

## Highline Public Schools | School Board Meeting - March 2, 2022

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All right, all right, all right. Let's call this meeting to order at 6 o'clock. Before we begin, I'd like to welcome everyone to the Wednesday, March 2nd Highline School District Board meeting. I want to start us off by going over our board norms.

First, be present. Be respectful of different opinions. Easy on people, hard on ideas. Be as concise as possible. Enable all opinions to be heard, assume best intentions, and seek to understand and then be understood.

So that said, let's please stand for the Pledge of Allegiance.

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

All right, roll call please.

Director Van.

Here.

Director Howell.

Director Alvarez.

Here.

Director Bradford.

Here.

Director Garcia.

Here.

Please note that Carrie Howell has an excused absent. Are there any changes to the agenda. Right. No changes, we will move on to agenda item 2.1, education sport, professional week.

Yes, good evening. So we have four recognitions tonight ahead of our school presentation and I'm going to change up the order because Sarah Baker is the representative for two of them.

So I'm going to do them back to back so you only have to make one trip up here, Sarah. How's that. OK. You're welcome, unless you'd like to walk on twice. So the first one will be for education support professionals week, followed by school retirees appreciation week.

Whereas education support professionals are involved in nearly every aspect of education, maintaining buildings and grounds, preparing and serving meals, keeping school facilities clean and orderly, assisting in the classroom, providing information technology services, administrative support functions, safe transportation, a secure and healthy environment, and many other specialized services. And whereas these dedicated individuals deserve recognition and thanks for the outstanding work they are doing in their communities and for the children enrolled in Highline public schools and whereas there are 1,754 education support professionals working with and helping children enrolled in Highline schools and whereas education support professionals are instrumental in fulfilling the district's paramount duty to prepare all students for the future they choose.

And whereas by supporting the learning environment, education support professionals are crucial partners with teachers, parents, and administrators in our public schools. Now therefore, I, Susan Enfield superintendent of Highline public schools do hereby proclaim March 7th through 11th of 2022 as education support professionals week in Highline. And I urge citizens to join me in honoring and recognizing the dedication and hard work of all our education support professionals.

And I just want to personally thank all of the people represented in this group. Two of the most extraordinary ones coming up with Sarah right now, three of the most. Oh now I'm going to get my math wrong, who really are so instrumental to what makes Highline the special place that it is. And our promise to know every student by name, strength, and need so they graduate prepared for the future they choose really requires a village.

And so I'm grateful to all of you for doing that and I'll ask you to come up and we'll take a photo with the board.

Yes, absolutely.

Well, I know. But I want to get the titles right, so. I know your names, but I'm horrible with titles. Ask my cabinet, I still get theirs wrong sometimes. So we are joined by junior, he's the office manager from Sylvester.

Gloria Gonzalez, receptionist here at central office. And Nicole Williams, paraeducator at Hazel Valley. Thanks Sarah.

You're welcome.

Our next proclamation is for School Retirees Appreciation Week. Whereas Highline Public schools and the Washington State School Retirees Association recognize educators who have retired from active teaching administration or a specialized field of the teaching profession, and whereas Highline public schools and the Washington State School Retirees Association educate and assist retirees in meeting the special challenges they face after retiring and improving their general welfare.

And whereas Highline Public Schools aids in advancing education by supporting high standards of education and thereby strengthens the status of the teaching profession. And whereas Highline Public Schools promotes group and individual involvement in charitable projects and activities and maintains interest and participation in educational and community activities.

And whereas Highline public schools supports and encourages retired educators to remain active in the education profession through volunteer activities associated with learning. Now therefore I, Susan Enfield, superintendent of Highline public schools do hereby proclaim March 21 to the 27 2022 as School Retirees Appreciation Week in Highline Public Schools and I urge all citizens to join me in this special observance.

Oh boy, OK. OK. All right, so Roberta McFarland, you're not retired yet. Well I'm sorry this just can't be. Roberta McFarland Waskowitz, who will be retiring but 25 years of service, but Diana Garcia, who is retired after 42 years of service. So please come up.

Thank you again, Roberta and Diana for being here and Sarah for the cheat sheet. OK, next we will have, is Val Allen here. Oh there she is, OK. So next is for Social Workers Week and they will be represented by Val Allen. So whereas school social workers and Highline Public Schools and across the nation serve as vital members of the educational team, playing a central role in creating a positive school climate and partnerships between the home, school, and community to ensure student academic success.

And whereas school social workers support the educational, social, and emotional development of all students by decreasing the impact of barriers to academic success. And whereas social workers participate in the development of global citizens by promoting skills for a lifetime and lifelong learning. And whereas school social workers provide interventions to address challenges such as mental health, behavior difficulties, disabilities crisis response, poverty, bullying, abuse, grief, addiction to enable students to achieve academic goals.

And whereas school social workers provide staff development training and consultation to school staff and family members on topics impacting students' ability to learn. And whereas school social workers assist families in accessing resources to improve their circumstances and the readiness to learn foundation for their children. And whereas it is fitting that school social workers be recognized for the important role they play in the lives and education of students and their families.

Now therefore I, Susan Enfield, superintendent of Highline Public Schools do hereby proclaim that March 6th through 12th 2022 is National School Social Workers Week in Highline and I urge citizens to join me in honoring and recognizing the dedication and hard work of all school social workers. And Val do you have any of our other, perfect, come on up.

And one last proclamation, and this is for NEA's Read Across America. And I will ask Sandy Hunt to come up after I read this to accept. Whereas the citizens of Highline Public Schools stand firmly committed to promoting reading as the catalyst for our students' future academic success, their preparation for America's jobs of the future, and their ability to compete in a global economy. And whereas Highline Public schools has provided significant leadership in the area of community involvement in the education of our youth, grounded in the principle that educational investment is key to the community's well-being and long term quality of life.

