, when we detailed the landscape, we're still talking about one to four positions. And

this is a whole lot of conversation, a whole lot of energy, a whole lot of angst to and from the community for one to four positions.

Again, if we're talking about safety and security more broadly, and we're talking about what the landscape truly is, I said it before, we probably have more opportunity, or a lot of opportunity to also talk about the CSOs the actual security that is staffed that are employed by the district. However, I still don't know that we're having the right conversation, and that the public is educated adequately to know what we're talking about. But this is a whole lot of discussion and time as we're, again, talking about one to four positions. That's my two cents on the matter right now.

Could I just-- I think where we last left it was, in talking with the leadership at our four comprehensive high schools, that neither Evergreen nor Highline wants to have the SRO position. And so what we said we would do is look at setting the resources that would have gone to that aside for some community alternatives to an SRO, right? Because that's what we're hearing from staff and community members.

We want to do something better. So committing the resources that would have gone to an SRO at those sites to come up with alternatives. We have leadership at two of our other two high schools, Mount Rainier and Tyee, that is saying they'd like to keep their SRO position. And you will find students, staff, families at all four of those schools that will go in both directions, right? You'll have some in favor, some not in favor.

So what I had proposed to the board is that we honor what the leadership at our four comprehensive high schools are saying, and say, OK, let's engage in the real work with the community and staff around looking at real alternatives, and let's honor the wishes of the leadership that are saying, for now, we'd like to keep our SRO position, until they feel that they have something better to put in its place, assuming that that's there.

Yeah, and thank you for that. I was going to bring that up later, as well. It's just, again, around what are those conversations that are being had from those principals. And again, I think that this continues to just illustrate this need of truly illustrating what the landscape is because we've heard from families that are saying, you know, with elementary and middle school students, that are saying our SRO is-- you know, please don't move our SRO. And again, I just continue to believe that folks don't know what the SRO role is separate from the district security staff.

Hm.

So I was just thinking about-- I was trying to figure out a way to articulate this. Like, if we believe that our families really don't know the role, or the difference in roles, is then how do we begin to-- that's why I was thinking around what is the profile of the SRO and a profile of the CSO so people have a better understanding. So I think, you know, and even what does that look like, and whether-- and even our MOUs with our different municipalities, you know, what are MOUs in all transparency? I mean, part of my work right now is doing a lot of research, my paying job is doing a lot of research around MOUs with districts and SROs across the region. And so collecting samples and data around that.

We're in the process of also using a tool that it's being tweaked with a racial equity lens to review those MOUs across the region. So-- well, regardless of that, I'm-- I-- I'll just leave it at that. But yes, I hear you, Fa'izah. I hear about there's a lot of talk and not a lot of do, because everybody wants action, and what is the-- and I don't think that we're, as far as from me, waiting for anybody to-- or for anything. I really want to make sure that we're doing the right decision based on the needs of our community.

And we've heard from many voices for us to-- like Susan had mentioned, and some people hear both, to stay and to remove. So I think wanting to make sure that we have a clear picture of what is the role of the SRO and what is the role of the CSO for us to get a better understanding also, and let the community know so they can have a better understanding, as well. So with that [INAUDIBLE].

Sorry.

You were going to say something? Go ahead.

Well, I was just going to say I would just offer, because I think I hear from Fa'izah is we need a path forward, that right now there's spinning going on, right, and just a lot of uncertainty. And I do think that we need to have a broader conversation around safety and security on our high school campuses. That includes the SRO, but includes, frankly, not just our security staff, but all of our staff.

Every adult on our high school campus has a responsibility to build relationships with students and help keep the campus safe. So what are the things that we can do-- you know, we've provided trainings in the past. What are the other trainings we need to do? And I am truly interested in really sort of saying to the community-- Sean Goode gave me this idea, actually. He said, you know, go to the Evergreen community, the Highline community, and say, pitch us some ideas. Right? Like, you know, we've got some resources here to do something. What would your pitch be?

Like you see on, you know, some of those shows where you pitch your idea to see if people think it's

worth going for. And really hearing genuinely from kids and community around some alternatives to SROs. But at the same time, if we have campuses where leadership says, for now, we'd like to keep them, now, our other two campuses may come up with a model that is fabulous, and our other schools may down the line say, you know, I don't know that we need our SRO. But I would honor what our leadership at our schools are saying, and invest and give the community a chance to really come together and say, here's what we'd like to try. And see where that goes.

