

Highline Public Schools | 2020.09.23.Board.Meeting

You are good to go, Bernie.

OK. So let's call the order our regularly scheduled board meeting for Wednesday, September 23rd. And if you will join me in the Pledge of Allegiance.

I pledge allegiance to the flag of the United States of America and to it-- [LAUGHS] and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all. A little out of practice.

OK, it's on record now.

OK, good. OK, and how about a roll call? Oh, yes, roll call, please, Kyle.

Director Van?

Here.

Director Garcia?

Here.

Director Dorsey?

Here.

And President Alvarez and Director Bradford both have excused absences this evening. And with that, we'll look for any call for changes or additions to our agenda tonight.

I have none.

OK. Aaron, nothing? OK.

Do you hear me?

Seeing none. That brings us to scheduled communications. We've got a few here, and I've got my timer set up. But I can't seem to get the volume real high, so I'll be able to hear it, and hopefully, it won't be-- it'll be loud enough for folks to hear, but not too loud. I do want to point out that the board has all of these comments, written comments sent to us. So if I'm not able to complete it, then we have it in our hands.

So OK, first up, Julie Mayhew. "As of the writing of this letter, over 200,000 Americans have died as a result of the ongoing COVID-19 pandemic. If you average that out over the six months since the pandemic started, that's around 1,100 Americans per day.

For comparison, an average of 100 Americans per day die in car accidents. Last spring, the New York Department of Education reported the loss of 31 of their teachers to the COVID-19 pandemic. This fall, in the US, at least six more teachers have died of COVID-19 since returning to in-person teaching. One of the most recently reported cases was a 34-year-old special education teacher.

I work in special education, and I will be turning 34 this year. If you surveyed the staff at Highline, I'm confident that the staff would overwhelmingly state that they would choose working safely in building over working remotely any day. We miss our students. We care deeply about our students. We worry about our students. Working remotely is hard. It's time-consuming. For many, it's much more time-consuming than in-person learning. The technology breakdowns are frustrating. The staring at screens hunched over all day is straining. We miss the students.

I also acknowledge that all of this is even harder for the students-- on the students and colleagues I work with, the students receiving special education services. I'm deeply concerned about how we can meet the needs of our special education students while avoiding preventable deaths. And yet we remain in the midst of a global pandemic with no vaccine in sight. For that reason, I was surprised to hear the district's plan to resume some in-person special education services in the coming weeks.

If you ask most people what they would be willing to risk when a known possible outcome of that risk could be their death, most would say minimal. When you add the possible consequences of the death of one of their family members, most people would say zero. I would imagine that's why you are not holding this meeting in person today. Schools are not the same as grocery stores. Grocery stores do not have seven-plus people enclosed in a small room for seven hours a day. Schools are not the same as hospitals. Hospitals have sinks, medical equipment, access to COVID testing, and medical grade PPE.

Our federal government has failed in their response to this pandemic to the level that we cannot feel confident that students and staff will be safe returning to buildings. We cannot feel confident that PPE will be available and properly used, that COVID testing will occur, that contact tracing will be implemented, or that quarantines will be required to protect students and staff. Should students, teachers, and community members pay the price of our government's poor response to this

pandemic?

I acknowledge that there is no easy answer to this question. And so I ask the school board members, what number of preventable deaths in our district will make returning for in-person services ultimately worth it? As our district decision makers, I believe that number will rest in your hands. Thank you for your time and all of the work that you do on behalf of our students, staff, and families."

Thank you for your comments, Julie. Let me reset. Next up is Kerri Olsen Finley. "I'm going to start off by saying I've worked for Highline since the beginning of my career, and I've been here 13 years. Straight out of grad school, we made it really-- we made a really good choice. I value Highline's diversity, our commitment to always doing better when we know better, our ability to change and adapt, our sense of community, our genuine care for the students and families we serve, and the respect with which our staff are treated.

I value these things so strongly that I'm brought to tears writing this. That might be because in recent months, I've seen these foundations shaken. There has not been transparency between the district and staff and families. Rumors have been flying. Emotions have been high. I believe we can do better on many facets of the current situation. I hope you will hear out my colleagues who address the specific challenges that related services staff face and also their ideas for what we need right now.

I, for one, feel compelled to address a contradiction that gives me much worry. At a recent safety planning meeting, we were advised of the order of prioritization for approval of staff leave in the reopening of schools MOU. It was suggested that based on what we shared at the meeting, that we make plans for our health and safety at work after reviewing where we individually fall on the priority list-- Part E, Paragraph 10.