Whereas NEA's Read Across America, a national celebration of reading on March 2nd 2022 promotes reading and adult involvement in the education of our community students, now therefore I, Susan Enfield, superintendent of Highline Public Schools, call on the citizens of Highline Public Schools to ensure that every child is in a safe place reading together with a caring adult on the evening of March 2nd, 2022. And be it further resolved that this district enthusiastically endorses NEA's Read Across America and recommits our community to engage in programs and activities to make America's children the best readers in the world. Thank you Sandy. Come on up.

And now it is my pleasure to welcome principal extraordinaire of Gregory Heights Elementary, Robin Totten, up to the podium to share our Gregory Heights Elementary School report. So Robin, welcome. Thank you for being here.

Thank you Dr. Enfield and thank you board members. We're really excited that you invited us to share about our school tonight. And I'm very excited that during the five years I've been in Highline, it has been my very great joy to work with several potential new leaders to our school district.

And so they're going to help me present tonight. And I wanted to just briefly introduce them to you before we get started. The first one that's going to share with you is Russell [INAUDIBLE]. Russell is an intermediate teacher at our school and has done his admin internship. He now has his admin credential.

And one of his very special strengths is that he's great at working with students with diverse needs and helping them to just blossom and show their leadership. And then our school Dean Sarah Shafer. And many of you know Sarah. She's been in the district for a very long time. She did her internship last year during distance learning and hybrid.

So I tell her if she really got a run for her money on that one. She earned her admin credential at the end of last year and she's our school Dean this year. And then our current administrative intern is Jennifer Hefford Anderson. And many of you know Jennifer, she is our district highly capable coordinator and we are very lucky that she's working with our school this year.

So the three of them are going to help me present tonight and we're going to let Russel begin.

All right, testing. So our Highline promise, we live at Gregory Heights, every student at Highline Public Schools is known by name, strength, and need and graduates prepared for the future they choose. So knowing them by name, not just by name but knowing their family, their interest in building a connection and positive rapport, need. What areas of improvement does the student want. Where do they see themselves going in the future.

And then my favorite strength, where does the student excel, what do they see themselves change in the world. And talking about change in the world, let's talk about one Emmanuel Manny Edward. Manny from my class.

I've had the privilege of serving the student and learning from him. So I'll just read you this paragraph I have about him. Manny is an exceptional and unique student who has served as a role model for the rest of the students in many ways at room #246 in Gregory Heights.

He serves in our class's writing club. He volunteers to sacrifice recess in order to stay in and tutor students, I got a picture of that but it's not here, who struggle on their spelling test with amazing results. Manny has helped others in his friendship group in the class, young men learned to manage their emotions better during stressful recess situations by modeling positive choices.

Manny has also served as a narrator in the class blueprint play, which showcased the students how to make positive social and emotional choices. That play is live at our school if anyone wants to come see it for one week.

Manny is also an excellent artist and started an abstract art movement in the classroom. To top it all off, he's incredibly skilled at football, consistently wins races with other students. We're honored to call him a husky student and a Highline Student and we look forward to him changing the world in the future.

So congratulations, Manny. Very proud to have you here.

Would Manny like to say something. Would you like to say something at the microphone. You can go up to the microphone, Manny, and then we have a presentation for you.

I'd like to say I'm very grateful to be here today and to be a Gregory Heights student.

Well Manny, I just want you to know we're going to ask you to come up here in a minute to take a photo with the board and me, but I just want to say, and I think the board may have some questions for you as well. So before you come up, but I just want to read your certificate that we're going to give you.

So it says, for our Highline student superstar, Manny Edward, in recognition for going above and beyond in your studies and serving as a role model within your school and our community, we honor you as a Highline public school Student Superstar.

And Manny, there are almost 18,000 students in Highline Public Schools and there's one Student Superstar this month and that's you. And so we're incredibly proud of you. Keep up doing the great work, and I'll turn it over to the board members for any questions before we bring him up for his photo opportunity.

Director Alvarez, do you have any questions for Manny.

No questions, just a comment how incredibly proud we are. And I mean being an expert learner, I mean it's just, I don't even have any words to say how incredibly proud and just keep it up. You're going to go far.

Director Bradford.

Manny, I just wanted to say congratulations. We're very proud of you and so glad to have you here. Also to your family, is this mom. Thank you mom and your entire family, just thank you for the support that you have for him. Manny, it says here that you're running for class president. What is it that you hope to do as class president. Better place. That's awesome.

Well I wish you luck in your campaign and your election. And so just thank you all.

Yeah I'll just echo what everyone's been saying. We are so, so proud of you. Thank you for representing us, for making us look so good. Students like you are what it's all about. So thank you. Thank you. Thank you for everything you've done for Highline.

And before we bring you up, I do have one question, after you graduate from high school Manny what would you like to do. College and college basketball. All right, well then we will be there to cheer you on. So would you come up.

Manny, we're so proud of you. And Mr. [INAUDIBLE] was standing beside me saying this is Manny's second speech today because he gave one for class president earlier. So pretty exciting.

Well it is really interesting how many changes have happened at Gregory Heights over the last six years. When I first came to Gregory Heights, we had about 750 students, first grade through sixth grade. And about 67% of our students were Caucasian representing 52 countries around the world.

Now we are a school of 425 students, and we have about 65% of our students that are Black and Indigenous children of color. And we have had such a great time helping our school look like all of the children and families at our school over the last six years and we have lots of work to do. But we have wonderful children that we enjoy each day.