I think that's a great idea. I love that. I mean, if we really want to listen to the community and they're the ones saying so, I think-- I mean, something that I heard loud and clear I mean when I was really young is like-- and from many leaders I've heard this, but I heard this a lot from my grandma, is like if you're going to complain about [INAUDIBLE] going to come and think something's not working, come up with a solution. You know, come help me, and we can work together to come up with a solution. So I like that. So let us know how we can move with that with Sean. And even if we maybe connect with Sean, and help us do some of that work, as well.

I think he's a little tapped out right now, but actually, what I would like to do-- and Director Garcia and I had talked about this a while back-- I mean, I would love to really tap into Director Garcia's community connections there, and some of the ideas that he's hearing, and really-- you know, this is one of those things where I really think we just want to say, you know, we have some resources. Let's hear from our community and our kids what some ideas and good alternatives are. So I would also defer to Director Garcia on how best to coordinate those conversations and those ideas.

Sounds like a plan. So I know Director Garcia is always up for a challenge or up for work. And if not, he's voluntold, he's voluntold now.

I'm not asking him to do-- sorry, Director, not asking you to do it Aaron, but I think that you probably have heard from folks who have some really good ideas that could help guide this process.

Yeah, no, I-- yeah, I think there is a path forward that's going to work for the different schools that are trying to figure out how to make sure our students are safe. It's just I'm thinking of the whole. I'm thinking of the system. And where we are at right now without providing the direction and guidance is, I think, it's just hurting folks. It's hurting students. It's hurting staff. It's a wonky place. And having this kind of we'll figure it out approach I think is just really-- it's not getting us to the place where we want to go.

So I'm committed to making sure, whatever we end up doing, I'm going to still engage, right? I'm still going to go. I'm still going to try to figure out how to get to the place where I think is right for our

students. That's not a question, but I think our system is looking for us to provide that vision and that guidance to lead. And right now, it's asking for expediency in it. And it's hard, because we don't necessarily have the answer. That's what we're kind of wrestling together right now.

So you know, it's just frustrating because I think, kind of to Director Bradford's point, like, I don't know how much more we can do of this talking and learning and growing and not land on a thing while the system is still responding. It's just hard to kind of figure out how that's going to work out. And ultimately, I think, at some point, we might have to reach a crossroads. We might have to vote on something that is uncomfortable, and then move forward. And that's kind of- when and where that is, I don't know. I want to get to that point where it's the most optimal, the best place, but maybe we just have to reach that point.

So anyway, sorry, I didn't have a concrete thought there.

So no, that's helpful. I think, though, too, what I think I've heard from the community is they don't want us to tell them the answer. They want to tell us what they're feeling and what their experience is, and have the ideas come from them. And that's what I think we want to facilitate to really come up with those alternatives that are driven by the community, not the district leadership. I think this is one of those times where we really need to step back and say, OK, you know what, let's identify a better path. And I think you can do that in a way while you still honor the ones that one is keep the traditional path for now, and explore an alternative path in the other places.

But you're right, I don't know what formal board action you need and want to take to move forward. But we've got to move at some point.

Agreed. Agreed. Well, anything else to add before we move on to our consent agenda, or action items? We're hearing none, so we'll move on to our consent agenda. So I'll ask for a vote. So all in favor of our consent agenda?

You need to take second.

Oh. So I'll move that we approve our consent agenda. So I'll need a second.

I'll second.

So now we can vote. All in favor say aye.

Aye.

Any opposed. With none being opposed, it's approved. With that, we moved to our action items. So action item number 7.1, motion to approve resolution 4-20 2020-'21 budget. So approval of this motion would fix and adopt the 2021 budgets. Any questions or comments?

None.

Hearing none, I move--

[INAUDIBLE] question is still around this conversation that we were just having, the allocation. Do we have the flexibility to move funds if, at a later time, we determine that the funds are not allocated where we want them to be?

Yes.

Yes.

Yes.

I guess to follow up that, like, one of the recommendations was to reduce SRO contracts because-- so on one hand, I'm hearing that we're going to continue to have that resource. So are we shifting the resource, or are we actually cutting the SRO like budget line item?

So the math on it is that for the two that we're recommending is about 185,000. Sorry, \$198,000. We were already planning on cutting 90,000. So that leaves \$108,000 that could be used in other areas.

And I was proposing that we hold those funds for the work that Highline and Evergreen communities would identify as priorities for alternatives to safety and security at their schools.