This is because it seems the district anticipates more people requesting leave than will be granted. If that is the case, leave will be granted based on the priority list. Those who are too low on the priority list could be sent back in person against their own best judgment. Is this Margaret Atwood fan fiction? No, this is what my employer is communicating to me. In the event I am asked to return to in-person service delivery before a sufficient number of employees feel safe enough to do so, that I will be prioritized based partially on reproductive and social circumstances, that either my life choices-- circumstances that are either my life choices are out of my control.

If the district finds itself in a situation in which there is not enough leave to cover all the employees who need to resort to that measure in order to protect and preserve their own sense of safety, health, and worth, then the district is not ready to send anyone back in person. Part D, Paragraph 1 of the

MOU states that staff and student safety is the top priority of both HEA and HSD in the reopening of schools for the 2020-2021 academic year.

Whether we are inviting staff and students back into school buildings for an in-person educational model or inviting only staff back into school buildings to access materials and/or teaching students remotely, if this is true, then why the anticipation of so many requests for leave? If staff and students have been adequately shown that their safety is the district's top priority, leave shortage should not be an issue. I understand the purpose of needing procedures for granting leave, but this is not simply granting leave. This is dictating who gets to choose to keep themselves safe and who does not.

I do not need it explained to me that different people find themselves in different extenuating circumstances, especially now. But I am compelled to explain to the district that all staff members' health and safety should be valued equally. If the priority list outlined in the MOU is needed in anticipation of a leave shortage due to significantly high number of staff who feel unsafe, then that equality is not achieved.

While I do not have the answer, I believe that there is a better way to do this, and I believe in Highline's ability to achieve something better. I am proud to work for Highline, in large part, because I do feel valued here. I encourage the board and the district as a whole to stand true in prioritizing the health and safety of all staff and students, rather than make hasty decisions. Thank you for your time and consideration." Thank you for your comments, Kerri.

OK, and next up is Courtney Wiley. "Members of the school board and Highline community, my name is Courtney Wiley, and I am an ILC teacher at Chinook Middle School. The conversation of piloting the hybrid program with the ILC students is a complicated one with concerns on each side regarding student and staff safety and well-being. I will ask you all to consider the following.

Many of our students who are part of the ILC program identify as black, Hispanic, or Pacific Islander. In our community, these are the racial demographics that have been affected the most by COVID-19. Also, many of our students live in multi-family, multigenerational homes that are in low SES areas. Again, these demographics also put them at an increased risk of COVID-19 complications.

I think as a school community, we have a responsibility for the well-being of our most vulnerable students and families. Our focus this year in Highline is one of equity. How is putting our most vulnerable student population into a position to increase their chances of catching COVID-19 equitable?

Yes, I understand that the families have the option to continue online learning instead of in-person learning, but many of our ILC families are willing to do whatever it takes to get their kids the help that they need. I think that as a community, we need to be transparent with our families about the inherent risks of having school in-person, no matter how advanced the safety plans are. Additionally, staff who work with our ILC students want to be safe as well.

The fact that people can be asymptomatic carriers creates a situation where not only students can become sick, but staff as well. If staff become sick, who will reach our student-- teach our students? We are in a situation where the flu season is upon us. It seems illogical to put students, their families, and staff at an even higher risk. Our students may have a harder time understanding the changes being made at school. They may be scared or confused as to why their teachers look like hospital workers or why they can't give them hugs or why they have to stay far away from their friends.

In-person school should be a warm, welcoming environment and not a sterile, traumatic one. Thank you for your time and understanding." Thank you, Courtney.

Next up is Stuart Jenner. "Dear Highline School Board. I see that the agenda tonight includes the 2021 highly capable plan. My son is now a college sophomore and was in the initial middle school cohort in fall of 2013. Time flies. I have a few concerns.

Number one, the outcomes for members of this cohort varied wildly. Some are in challenging college programs. Some are sort of enrolled part-time, and some-- and several barely made it through high school and did not go on to college. It was frustrating for me to see many students withering on the vine during high school. I guess it was equitable and that all students were treated the same, but the kids who have gone on to college mostly seem to have had parents who did a lot of extra work.

Number two the services in high school continue to be minimal or nonexistent. SEL matters. Gifted kids have some unique challenges. Parents have some unique challenges raising gifted kids.

Number three, the language in the plan seems almost identical to prior years. I wish there was better surveying done about academics and disclosure of the survey results to you, not just a mention in the plan that there were some surveys. Maybe these survey results have been communicated separately.