Our staff members, we have, as you can see, our demographic, our staff members right now is still mostly Caucasian. But we've been working hard to hire as many people of color into our staff as we can. And we realize there's one mistake on our PowerPoint that we didn't catch until last night, but it says we don't have any bilingual educators at our school.

But we, in fact, have three. And we're very excited that we have them on board on our staff. It's been something that our staff has been trying to do to also learn a second language. So we have three staff members that are bilingual in English and Spanish, one more that is bilingual in Chinese and English, and two more that are fluent enough in Spanish now to lead their own school conferences. We're proud of that.

I am working on learning Spanish and we had a family night a few weeks ago where I had a chance to try out my skills for the first time and people were so gracious to me. We realized that learning a second language is not an easy thing to do.

At Gregory Heights, we believe every child will grow to proficiency and social emotional development and academic learning by building on strengths with intentional support and culturally responsive strategies.

This data shows that we are outperforming the district average in language art shown by the fall SBA. This shows that we're keeping pace with the state scores in language arts. This shows that we're also keeping pace with the district average in math.

And here we're keeping pace or slightly below the state average in math and this will be our content area of focus for next year's annual action plan.

This five year trend shows that reading is slightly up. And our five year trend here is fairly consistent. Again, Math will be the focus of our school's annual action plan next year.

Our science data shows that we are outperforming the district and slightly below the state. This is our I Ready reading data. It shows that Gregory Heights is getting closer to the national median percentile growth of 56%.

Our I ready math data shows that Gregory Heights is in the upper range of growth and performance of the Highline elementary schools. A strategy that we've been using was individual data chats with our students.

This helps our students know their strengths and needs. Students set goals, monitor their progress, and participated in a school-wide incentive program where we delivered yard signs to families of students who had met their goal.

Our attendance data has maintained at about 96% average daily, or excuse me, 94% average daily attendance. And we have an attendance team that meets weekly, helping families remove barriers to being at school.

One of the interesting things we've noticed this year as attendance is slightly trending down is that we have many students who have had to quarantine, sometimes as many as three times during the year, as being a close contact or also having COVID themselves. And so those quarantines, as you know, were 14 days at the beginning of the year. Now move down to 10 and then down to sometimes five. So that has truly impacted students attendance.

We've also noticed there's an interesting phenomena since last year's distance learning that many families are now feeling like taking a vacation together is not a problem. Let's head out for a couple of weeks. So that's a phenomenon we've noticed this year more than ever before.

This slide, I don't know, I personally find it a little confusing. So I'll tell you, the one thing we are most proud of here is that seven years ago, we had 43 out of school suspensions. And that was not happy for us.

We've worked really hard on that, we cut it in half immediately the very next year. It reduced year after year until the year before the pandemic, we were down to only one out of school suspension. And we have not had a single suspension since, not even this year being back in person or last year in hybrid.

We're very proud of that because we are working hard to keep our kids in school and engaged and building relationships so that they can be more successful.

These are our Highline pillars, equity, construction, relationships, and support. At Gregory Heights, we've been doing some school-wide strategies that revolve around those pillars. We've been working on equity and inclusion, a multi-tiered system of support and acceleration.

We've built in supports for our tier one, tier two, and tier three students. We've moved from a pull out model to a push and model of support. Our strategy has been to use teacher teams to analyze data and identify student strengths and needs.

When it comes to school culture, we've worked super hard to build a collaborative culture among staff and a supportive culture for families and a place where kids can feel a sense of belonging. And I mentioned one of Russell's strengths when I began, but I didn't get a chance to mention one for Sarah and Jennifer and I want to let you know that one of Sarah's great strengths has been working on professional learning communities.

Teaching staff members to utilize data to help identify kids strengths and needs and identify kids and what strategies we could use to help them grow. So that is a school-wide staff strategy we've been working on over the last three years.

Also, we were one of the schools that even before the pandemic hit and the district decided that we were going to make individual contacts and meetings with families before the start of the school year, at Gregory Heights we had already been doing that with great success. And it was an idea that was given to us by our families.

And so we were very excited to see how that helps us build relationships. And even though that may not be required in the future, it's a strategy we'll keep at Gregory because getting to know our families that first few days of school is really important and powerful.

We have lots of clubs that our kids are a part of. And we're very proud of that and we've worked really hard to make it possible for every child, no matter what their financial need and no matter what their family's situation, to be able to be involved in those after school clubs.

But we are also especially proud of the way that we've engaged our families. And so we have a group of parents that meet twice a year. And then some of them help us in between. And we meet for what we call a [SPANISH], which means let's talk. And so it is a chance for our Spanish speaking families to come together.

They choose the topics that they like us to help them learn about and we work together on how we can help our kids grow. And we just had one a couple of weeks ago where we focused on reading and helping every child learn to become a great reader at home. And so we're really excited too because our families have given us a lot of good information about how to improve as a school.

What they need, what they like, and one of the things they keep telling us is, no matter what color my child is, it's so important that my child succeeds academically. And so that is one of the things we're really working hard to make happen. Last spring, we did calls to as many of our BIPOC families as we could reach at the end of the school year and that turned out to be about 70 families.

We asked them five specific questions. And again, one of the things we came away with was, please continue to make the walls of the school reflect who the children are at the building. And also, please help our children meet all the benchmarks because we want our kids to succeed academically.

When it comes to growth and mastery, again, as Sarah shared, we have three strategic strategies we've been working on. Equity and inclusion, and also multi-tier system of support and acceleration. And so we're excited about growth and mastery that we're seeing in a couple of areas specifically. We've been working hard to accelerate learning for every student.