You mean the 110,000, or the 108?

108, yeah.

Yeah. I guess kind of to Fa'izah's point, I think if we get to a point where we want to add more or take less, I guess I don't want to get hung up over this, because there's just something there that-- anyway, we can always address it later. So it sounds good.

I just want to make sure that I'm being clear. So I think it's important that we be very genuine when we say to-- if we're saying to the Evergreen and the Highline community, you have said you want alternatives to an SRO. I think that we have to give them some resources to come up with that

alternative and potentially implement it. And so I would say that we hold those resources for that work, for the alternatives that those communities want to invest in around students and staff safety.

[INAUDIBLE] I think when we examine, like, the total costs of some of these positions, it's bigger than the-- like an SRO for a 180-day contract is a lot more. Even though it's not what we pay, it's a lot more. So to say that we're going to give the schools, like, the same amount of resource doesn't even-- it's not going to happen, right? Like, one SRO contract is like 180 grand, 190 grand total. So--

Kate's shaking her head on that.

[INTERPOSING VOICES]

--combined with the 198,000.

Right. What we pay is, you know, 80, 90 grand per SRO, but the total cost is a lot greater. Anyway, it's a bigger conversation. I think if we land at a place where we want to give the schools a different allocation of resources to be able to do the program or the thing that they need, we can just cross that bridge when we get there, instead of getting hung up here, though. So I'm fine with the budget as is.

So any more discussion or questions? Hearing none, I then move that the Highline School Board adopt Resolution 04-20 to fix and adopt the 2021 budget. So I need a second.

I'll second.

So Kyle, roll call, please.

Director Bradford.

Yay.

Director Dorsey.

Yay.

Director Van.

Yay.

Director Garcia.

Yes.

Director Alvarez.

Yay.

This motion passes five to none.

Thank you, Kyle. Action item 7.2, motion to approve Resolution 05-20, budget extension adoption for fiscal year 2019-2020. So any discussion? Approval of this motion would increase the budgeted expenditure amount in the debt service projects fund and capital projects fund. So any questions or comments?

Hearing none, I move that the Highline School Board approve Resolution 05-20 for a budget extension adoption in fiscal year 2019-20 that would increase that budget expenditure amount in the debt service projects fund by \$500,000 to \$50,519,300, and would increase the budgeted expenditure amount in the capital projects fund by \$28,292,020 to \$113,408,280. So I need a second.

I'll second that.

So Kyle?

Director Garcia?

Yes.

Director Dorsey?

Yay.

Director Bradford?

Yay.

Director Van?

Yay.

Director Alvarez?

Yay.

This motion passes five to none.

Thank you, Kyle. Action item 7.3, motion to approve resolution 06-20, 2020 to 2025 capital facilities plan and proposed impact fees. The approval of this motion would authorize Highline to submit for school impact fees and continuation of exemption of impact fees for King County housing. So any discussion or any questions?

Question. Has there been any movement, or kind of towards the conversation we had earlier, about asking other municipalities to also adopt an impact fee?

I can answer that. So we've met with the Des Moines City Council, and we have approval from Des Moines to enact impact fees in that area. They haven't set the date when that will take effect. And because of the current situation of the district with a declining enrollment, even though we would be eligible, allowed to collect the impact fees, we're not eligible because of a declining enrollment, we don't have empty seats. So until the district turns back the other direction, we won't be collecting impact fees from anyone. Burien City Council is willing to have this on their agenda, as well.

So any other questions or comments? Hearing none, I move that the Highline School Board adopt Resolution number 06-20, 2020-2025 capital facilities plan and proposed impact fees authorization to submit for school impact fees and continuation of exemption of impact fees for King County Housing Authority to allow the district to collect impact fees from King County and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac and Tukwila, and hereby authorize the superintendent to sign any and all documents to carry out the actions authorized by this resolution. So I need a second.

I'll second.

So Kyle, could you call?

Director Van?

Yay.

Director Garcia?

Yay.

Director Dorsey?

Yay.

Director Bradford?

Yay.

Director Alvarez?

Yay.

This motion passes five to none.

Thank you, Kyle. Action item 7.4,

Item 7.4, motion to approve Resolution 07-20, Capital Levy for Instructional Technologies and Improvements. Approval of this motion would pass a ballot on the November 2, 2020, for voter approval, a proposition authorizing an excess tax levy. Any questions or discussion?