Number four, outcomes and goals. I don't think i-Ready and SBAC were designed to measure growth and challenge of gifted students. It is also hard to tell if students can even take those tests this year. But regardless, taking calculus in high school is critical for majoring in many fields in college. The written plan alludes to opportunities for acceleration, but the buzz among families is that in the

current plan, students can't take Algebra I until ninth grade. This makes it impossible to take calculus in high school for students who stay in the Highline district.

I've been asked by some parents what I think of this. My blunt advice is to either do a lot of work outside of Highline or exit. Hopefully, I'm wrong about students being blocked by the district approaches, but this is certainly what a lot of parents are seeing happening.

Number five, it's very hard to tell what support teachers are getting for differentiated materials-- for example, in math. The standard materials for K-8 that you adopted a few years ago add nothing for differentiated gifted learners, as several people pointed out at the time. Parents I've talked with have said the materials are hit and miss.

Last spring, I loaned one parent differentiated materials from math and focus that I thought that I had bought several years ago. He and his daughter were very grateful they had those materials. The cost of these materials, which could be used multiple years, was just \$20 so district-wide. Getting these materials would be a small part of what the state provides.

Number six, this story leads to my final comment. It's very hard to tell what the money you get from the state is actually buying and, also, whether you're getting the most you could, or by not providing services to high school students in a specific situation are leaving money on the table. But the possibility exists that Highline is doing all it needs to do in order to bring in the money. Thank you for your service to the community." Thank you, Stuart.

And sorry. Next up is Catherine Michaelchuck "We are speech language pathologists across the Highline School District writing to state our concerns about Integrated Learning Center, special education staff and students shifting to hybrid in-person/online learning. As a group of educators, we are concerned regarding the levels of communication and transparency of this decision and our concern for the health of ILC staff and students.

Over the summer, the district had multiple staff and family webinars, surveys, and meetings about the upcoming school year. We felt they communicated clearly and demonstrated a commitment to prioritizing the emotional and physical safety of families, students, and staff. More recently, there has been unclear, mixed, or absent communication between the district, staff, and families about ILC students shifting to hybrid learning.

We've now learned of ILC students set to return on October 8th. This information has been discovered through smaller conversations between ESAs, not from district admin or building admin. We do not

know who, why, when, or how this decision was made, as none of this has been communicated with staff, nor has the staff who will be primarily affected by this decision been part of this discussion. The decision making we have recently witnessed is another example of how special education populations and their families are historically treated.

Mixed messages have created a lot of confusion, fear, anger among staff and families who are part of the ILC classrooms. After investing in so much communication and planning for distance learning just weeks ago, it seems the district made this decision unilaterally. Staff have been investing their time in learning new platforms and developing new service delivery models for remote learning. It is overwhelming to think that we now need to plan for hybrid teaching.

While challenges and inequities still exist, distance learning looks drastically different than it did in the spring. Attendance as compared to spring distance learning-- it is possible to create plans with families that efficiently and effectively meet their needs and IEP requirements while also allowing them the same safety measures given to our gen ed students. We know that strong, collective teacher efficacy yields high levels of student achievement. We know that collaborative models of service delivery for distance learning are effective. Moving into a hybrid model feels like a knee jerk reaction.

We agree that the needs of our most marginalized students and families need to be centered. This is our opportunity to reform education that also centers on community needs and continues to be equitable for our students and staff. The ILC population often has the most difficulty accessing in-person learning. In order for these students to access in-person learning, they require close physical contact with staff members for almost all learning, including behavior support, engaging with materials, using AAC devices, maintaining attention, transitioning between activities, and supporting hygiene.

Many of these students will not tolerate wearing masks, cannot manage their own secretions, and are not yet using the bathroom independently. Additionally, the student population is the most likely group of students to have concomitant or underlying health issues that may put them at greater risk for complications from COVID-19 and other respiratory viruses like the flu, which, as we all know, spread more quickly in the fall and winter and in enclosed spaces.

The timing of this plan coincides with the beginning of flu season and a potential surge in COVID cases being predicted by many health experts. It is unfair and unrealistic to try this out on the ILC population. We also have to name that there continues to be great disparity in educational outcomes for people of color, non-native English speakers, disabled people, and those who hold multiple

marginalized identities.

As a district, state, and society, we do not adequately invest in these marginalized populations. We require them to exist in systems rooted in racism and ableism. So--"

[ALARM RINGS]

OK, I'm sorry. I'm not able to finish. There are still several paragraphs. Otherwise, I would. But we do have this in writing, so I encourage my colleagues to finish that-- those comments. So thank you all for submitting-- taking the time to submit your comments in writing. We do appreciate them.