And that means that we are helping our kids understand what they need to know, what they're good at already, as Russell named, the needs that they still have to work on next. And we've started the last couple of years working hard to help our students set their own goals, monitor their own progress, and think about the strategies that they can utilize to get to those goals and targets.

This year, we're working hard with students having a power goal in reading and monitoring the progress in those goals every two weeks. The reason we're excited about that strategy is because the research says that when kids learn to set and monitor their own progress and their goals, it's a lifelong skill. But it can also help them make gains as much as a year and a half in learning in a year's time. And we have certainly seen that with many of our students over the last year.

Another strategy toward growth and mastery we're excited about is universal design for learning. This is a great strategy for inclusion. We've been working hard to make sure that kids who traditionally were in a self-contained classroom are now in a general education classroom and that they can participate just as any other student would.

And so that means that we have to have multiple entry points to the learning. Multiple ways for kids to show their learning. And this year we have a team of six at Gregory Heights who are working really intentionally on, how do we develop learner profiles for kids so that they can determine what makes them an expert learner. I was in a classroom a couple of weeks ago watching first graders talk about what it means to be in flow in the learning process. And they were talking about, am I a better learner at my desk or on the floor by myself or with a team.

Am I a better learner when I'm using my best strength or when I'm not. And they went on and on. In fourth grade classrooms, it looks a lot like kids beginning to determine what am I really good at, how can I use what I know in math to learn more about science. Or, I'm a really good reader, how can I use that to become a better writer.

And so helping our kids develop their learner profiles has been a focus for us this year. And then making sure that kids have multiple entry points, so we've got teachers who are exploring using learning menus that kids can choose from, making choices about how they show what they know, does it always have to be in writing, could it sometimes be spoken, can we sometimes draw it. Can it be through a learning platform digitally.

And then we are also one of the first schools in the district that began what's called highly capable clusters. And we're pretty excited about those, how those have blossomed over the last five years. So traditionally, highly capable students move into a self-contained program and often that means they move away from their home school.

But at Gregory Heights we found we had a lot of kids who didn't want to move away from their home school. They wanted to be with their neighborhood friends. And we said, why can't we follow what the research says, that highly capable kids could be clustered together within a classroom.

And we can use accelerated learning strategies that they'd have over in a self-contained program, but they can use them in their classroom every day. And we have learned that those accelerated strategies are great for all kids, not just highly capable learners.

And so we're proud to say that we've been having highly capable clusters at Gregory for the last five years and they're a great part of our inclusive processes.

Our digital and media literacy at Gregory Heights involves teaching digital citizenship to our students in kindergarten through fifth grade. Prior to the pandemic, Gregory Heights had a 2 to 1 ratio of technology to students. Now, with the district support, we are at a 1 to 1 ratio. Our first grade students are involved in using STEM kits to further their education. Our second grade students have a robotic science kit that they work on, which they learn coding. We have been utilizing a variety of platforms like Seesaw Google Classroom, Snap to Read, and Raz-Kids to support every student in classrooms kindergarten through fifth grade.

We've been using our ESSER money to have a math Olympics club at Gregory Heights. We are using acceleration strategies for students who are not yet at standard in grades third grade and fourth grade to be involved in challenging and rigorous tasks and activities. We are accelerating their learning and we would like these students to participate in a math Olympics competition next year.

Even though Gregory Heights is not one of the bilingual schools in Highline, we have many bilingual and multilingual students. And so we've been using a strategy called co-teaching, where the classroom teachers in the room and another teacher comes in for a 90 minute chunk of the day.

During that time with two teachers in the room, we can really help differentiate and help our language learners as well as our special needs students be included and successful in their classroom doing grade level equivalent work. And so we're very excited about how that is progressing.

And those classrooms often use a strategy called translanguaging, which means that the lesson and all of the directions for the lessons and materials used for the lessons are presented in at least two languages throughout the classroom. So we're very excited about how our students have been succeeding with our co-teaching process.



And I also wanted to mention one more thing about highly capable that I neglected, but I think it's important. I've been trying to name for you one of the strengths of each of our new leaders and I wanted to let you know that we're very proud of Jennifer Hefford Anderson and her work with highly capable. One of the things that she has really focused on is thinking about traditionally and highly capable programs, those are often just Caucasian students. But we know that every race and nationality of students, there are gifted children. And Jennifer has worked really, really hard over the last two years to change the process for entrance, look for tests that are culturally responsive. Look for processes that look for all the strengths in children.

And one of the things we're excited about is across the district, her efforts are showing that many more BIPOC children, Black and Indigenous children of color, are qualifying for Highly Capable. And that just meets our heart because we know that kids are bright and capable in any race or any nationality.

So I wanted to thank Jennifer, especially, for her hard work on that too.

Here are the things that Gregory Heights is doing to align our work to the goal of high school graduation. We've been holding an annual kindergarten jumpstart at our school. This year, fall 2021, we also had a first grade jump start.

This was the first year we did this and we held this jump start because those students in first grade did not have the opportunity when they were kindergartners. We believe that transitions are very important for students and families to help them meet the goal of a high school graduation. One of the ways that we are doing that is working on the students transitions from our elementary school to the middle school. We have the school counselors from the middle school come and meet our students and talk to them about middle school.

And that is actually happening this month for our students. We also have a time where the teachers and staff can meet with the school counselors to help meet the needs of our students by student for their transition.

We are always keeping in the forefront the milestones of graduation. We know that phonemic awareness in kindergarten is one of the best predictors of a high school graduation. We are helping our teachers and families understand that readers by third grade predicts graduation and a healthier and long life.

So thank you for letting us come and share about our school. Do you have any questions for us.

I bet we do. I'm going to cue up Director Bradford and Director Vang, you are next, just so you know.