I just have a question. I see we've got Jim here. So maybe-- in looking at that, I saw the projected cost per thousand look-- there for '20 and for '21 look like it would be like \$0.67 per 1,000. Is that right, Jim?

Yes, it is. Director Dorsey, I would defer. Kate had much to do with the development of the rates and probably can better explain the rationale for that estimated tax rate.

OK, thank you for that. And I correct myself. It was collection years 2021 and 2022. So I misspoke on that.

Correct. And I would just also point out one clarification. The actual election date is November 3, as opposed to November 2. So just a point of clarification. But I'll turn it over to Kate to discuss the estimated rates.

So the estimated \$0.67 is an actual \$0.12 decrease in our tax rate, going from 2020 to 2021. And it generates-- we were more targeting the amount of money that we are looking to raise based on our technology needs, and while also staying within-- trying to provide our taxpayers a slight decrease in their tax rates.

Great answer.

That's what I wanted to hear.

Yeah.

Exactly.

Any other discussion or questions?

I'd also point out that in your Friday packet, you'll be getting, the Pro and Con Committee Names, that there were no-- nobody was interested in being on the Con Committee. And we have three names for your Pro Committee. And so just to let you know that that's part of adopting this resolution.

Great, thank you.

Thank you, [INAUDIBLE].

Is there a minimum number of folks that are needed to be on either committee?

It's just three. You just need three on the Pro. And it's very normal to have nobody on the Con.

[INAUDIBLE]

Any other comments or questions?

No, I just wanted to-- I was part of the CFAC process. And I just wanted to share that this was something that community members were in constant support of. And I know that there is-- I've heard maybe not necessarily a complaint but concern that folks didn't really get to be part of the process of landing on this.

But I do think that there's a lot of community members, especially with what we're seeing going on right now because of the pandemic, that this is just such a rational and a-- it's a smart move, I think, on us to move forward with this. And I'm excited to help get our kids access to technology. So that's it. Just wanted to share that part.

Thank you, Director Garcia. I appreciate that. If no other questions or comments, I move that the Highline School Board approve Resolution 07-20, which places on the November 3, 2020, ballot for voter approval a proposition authorizing an excess tax levy to be made annually for two years, commencing in 2020, for collection in the years 2021 and 2022 in the aggregate total amount of \$30 million-- excuse me, amount of \$32,499,000 for the district's Capital Projects Fund to support the modernization and remodeling of school facilities by making district-wide educational technology improvements. So I need a second.

Second.

Roll call, please, Kyle.

Director Bradford.

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

Dr. Dorsey.

Yea.

Director Alvarez.

A big yea.

This motion passes 5 to none.

So we have an introduction, one introduction action item that is a motion to approve CTE technology purchase. The approval of this motion would approve the purchase of 450 computers. Any questions or discussions?

I did have a question. And Mark sent over a response that I'm still just trying to process. It looks as though-- and since he's not here, I'm not certain if Chance is here that can respond to this.

But it looks as though the Chromebooks are not outdated, per the business standards, and that there is another way to utilize the Chromebooks and still access the applications, the programs that are needed. Help me understand, is that accurate, my understanding? Or do I need to get more understanding just within the next couple of weeks before we vote?

Sure, I can answer that question. What tends to happen is that you have a Chromebook. And Chromebooks are very application and internet-based, whereas a laptop computer is not dedicated to that source.

So Mark is right in that essence, that for the business context, using it for Word, Excel, and PowerPoint perfectly works perfectly fine. But if we were to use these computers in the context of what we're using it for CTE and more of that production line, where we're using it for engineering, we're using it for CAD, we're using it for Photoshop, and Illustrator, and all of these things that are production-generated, then that tends to not work as well or not at all in existing on a Chromebook. So these are the purchase of the laptops.

What we're doing with the laptops, there's going to be about 210 of them that are going to be replaced. They're not going to be outdated, so they can actually be re-introduced into the system in some other ways. We're just adding about 240 computers into the system to help offset a lot of the computer accessibility for these schools. So when you look at the action item, it is about 30 computers per school, roughly, that we're looking at.

So thank you, Chance. That helps to clarify. So these-- so in a distance-learning model, are students that are part of the CTE program, are they going to have access to these computers, and taking these computers home with them or to their remote locations?

It's part of the plan. We haven't structured a full-on plan, what that's back to school is going to look like. But that's the intent, is that having that flexibility for students to have access to these computers while they're maybe in a hybrid model or coming in and out, depending on how-- what we adopt.