OK, and that takes us to our superintendent's update.

Good evening, everybody. I only have one item tonight, and that is our capital projects update. So I will turn it over to Scott Logan, and that will conclude my update for the evening.

[INAUDIBLE] not muted, but thank you, Superintendent and field school board members. I'm going to run through a quick capital projects update, and at the end of it, I'm going to share some pictures, give you a little virtual tour of Highline High School project, so you'll be able to go out and see the site without wearing closed-toed shoes and a hard hat. It should be exciting.

So at Des Moines Elementary, we are-- project close-out as in progress. The last real big piece of the work-- we finished the punch list, for the most part. The last big piece of work is right of way work in front of the school, which has already started. And that's part of the City of Des Moines's trail improvement project along 16th. So our sidewalk will connect to the Des Moines City Trail Project. That's the last major piece of that project. And then the board will see close-out documents coming probably within the next month to two months on that project.

Glacier Middle School-- we are in close-out progress-- in process of close-out on that project as well. The contract's doing some additional owner-requested work like softball field, making some changes on the softball field and courtyard fencing. The last major construction piece is right of way improvements on 142nd, which started last week of May and continue at this time. It includes the sidewalk that gets from the school all the way out to 24th, so it will enhance student safety immensely.

Highline High School-- I'm going to give you just the verbal here. We'll do the picture in a minute. So the structural steel is complete. Roof decking is either being installed or complete. The top floor is dry in today's rain, so that's an important note to have. CMU pickups are still in progress at various

locations, and that's the ceiling facing. And you'll see on some pictures, I'll be able to point that out in a little bit.

The mechanical [INAUDIBLE] installation and is estimated at 45%, which is all the ductwork, extra AC units, electrical installation is at 35%, and 60% of the rough end tasks are complete. Mechanical website installation estimated at 40%, so that's plumbing, the hydronic heating system, fire control. Underground utility work is complete. Brick veneer installation is 85%. You'll get to see quite a bit of that in these pictures. Exterior metal panel is 40% complete.

Steel stud wall work is also started throughout the building. You'll see a lot of that. They're estimated at 75% complete on that and window installation is 95% complete on the building. Work continues on the tennis courts at Sunnydale, I've got some good pictures here of that as well. Painting on 152nd is finished. Highline High School Project was shut down for a week, September 14th to the 18th because of wildfire smoke levels in the area. We are still on schedule for opening in September 2021 on that project.

60-80 classroom additions. We only have one of those projects still underway and that's at Hilltop. Modular building permit was issued the contractor is planning to mobilize on site today, September 23rd and we're still looking at other sites. We are technically eligible for two more modular classrooms in the district. We just need to make sure based on current enrollment and trends that we're doing-- that we're being efficient with the dollars that we're allotted. Electronic locks phase 1. Phase 1 work is 98% complete. Substantial completion date is October 23rd. Phase 2 we are-- contractor has been working days due to school closure which helps the contractor to be more efficient in their work. COVID 19 has slowed the work and reduced the size of the crews that are working. Base bid phase 2 work includes change order 1 and that is 97% complete. District staff is proposing additional electronic locks, approximately 75% of them along with some significant door upgrades at multiple phase 2 sites, not originally including the base bid work. I think you'll see that for intro tonight in your Board Pack it is item 8.3.

Evergreen synthetic field. I don't know if you've been up there but the field is complete. The contractor's now working on storm water sand filter retention system to meet the unincorporated King County water retention guidelines. There was a lot of great work done by Rod Schaeffer and his group to work with King County and come up with a solution for that water retention program that didn't break the bank, as was originally proposed by King County. So they have-- Ron and his group worked together and came up with a good plan that's going to be a solid system and it's very economically efficient as well. Design of the new schools. Architects are nearly complete with the

50% schematic design for the three new schools, Pacific, Tyee, and Evergreen. Next steps include architectural firms presenting schematic designs for these three-- three schools at a future school board work session. Not positive that that's been scheduled yet.

Sale of district property. We have two district properties. We're in the process of selling ones Burien Heights where current novels buildings are at and the Maywood site. Both are former elementary school sites declared surplus by the board and approved to move forward with sales. We received 10 offers on the Maywood site, all but one of them were above the appraised value, most were significantly above the appraised value.