I just wanted to say thank you all. I don't really have a whole lot of questions, but your presentation was very thorough and just the excitement that you all express in sharing sounds like Gregory Heights is a really exciting place to be. I am really pleased to hear about the high school graduation focus.

I know that a lot of times, I remember myself as a parent, as my child went to kindergarten. Not necessarily talking about and thinking about high school graduation. But I love the way that you all are really backwards mapping to a degree and celebrating and acknowledging and helping families to be aware of those milestones. And so I want to commend you for that.

I also want to commend you for the work that I hear you doing around highly capable programming and making certain that the entrance into highly capable is really being achievable and attainable for all families. And so just, again, just thank you for the work that you're doing. I know that this has been a most challenging and also rewarding time. And so certainly see you and are grateful for you.

Thank you Director Bradford.

Yes.

Thank you, Director Van.

Yes, I apologize for not being there tonight. I did go over your PowerPoint presentation and I will just respond via email. There are some questions but I don't have the presentation in front of me so I apologize but congratulations for improving year after year and looking forward to see a lot more. Thank you.

Thank you.

And again, I want to echo all of what everyone has said. But also I'm really proud of having the opportunity to hear that having the extra clubs, even though you're not a bilingual biliterate school, or I mean a dual language school, that you're still encouraging that because you know there are already many of your students are bilingual. So thank you for doing that and having those programs also. For our Latino families who are gathering a couple of times a year to really help not just grow with you all, but that'll help learn. It'll help them help their students in school, knowing what's going on.

So again, thank you for all that you're doing.

Thank you.

And Robin, I just want to say and to the entire team, thank you for being here tonight. Thank you for your leadership and thank you for living our Highline promise each and every day the way that you do. And I think what stands out most of all for me is your commitment to creating a school culture where every student, every adult, is seen and respected and supported and feels a part of a true school community.

And Robin, I see that your husband is here, I believe, in the audience as well. And I think we all know as leaders that it's our support network that keeps us going so I want to give a nod to you too. It's good to see you but thank you so much for being here and keep up the wonderful work. And again, Manny and to your family, thank you for being here. You make us very, very proud. Thank you. Thank you.

All right, all right. We are going to move on to scheduled communications. So again, I'll remind folks, just please consider the group norms that I shared at the beginning of the meeting today. Please take a moment to read the public testimony, but one of the points that I'm going to highlight is that board members are not going to respond back to any of the speakers today. That's just part of a protocol.

But we do welcome any opportunity to do follow up. We can do something after the meeting, we can do something, a scheduled meeting after this another date. And yeah, if we fall outside of these public testimony guidelines, it's my obligation as the Board President to terminate it and move on to another speaker. So hopefully I don't have to do that. And can I get the first speaker, please. Is there a Caitlin Gribble.

Hello, my name is Caitlyn Gribble. I appreciate the opportunity to speak to the board. Dr. Enfield, today. Thank you so much. I see a lot of familiar faces.

I see some principles that my children were directed under. I see Dr. Enfield, who I see on my daily dog walks. Anyway, I've been a Highline parent since 2003. And all three of my children have graduated through Highline. I have been a school district employee for 13 years. I love my job.

It is only now that I feel the need in my heart to speak up about what is being forced upon students and staff. At the start of this year, a grassroots movement of parents across the state submitted public disclosure requests or PDR's, to more than 60 school districts. These documents were prepared by tribal lawyer Lewis Ewing.

You have already received these lengthy documents and should be familiar with their contents. The Washington Parents Alliance, commonly referred to as WAPA, continues to grow and currently has more than 10,000 active participants with more school districts coming on board every week.

Washington Parents Alliance is a grassroots, non-profit organization. And you will not find much information about WAPA if you search online. This movement of parents has gathered to educate themselves on the Washington State laws that create and govern our school system.

For too long, we as parents have been ignorant or uninvolved in matters that influence our children's experience in school and we are committed to take full responsibility for that mistake. In the last two months, as public disclosure requests have been presented at school board meetings across the state, we discovered something shocking. We discovered that the majority of school board members seem to be just as uninformed of the laws that govern them as we were.

My hope is that we can learn together as a strong and positive force for the kids. Type RCW28a into any search engine to begin the journey. RCW28a specifically addresses common school provisions.

Back to these pesky PDR's, as we shared these documents to board members, we were met with multiple reactions. Many were grateful for the efforts parents were making to help them find information from state agencies that they were also curious about. They appreciated that we were bringing attention to laws that the schools might be violating.

Other board members reacted with confusion and others revealed a little. They knew of the recent laws passed or amended that legally compel them to attend trainings they may or may not agree with. I am referring to compulsory trainings provided by the Washington State School Directors Association or WSSDA.

Thank you. Is there a Fiia McGann in the audience. Thank you. Did I get the name right.

Good job. Thank you. I appreciate you allowing me to speak here, I'm a parent in the Highline School District. I need my glasses.

OK I can see now. So we knew we were not following protocol when we sent our PDR's to your homes rather than submitting them to the public information officer of each district. We were using the PDR process to do the job that our County sheriffs and your legal counsel should have been doing, educating you on the laws the schools could be violating as they have forced or coerced vaccines and masks on employees and students.

As described in the PDR'S, the Social Security Act, as codified in federal law, Title 42, chapter 7, Subchapter Roman numeral 19, section 1396F, as codified at 42 U.S.C. 1396 F appears to provide a federal religious exemption from all medical treatment or testing based upon religious objection.

How many teachers and staff applied for religious exemptions from the experimental COVID 19 vaccine and were denied. How many invaluable teachers and administrators were forced to quit or be coerced into getting a medical product they had hesitations about. Every state in the union has a law on informed consent, which outlines that medical doctors must inform a patient of risks and benefits of any medical product or device and receive a consent to administer the drug or device without coercion.