OK. Thank you.

So any other questions or discussion?

Good question.

Question? So no other questions? I thought you said I had a question.

No, I was just saying that was a good question that Fa'izah asked.

OK, thank you. Yes, absolutely, Director Bradford. So with that, I move that the Highline School Board approve this purchase. And I'll need a second.

I'll second it.

So, Kyle, roll call, please.

Director Garcia.

Yes.

Director Bradford.

Yea.

Director Dorsey.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

This motion passes 5 to none.

So we have a couple introduction items. So the first one is a motion to approve Children's Institute for Learning Differences Child Contract for 2021. And so the approval of this motion would renew the contract between Highline Public Schools and Child Contract for the 2021 school year.

So basically, it's just a renewal, is that what I'm hearing, what I'm reading? It's just a renewal.

It's an annual thing that we have.

OK. So there'll be a opportunity for us to ask, if you guys want to learn more about those. And the other intro item that we have is the motion to approve the BHC Fairfax Hospital/Northwest School of Innovative Learning Contract for the '20-'21 school year. Approval of this motion would renew the contract between Highline Public Schools and BHC Fairfax Hospital/Northwest School of Innovative Learning Contract for the '20-'21 school year. So these are both introduction items, so we have an opportunity to learn more and ask questions, then any more discussion.

I just have a question around just safety net funding. Are those funds recuperated during the same school year? Or do they come in after the school year?

They come in in August of the current school year. And so they're recuperated within the same year.

So we would impose this like next month in anticipation for the upcoming--

The current. No, they're a reimbursement of the current year.

OK, OK. And is it full reimbursement, or is it a percentage? I'm just curious.

It's a reimbursement of the qualifying amount. So it's not 100% because not everything's going to qualify.

Oh, OK. I was just curious. Thank you.

I was just going to add, the way it works is anything that we expend for a qualifying student over \$30,000 is reimbursed. And we did receive 100% of the students that we submitted this year.

Thank you.

Thank you. So any other comments or-- regarding our introduction items or additions or anything?

President Alvarez, I would like to add something to the introduction. And, Kyle, please help me if I'm doing this correctly. I would propose that we add Dr. Enfield's proposal for our SROs for Evergreen and Highline to hold the contract and reallocate those dollars towards community or the engagement. So I don't know how we can do that. But I do want it on record and introed so we can at least, you know, move forward with that.

So how does that work, Kyle, to add something to the into action, or to the introduction piece of the agenda? Is that something that we need to discuss later to add it?

It would need a vote because it's an addition to the change-- or a change to the current agenda. So it's just like when something at the beginning of the meeting, it needs to be introed, seconded, and voted on.

All right, Director Van, are you asking for this for the next school board meeting?

Yes, ma'am.

As an agenda item for next school--

No, I think we could just put it on.

OK.

That way, [INAUDIBLE] items.

So it it will be an introduction item at the next one, not a action item at the next one.

Can we do an intro action?

Yeah, just as long as we can get the verbiage correct. Yeah, most-- I would propose that.

OK, so then would we work with Holly? Or who do we work with in order-- or Susan to get the language as you're talking, Joe, so we can add it to become an intro action item?

Susan, you're muted.

Holly, I wonder if you and I could craft the brief language that I could then include in the Friday packet for the board, so you all can review it, and see if that met the mark, and then we add it? Would that be OK, Holly? I can-- I'll email you, Holly, with sort of the general idea. And you make it sound official.

[CHUCKLES] You got it.

That's right, Holly.

And then the board can say, yes, that's what we want, or, no, it's not. And we'll have time to get it right before the next meeting.

Yep.

OK, so, yeah, I'd propose for it to be an intro action item, so we don't introduce it and then wait some more. So with that, do we want to add any items to the consent agenda for our next meeting?

I move adding 9.1 to 9.2 to the consent agenda.

So do we need a second?

Yes.

I would second that.

So all in favor?

Aye.

Aye.

Aye.

OK, any opposed? So with not being opposed, those two, 9.1, 9.2 will be added to our consent agenda for next time. And with that being said, that is all that we have for tonight.

The sun is still out, so it's nice. And with that, I'll make-- I make a motion that we adjourn for tonight's meeting. So can someone second that?

Second.

All in favor?

Aye.

Aye. So we are adjourned. Have a rest of a beautiful day for this evening. Enjoy the rest of the night.

So--

Thank you.

--everybody.

Goodnight, everybody.