The-- you should see a purchase and sale agreement in front of the board at the October 7th board meeting. That's our projects-- our sale that's the furthest along. We don't have a date yet for the Burien Heights but it's probably about a month behind the novel-- or the Maywood site. You'll see intro an action tonight on an avigation easement for the Maywood site. We've worked together with the broker and with the intended purchaser to get this done before the sale is complete. It will slow the sale down if it's still in process.

So all the documents are there for you. Everybody's on board with what's included in that easement and it's simply for air hazards-- hazards above a certain number of feet, it declines as you get closer to the airport. The work is already done we don't have anything that's in unsafe airspace right now. This is simply getting it all documented on paper.

So with that I'm going to attempt to share my screen and take you on a-- there we go, whoops go back one. So OK here we are. We're going to go on a virtual tour of Highline High School. We're going to start with the Sunnydale site and, as most are aware, the tent where the tennis courts were at Highline High School is now access [INAUDIBLE] for school buses at a turnaround area, along with some parking and other things in that area. So we've moved the tennis courts over to the Sunnydale property across the street and we will now have six tennis courts and these, we're partnering with Burien Parks in marking these courts. So these are all identified and eligible to be used at competition level for tennis or for pickle ball. Pickle ball is a preference of the city of Burien. So you can see the layout here on the screen. The current-- if you can see my mouse-- the current Sunnydale School over here. Here's the ball field, there's a new restroom, this small square right here is new restrooms that were put in, and the new parking will be up here on this section on top.

So we go to the next screen. This is standing at the west end of the new tennis courts, over the end toward the housing and you're looking across the tennis courts to Sunnydale building. Then I'll get

you to the-- this is the new restroom facility. We did some significant strengthening of this building, knowing it's going to be standing by itself. A lot of times where there's public and community use we didn't want to build something that would require a lot of maintenance to take care of. So really nice new facility out here at Sunnydale. Then we can switch to the this will be the north side of the tennis courts, getting to see Sunnydale further down, down this way. This material is all new benches that are going to go into the tennis courts, right up through here, new parking lot that I mentioned is over here. And then all the grass this direction.

Mark-- or Scott, how many additional parking spots were put in to support this?

So this is going to have-- this lot here I believe was 40 cars, in this piece right here. We still have all of the existing parking down here and then the other side over here by the annex of Sunnydale.

Thank you.

So now, here's our aerial view of the new Highline High School. You'll see the kind of Z-shape to it. The top here and then this angular piece here and then this over here and then down here on the bottom is the athletic center. And here where it says, no work, this area that's a performing arts center. So that kind of gives you an idea of what we were looking at. Down here is going to be where the bus-- they'll come in from Mosher field, come across the bottom here. This will be the loop to turn around and come out. So they'll drop students right here to the main entrance that sits right here.

Now we'll go to the next picture. Here we are at the front of the new Highline High School and you can see the geometry of the windows even though they're not the tiny squares that were originally in this project. You can see the geometry of the windows matches the old Highline High School so the layout of the windows across here. This is the east end of the front on 152nd so this will be your CTE wing, that type right there.

Here's-- we're going to kind of take a counterclockwise trip around the building. So here we're standing out on 152nd, apartments on this side, over here you can see the new high school. This part encased in white right here is what they called the jewel case front for the new school. So they're taking-- this is where they took apart the entry-- main entry of the old Highline High School, labeled every brick, every piece of cornice work from top to bottom and saved all those parts, cleaned them up and saved them, and it is currently being reconstructed as it originally was right here on the front of the building. So they called it a jewel case design because they actually set the-- set this out by about six feet in front of the school so it really stands out, the old original entrance to the building.

Now we're in the courtyard. This is the west courtyard. So what we're looking at right here, this area right over here will be the commons cafeteria, kitchen is right back in that hole back there, facing-- so it's that-- this is the long part of the Z right here and library will be up here. And you'll see a couple other areas when we go a little further into the picture. As you can see, masonry goes clear to the roof on the 152nd wing of the building when we moved to the back side of the building, masonry comes up to the first floor height and then second floor and up, it's going to have some different types of siding on it. You can see some of the big blue land beams these are what are right up here that are supporting this roof structure. These are ones that haven't gone up yet. They're huge. These will all be exposed when this is done. So you're going to see all that really great woodwork when the building is done.

As we continue around counterclockwise here, you're looking now at the athletic center. So main gym, auxiliary gym, there's a weight training up here on the second floor, has a unique floor put in on the second floor to deaden the sound from down-- so people down below won't hear when weight training goes on. A lot of engineering went into putting this together. It's a very efficient and economical way to use space but it did take some science to make sure this would all work and not be disruptive to what was going on below it. Mostly admin down this side of the wall right here. This will swing a little further but this right here is going to be the main student entrance. So school buses will come in on this road here, drop kids on the sidewalk right here, go down to this loop and turn around and go back out. The stadium is right over here to the left just out of screenshot.