Is it possible that threatening one's job if they do not take a vaccine could be considered coercion. Medical doctors did not mandate your employees get vaccinated. The districts did. Is the district comprised of medical doctors who have the ability to carry out informed consent.

How about section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment Act of 2008, which clearly outlines that a medical diagnosis from a doctor is not required to get an accommodation for a disability.

How many parents in your districts applied for a medical exemption for their children who had difficulty wearing a mask. How many were coerced into thinking they were lawfully compelled to provide a medical diagnosis to get that mask exemption. And how many were denied such even after getting a doctor's note. Thank you.

Is there a Lauren Welch here.

Hi, I'm Lauren Welch and I'm also a parent of a student at Highline. Page three of the Section 504 and Students with Disabilities PDF, found on the website for the Washington Office of the Superintendent of Public Instruction, also referred to as OSPI, clearly states that a school cannot require a parent to provide a medical diagnosis to evaluate a student. Yet Seattle School District required a medical diagnosis on their mask exemption forms. How many other schools played this trick on parents, insinuating that parents needed to jump through hoops to protect their children when lawfully they did not.

When public officials imply authority they do not have or insinuate lawful requirements that do not exist, is this not operating under the color of law. We're not lawyers, but last we checked, operating under the color of law is called official misconduct and it's a gross misdemeanor in this state. RCW 9A.80.010 official misconduct. A public servant is guilty of official misconduct if, with intent to obtain a benefit or to deprive another person of a lawful right or privilege, A, he or she intentionally commits an unauthorized act under color of law or B, he or she intentionally refrains from performing a duty imposed upon him or her by law. Two, official misconduct is a gross misdemeanor. [? WPPA ?] served you these public disclosure requests as a courtesy and a favor to inform you of the possible legal liabilities that your own WSSDA lawyers did not.

The state agencies that compelled school districts to carry out masking and vaccinating measures knew that the safest way to avoid legal liability for vaccine injuries and the harmful effects of long term mask wearing was to pass that liability down to the lowest local level, the school district.

Why did WSSDA send a statewide alert and advise schools to seek legal counsel when they were informed that so many districts across the state were being served identical public disclosure requests asking for unidentifiable records. Thank you.

Thank you. Do we have a Zach Welch in the audience.

Hello, I'm going to wrap up that letter. My name is Zach. Thank you. Thank you all for giving us a chance to read this to you. Through our public disclosure request, we were alerting our school board members to the legal liability that their own legal counsel may have been too nervous or unaware of to share with them. If you claim you were just following orders from the state, is that good enough.

Will that protect you if down the line it's proven that the governor's emergency order was based on poor, maybe fraudulent data. Finally, it is important to note how many of the requests we made in those documents were in a sense rhetorical questions.

We asked for specific documents on safety data for the EUA, the emergency use authorized COVID 19 vaccines that we know do not exist on any of the ones authorized under the Emergency Use Act. We did this to point out that these documents, they probably should exist.

How can vaccines be mandated for teachers, staff, after vaccine manufacturers have been so reluctant to share that type of data or put an insert in the actual vial with the emergency use vaccines if they're unable to share that with the public.

And the inserts that are not in the vaccine packages that were authorized under the emergency use authorization, so we asked for proof of FDA authorization because we know it does not exist. The vaccines are still only under the emergency use authorization, which is another way for vaccine manufacturers to exempt themselves from liability for the injured.

These are bold statements, but they are meant to help you, us, see through the veil of censorship that has kept the real data from you, from us. Our movement is comprised of teachers and staff who have already been injured by these vaccines, bus drivers who suffer from numb extremities, basketball coaches who have paralyzed arms, teachers with strokes, blood clots, too many who have already buried their parents who died of heart failure after taking vaccines.

The vaccine, specifically the EUA vaccines. Please, just asking you to get curious, dig deeper. Our fervent goal is to work with you, not against you. To the testimony guidelines and one of the things that Aaron Garcia points out at the beginning, to assume the best intentions about others. I have one kid in Highline, another one that's going to be there next year. All of my kids have traditional vaccines.

I would say, legitimately, if I felt like these were safe to mandate, I think everyone in this room would be open minded enough to consider it. This is a real concerns that we have. These are not political in nature or meant to grandstand at all. I really appreciate the idea of assuming the best about others.

So our most fervent goal is to work with you, not against you. After all, we are neighbors in the same community who ought to be looking out for each other. May God deliver us from this one good decision at a time. Or better yet, you guys can deliver us.

Thank you. Is there a Stacey Manning in the audience. Oh, is there a Stacey Manning. All right, is there a Sahara Alvy in the audience.

Good evening. Thank you for giving me this time to speak on issues of masks in schools. As a parent of two elementary school children at Hazel Valley, I want to commend the staff there for their efforts to keep our kids safe during this ongoing pandemic.

Schools have been the place where families know they can send their children to not only get an education but where they can also learn to be compassionate and contributing citizens to their communities. In my view as a parent and PTA member, Hazel Valley has done two things in particular that has contributed to keeping our children and their families safe from COVID. The first thing is that Hazel Valley is committed to providing their students to have outside lunch. And the second is that the staff and students have done a remarkable job of wearing masks while maintaining their joy for teaching and learning.

We know that when we send our kids to school to be taught and cared for, we trust that they will come home a whole, cared for person. We have seen this in real time through the peak of the Omicron virus, which has caused so much devastation in our community. What this surge has shown us is that this is true. When the peak was at its highest in January, it was the consistent care that schools showed our community by maintaining masks and outdoor options for our kids that kept community spread minimal at schools.