Now we're in the main courtyard. Student drop off. Here's the main entrance to the building, this is the lower end of the long leg of the Z that you saw pointing through the center of the building. If you come in the main entrance on the other side and look out this end, you'll see it points right straight up Mount Rainier. Pretty cool design there. So again, you'll see the masonry on this back building goes up to the first level-- first goes up to the base of the second floor, then we switch to CMU out here for these siding. Now we are on the east side of the building. You're looking here at-- this will be band and choir area here. This is the theater here. And then you're facing forward with-- I've some better pictures in a second here of the theater-- then looking forward at the front wing of the building there.

So now I'm going to take you inside the building. We're going to start right here. So this is the main entrance. This will be probably reception area, principals, vice principals, counseling, all that right in this portion right here. So we're going to go to the inside the main entrance. Right now we are inside. And over to the right here is where you'll come in. We're look-- we're facing west right here, looking

back towards Burien. This wing continues on the other direction on the other side of the entrance, one of the education wings and then the same thing back behind us.

Here is a picture that everybody will like. They don't know why right now because I haven't explained it but if you look right here, this is the white tarp we saw on the outside-- you can see the white tarp right here-- so this is the work that's re-fabricating the original main entry to the school. And right up here in this section is where the Highline pirate window will live. That was a very popular requirement that we move that forward into this building as part of the tradition. So that's where this all-- this will live-- be visible from the outside looking in and from the inside looking out.

Now what we've done, has gone up to the second floor exactly where we were standing by the entrance on the first floor. We're now up on one level. And the wing that's along 152nd is two floors, the wing toward the stadium is three floors. So you're only-- but they met because of the grade of the earth, the roof lines all match up across as they're the same. So we're looking west again, yeah we're looking west and these are-- this is classroom pods, I guess you could say, there's some design work done in here so that there you have identical classroom pods from level to level. You'll be looking at, I think it's five classrooms, one science or CTE, and then some maker space as well.

You can see the suspension is going on right now for the ceiling to hang all of the HVAC. As we move on through, you're going to see other areas are further-- further in that. Now we're standing above the cafeteria on the second floor looking back at-- this is where we stood in the one picture looking this direction, looking and seeing the commons, it's underneath us. So this is the view you're going to have looking into this courtyard, in two levels on this side, three levels over here. And we're standing in what will be the library some day in this picture.

Now we are second floor again and this is, I believe this is science lab in here. And if you look you can really see how far, not only the steel stud framing has come along, but if you look on the ceiling, the fire control, the black lines here, that's already in. You can see conduit, you can see plumbing, all the suspension for HVAC is hanging down, along with suspension for the suspended ceiling as well. This project is really moving fast and smooth. Here we are standing in the theater and we are looking toward the stage. So we're in the lower level seating area right now of the theater, the stage is on the other side of this arch right here. And a while back this looked like a big H before any of this stuff went in between it. People came by all, look they put an H in there. Well this is what's happened to the H now. It's the frame for the stage.

Here we are in the main gymnasium standing about in the center of it. Some unique qualities to this,

these are boys locker room, girls locker room. And in the center, there's two large rooms in there, P.E. storage and athletic storage. But you'll find in this gymnasium, there's visible access from the second floor and third floor, depending on where you're at through these big windows that are going to be up here. So you'll be able to see the action while you're going between classes.

Here we are, this is the typical education pod. That's why I wanted to get this picture in here-- pretend like all this HVAC is actually up in the ceiling and you're not looking at it-- but you'll see there's classroom space, classroom space over here. You have these folding walls right here, you'll see folding wall, folding wall, so you can open these spaces up. There is, what do they call it a cyber bar, more than likely out in here where kids can sit and plug-in all their things that need to get charged up or you can hold mutual group classes from by opening these classrooms together with this space in here. So a lot of versatility with the space, along with adaptability as education environments and requirements change in the future.

That's the end of your picture tour. Nobody got their feet wet or tripped over anything, so it was a good trip. Any questions?

That is awesome. Thank you so much.

Yeah all right. That's my report.