When we speak about equity and inclusion, we cannot leave out care and compassion. The caring thing is to think about how we keep others safe. We know that wearing masks is one of the ways to keep others safe from an airborne virus.

We also know that not all masks are equally effective and that there has been a huge disparity for access to N95 masks. We know that not everyone in our community is protected from COVID. Children under the age of five do not have the opportunity to get vaccinated. And we know that there are households who have vulnerable family members among them. Because we know this, our schools should continue to provide high quality KF 94 and N95 masks for our children and adults who want to wear them. The community trusts you, the school district, to protect all our children.

You do this when you provide the lifesaving resources to all children without barriers that come from different socioeconomic statuses. This is where equity work becomes visible, when all students have access to the things they need to survive and thrive. We want to give students agency and empowerment to make the best choices for themselves. The schools need to provide the tools and resources for students to make those good choices. Please keep quality masks available for our students and staff and keep policies and practices in place that will allow us to be stronger together. Also, as the president of the PTA at Hazel Valley, I'd like to take this time to share a message from another parent.

This is a parent who has four elementary school age and one middle school student all living in the Highline community for the last nine years. There have been comments in the thought exchange and previous public comments about choice and freedom of choice about masking. I want us to take a step back and ask freedom for whom. As our state moves to remove required masking in most settings in the coming weeks, it will be up to the individuals to make the choices to wear masks they need to protect themselves, their families, and our community from the spread of COVID.

I want to call attention to the fact that this is only a choice if the infrastructure is in place for all individuals to be truly able to protect themselves. If there is a family who has children in the household unable to be vaccinated because they're under the age of five, unless they can afford to purchase K F95's for their school aged children, our mask requirement is the best protection against COVID. For the family with medically fragile individuals at home or a multigenerational household, our mask requirement has been their safety net.

We love to talk about equity, which we should be doing. But if we were to move forward removing mask requirements in schools without proper infrastructure in place to protect the collective, we'll be guaranteeing inequitable outcomes for our students and families who are unable to afford masks with high level of filtration. Let me repeat that.

If a family wants to make the choice to protect themselves with masks and they have the money to afford \$40 masks per box, but another family who also desperately needs the protection and cannot afford it, we as a district can choose to address that inequity. Thank you.

Is there a Jeb Binns in the audience.

Good evening, Dr. Enfield, board, my name is Jeb Binns and I am a fully vaccinated and boosted parent of a Sylvester Middle school student, the chair of the History Department at Highline High, the Vice President of the Highline Education Association and a State Director for the National Education Association.

And I am here asking you to lead and to navigate a difficult path. The governor has announced his intention to lift the mask mandate on March 12. To eliminate the most important single layer of protection afforded to me and to our community.

I am asking you to exercise your authority and not lift the mandate until all health authorities no longer recommend masking in congregate settings. I am stressing the word recommend intentionally and while I stress that I ask you not to conflate recommend with require, I ask you to think about the implication for our nearly 18,000 students, our 1,200 classroom teachers, our 750 classified staff and the myriad of family members connected to the aforementioned.

Today, the social studies teacher that I am, I pulled my ninth graders in an anonymous Google Form to get their take on the situation. I let them know I was speaking tonight. This is, of course, the class that missed their in-person 7th grade spring, their entire in-person eighth grade year. A group that, by and large, I honestly thought would jump at the chance to remove a mask as fast as you could go.

Here's what I found out from my sample size of 110 students who were there, all of whom participated without coercion. Question number one, have you or a close family member had COVID. 53% of my students said yes, that they or a close family member had COVID. No said 31 and 21 said I don't know. We never got tested.

Question two, should masks be required in congregate school settings. And yes, my ninth graders know congregate. You're welcome.

Yes. 85%. 85% of this group that I was sure was going to be like take these things off my face, 15% said no. Question three, if masks are not required, do you think more people will contract COVID 19.

93% of my students said yes. They felt they would be more likely and would contract COVID 19. And question number four, will you feel comfortable attending school, again, comfortable attending school if students and teachers are not masked.

58% of my students said no, they would not feel comfortable in their school. So if we value our students, and if we truly value their social emotional well-being as we espouse on the daily, I urge you to hear their voices. The voices of those who don't want to miss out on any other educational opportunities when yet another wave of COVID 19 rips through our community.

Please do the hard thing. Do the right thing. Keep us safe.

Thank you. That now concludes our scheduled communication. Up next, we have superintendent updates.

Thank you, President Garcia and good evening, everybody. First, I want to congratulate the board. And frankly, the entire Highline community on the selection of Dr. Ivan Duran as the next superintendent.

I don't think you could have chosen a better person to take the helm. As I've known Ivan as a colleague for many years, I've seen him lead. He's also taken a keen interest in our work here in Highline.

When he first came to Bellevue a few years ago, he reached out to me and asked if he could come and sit in on one of our cabinet meetings and learn about the work. So he is deeply knowledgeable about the work in Highline, deeply committed to the work in Highline, and I am sure will take it to the next level.

And on a personal note, I will say that when I was asked what was it that I wanted to see in my successor, of course I want someone who's brilliant and believes everything that we believe and will do all the things a good superintendent needs to do. But I said I want the next person to not just lead Highline, but to love Highline as much as I have for the last 10 years. And Ivan will love Highline, so congratulations Dr. Duran, congratulations Highline on that choice.

I do just want to acknowledge the fact that, yes, the big news this week, in case you missed it, is that the governor has announced he is lifting the mask mandate March 12th. And as we know, there are many opinions and emotions on this issue. We have consistently, since the beginning of the pandemic, followed the guidance of DOH, our Department of Health.