Thank you, Scott

Thank you, Scott. That's it for the superintendent's report? OK. So I would-- Sandy Hunt did send an email out earlier to the board at 1:33 this afternoon. So just encourage you to maybe take a look at that. And that brings us to director's reports and Aaron and I had a great, and as Kate would say highly invigorating meeting, Zoom meeting on our legislative developing-- our legislative agenda on Monday. And so I think there was some wordsmithing that needed to be done and, as soon as that's completed, we'll send that out to the rest of the board. Aaron also mentioned a really good-- I think a really good idea that leveraging our association with local municipalities and trying to find common ground so that we could begin to bridge with them on issues and make sure that we're all collectively building our voices. And then, Aaron, did you have anything to add about the Zoom call or anything? OK. Is your audio good?

I think so.

OK great. Thank you. And that takes us to the director's report. So how bout-- you want to go ahead and go, Aaron?

Sure. I forwarded all the Highline forum material. Scott and I were in a invigorating two hour session. Really interesting stuff. Check out the PowerPoint slides when you get a chance. One of the cool announcements though that I think is related to what we do, they're continuing and enhancing opportunities for youth employment. So that's in one of the emails that I sent your way. And there's just a lot of things that are happening with one of our largest economic development partners in the region, so interesting stuff.

And I just, I want to start off by also just extending an immense amount of gratitude. I've been hearing these last couple weeks, how hard the start of the school year has been, but also the many successes. Just one little tidbit-- one of my colleagues where I work at-- a staff person showed up and dropped off a care package and they did that on their own, right, that wasn't like a thing that was required for them to do. But they showed up and had like back to school supply with art school supplies and some probably not approved snacks but it's all good. And it was just-- it just shows the resiliency and the amazingness of our team and I just cannot be more proud of our Highline staff.

And I know that this is rough, we're going to be making some tough calls over the next couple weeks and like anything. I was reflecting on the Highline building that Scott just walked us through and it's a trip. Because four years ago, five years ago, we were sitting in a meeting with 40 other community residents debating this, right, and now you're seeing something like literally come up from the ground and get built. And the reason I'm comparing this or sharing this is, right now we're literally rebuilding education from the ground up and some of it's going to be hard and sloppy, and it's going to hurt, but I know I have faith that we're going to do this together. So just an immense amount of gratitude to all the people who are supporting our families and staff. That is it.

Thank you, Aaron. Well said. Director Van.

Good evening, everybody. Just a couple of things. I'm not sure if you guys all received the email from WASDA we have of our fall regional meetings happening-- coming October 5th from 6 to 7. Love for you guys all hop on. I'm going to be attending that so I can share back with the team on that. Also this coming weekend, if you guys haven't already, sign up for the virtual brat trot run with the Highline School's Foundation to support our schools and our students. So I hope to see you all there. Thank you. That's it.

Thank you, Joe. I don't really have anything additional other than to kind of echo Aaron's comments about the appreciation for the job staff's done. And also I'm reflecting on, as you were Aaron, that you

know just four years ago sitting around at the SeaTac committee dreaming up the next Highline and debating about what it looks like. And here we are four years later, seeing it come to fruition. And I think the hard part of the work that we do is oftentimes thinking about the long term impact, taking the long term view, and how building sometimes these little steps. It's kind of the Iroquois nation, their leadership has always looked to the seventh generation. And I think it's challenging sometimes when we're all anxious for change but we have to look to the seventh generation. And so it feels good but it also, there's urgency and importance to what we're doing so. With that, let's go to our consent agenda and since there were no changes or additions, I'll look for a motion to approve.

Move that we approved the consent agenda? Aaron you second? OK. OK. All in favor say aye.

Aye

Opposed? None. OK. And that takes us to our introduction and action items and for tonight we've got motion 7.1. Most to approve Maywood site, agreement for conveyance of easement to manage airspace hazards. And Joe, I think you had a question about that.

I did and, Scott, you did clarify that with the sale pending on the Maywood site. There's not going to be any stipulations or there's not going to be any impact to the sale of the property, correct?

That's correct. It's all-- it all fits in with the proposed developer's plan as well.

Thank you, that's it.

Scott, in regards to the sale, will we review multiple offers or are you just looking at the hot-- the best offer or the highest? Because I know like the Boulevard Park sale, the ultimate purchaser was not necessarily the highest bidder, so much as it was the most community centered.

And if-- I'm happy to answer. That was a great question. If you'll remember, we had proposed purchasers in a board meeting come to a work session actually prior to a board meeting. And they gave their pitch on-- city of SeaTac did for the Maywood site and then in an act-- and then novice staff for Burien Heights. So in essence, that was our sounding out of what we want that property sale to look like, which is support the community and [INAUDIBLE] that the community accepts. And so now we went forward. That was our permission to go forward with the advertising or using the broker doing the advertising and coming back with the proposals. Then we screened and interview the top three and, based on the city and SeaTac's feedback, they were on the interview committee for the-- actually and design of the interview questions, along with interview of the potential purchasers and this fit is supported by the city of SeaTac as an appropriate use of that property, benefits the

community because it'll be a high employee process what ends up on that property.

So the next step for the board is we bring to you a purchase and sale and proposed purchase and sale agreement, it's not a purchase and sale agreement until you approve it. But we bring you a proposed purchase and sale agreement that's already approved by the city, already approved by the purchaser, and ready to go for you guys to review. We're doing an intro, and then action two weeks later. So there's a lot of time for both community input along with board debate before we take action.

OK. Thank you. Thank you for the clarification. I appreciate that. Aaron, did you have any questions about that item? OK. So I move that the Highline School Board approve the Maywood site agreement for conveyance of easement to manage airspace hazards.

Second.

Who was that?

I think it was Joe.

OK. Thank you. Director Garcia?

Yea

Director Van?

Yea

Dr. Dorsey?

Yea

This motion passes three to none.

Thank you. And that takes us to 7.2, motion to approve revision to Highline School District salary schedule for classified substitutes, coaches, executive assistants, and professional technical. Any questions or comments? Can--

I have one. Dr. Grubb, so in the schedule here, it struck out January 1st of 2020 and now effective September 1st. Can you clarify on that?

Just the effective date of the salaries would be September 1st.

So why didn't it go back to January of versus September?

The difference is between the administrative salary schedules and these salary schedules, these would go back to our standard practices as September 1st.

Thank you.

Any other questions?

Yeah. I'm in total support of this. And I've said this time and time again, but something I would really want us to evaluate and assess is this whole idea around living wage and how we can support. I think especially this, the folks that we're doing this for. So I support this. I think we do need to have this more comprehensive conversation around this and it's just something I'm going to keep echoing just because I think it's a value of mine and I want to make sure we get it in sometime in the future.

Yeah I appreciate that. I think it's a good lens for us to always maintain. So thank you for that. Any other questions? OK. I move that the Highline School Board approve the revisions to Highline School District salary schedules for classified substitutes, coaches, executive assistants, and professional technical. Do I have a second?

Director Van?

Yea

Director Garcia?

Yea

Director Dorsey?

Yea

This motion passes three to none.

Thank you, Kyle. And that takes us to number eight, our introduction items and 8.1. Motion to approve highly capable student's program, state formula grant applications for 2020-2021 school year. Any questions, concerns for next meeting? OK, seeing none. Item 8.2, motion to approve revisions to policy 3115. Questions, concerns? OK. All right.

Yeah I would just be curious to learn, maybe just sharing the WASDA information that recommended these changes and what state policy change to do that. But I'm OK with it. I'm just curious to learn more.

Sure. OK so maybe, Holly, can you take a look at that for the next? OK. Thank you. Item 8.3, motion to improve safety and security upgrades, change order number five. Any questions for a next meeting or concerns? OK. Item 8.4, motion to approve CTE Perkins Grant. This just kind of our annual renewal, isn't it? I think we see this every year. Aaron, you good? I looked down off the screen and I have to go old school and read it off the paper and take my eyes off-- OK. Item 8.5, motion to approve Open Doors Program with Southwest Youth and Family Services. Any questions or concerns? No.

Yeah I wanted to-- while we're here-- when I met with their ED recently, they actually expressed interest in coming and talking and sharing what they're doing, because Southwest is doing a lot of stuff in partnership with Highline. So maybe one of the feature presenters.

OK that's a great idea. I think it'd be appropriate maybe if they were willing to join us on our Zoom call or something and then maybe just elaborate in the future. Keesa I'll kind of leave that up to you, maybe. OK. 8.6, motion to approve Open Doors Program with South Seattle career like-- South Seattle College Career Inc, excuse me. Any questions, maybe this made the same [INAUDIBLE]. 8.7, motion to approve Open Doors Program with Graduation Alliance. Questions or concerns? No. OK. So under nine, items to add to the consent agenda, I think our agreement is we won't do that in the absence of other colleagues. So we can kind of skip that and with that we'll look for a motion to adjourn, unless there's anything else for the good of the order. OK. How about a motion to adjourn?

So moved.

On a second, Joe.

I'll second.

All in favor.

Aye.

Opposed? Thank you, everybody.

Goodnight, everybody.

Take care.

Thank you.

Thank you. Nice job, Kyle.

Thank you.