We are expecting the Department of Health guidance out next week. We already know what the CDC and our local King County Public Health has said but we're waiting on DOH. Once we have the DOH guidance, we will be communicating out with families what that means for Highline after March 12. So that information will be coming once we have those guidelines.

And with that, I would like to invite Kathryn Petersen, affectionately known as KP, who is helping us manage all of our ESSER dollars and strategies just to give you a quick update on I think one of the hallmarks of our ESSER strategy, which is our care. Our community on allocating resources equitably, which is a group of community members who came together to determine how we might allocate a set aside portion of our ESSER dollars to meet community driven needs. So KP I'll turn it to you.

Awesome. Thank you so much. So as Dr. Enfield just said, I'm here to give just a quick update on the committee for allocating resources equitably here at Highline. This was a first attempt at Highline to really run a committee like this, to have a community led kind of effort to steward a portion of our ESSER funds.

This group convened for the first time in September. We had four meetings between September and December, we met monthly. This committee was comprised of over 25 different individuals representative of all aspects of Highline representative of parents, community members. Students were also a part of this group.

We tried really hard to include individuals from the special needs, PTA, bilingual families and families who identified from all sorts of races and ethnicities, as well as ages here at Highline, so it was a very well-rounded and robust group. Like I said, we convened four times. Over the course of those four meetings, we really led a values driven process here at Highline where we started with asking families and the community what they value, not just in school but in their own lives and within their own communities and families.

From there, this group had the opportunity to build on that and envision what it would look like if schools looked like those values day in and day out. From there, they built on that to really think about where is Highline today and where could Highline be tomorrow if those values were present. And from there, the group was able to recommend four different areas where we could really focus as a district with our ESSER funds to better support our students in our communities.

We are still deeply in efforts of planning around this, but so far, the committee had put forth their four recommendations in December to really focus on student support. So mental health, social emotional supports for students, creating better opportunities for students to build relationships with one another through play, through conflict resolution training, through community building activities inside and outside of school and really beautiful spaces through which to be able to do that.

They also really focused on the idea of inclusion. So that was something that we heard all the way through from really making sure that families understood their rights and responsibilities as a parent as it relates to the IEP process, multilingual supports that are available to them, and really making sure that students at the margins are centered in our efforts.

And so really taking all of that feedback, we also heard a distinct ask for us to really think about how we listen to student voices and how we highlight student voices and how we give students the ability to make decisions as it relates to things that are happening in their buildings.

So we are still deeply in the planning process as to what this looks like in the context of later this spring and next year. So we will be providing some additional pamphlets and updates on the website and all those good things once we have gone through the planning process. It is deeply integrated in our overall budget and project planning process right now.

So we're really trying to be mindful that we are appropriately resourcing each of these asks in all areas of Highline and we are really excited to be able to share that as we move through the next couple of months.

Thank you KP. Any questions from board members. OK.

Thank you.



And again, we'll keep you updated. But this is really I think work that is unique to Highline and that I'm particularly proud of. So thanks for your efforts and leading that, I appreciate it and before I have Sandy come up for her brief comments, I did forget one very fun thing. If you want to see something terrific, head out to Maritime High School on the Olympic campus. They are building canoes. And I was out there today and could see them building the canoes.

It's impressive work. The staff and the students are truly, deeply engaged in this. And so it was impressive, it was very, very impressive. So kudos to our Maritime high school staff and students, they're doing tremendous work. And with that, HEA President Sandy Hunt I'll turn it to you. And then that will conclude my update.

Thank you. Thank you board of directors and Dr. Enfield. Wow. Wow, I think we're at a crossroads here. I have a letter that I wrote with some other presidents. I'm going to leave it for the board. I'm not going to read it. I'm going to talk about our community and my appreciation for your concern about my members.

We were there in the room, making sure that people were not forced to get vaccinated. And be able to keep their job, no coercion whatsoever. So when Director Garcia says, let's start from common ground, I really want to appreciate your concerns about our educators. Because that is one of the most important roles that the union fills, to make sure that people have the rights met, to make sure that they keep their jobs, and to make sure that they're able to not be discriminated against.

So if we can put that out there as something that we have in common and build off of that, I really do appreciate that. So for those of you who are actually from Highline, and parents here and really living and working in our communities and sending your kids to our schools, I really look forward to building a relationship with you.

Outside agitators are people that are bringing in information for the purpose of destroying the relationship that we have personally in our district between our teachers, our parents, and our kids, just need to stay home. We do not need those people somehow educating us.

We are about the rights of our parents, the rights of our kids, and the rights of our teachers. And we want to work with you. The last thing I want to see is this community fall apart like we see so many communities around the country.

So please work with us and don't bring in these outside people who are just trying to drive a wedge between us. You know, this is what our community stands for. And it stands for loving our children and caring for our teachers and our educators. And I just beg you to not go down a path that divides us.

I have teachers listening in and writing to me on my cell phone. And they're very concerned about how our parents are perceiving us and very concerned about that they don't care about our safety. You heard Jeb talking about, he sees 150 kids a day. And if they're not masks, if he has immune compromised people in his family, he's very concerned. And we have a lot of people writing me.

If you care about teachers keeping their job, the ones who are writing me are the ones who are going to have to quit if people aren't wearing masks. Those are the people that I'm concerned about. So the masking is, yes, moving from requirement to recommended. So let's all support those folks who need masks in order to stay safe and to keep their job.

And then we'll support the folks who are unable or unable for whatever reason to not get vaccinated. And we want those folks to keep their jobs. And we're all about keeping our jobs and working together for the community. So I will leave my comments there. Thank you.

Thank you, Sandy. And that concludes my report for tonight.

All right, we are now on agenda item 5.1, legislative report. Earlier in the day I had sent out just targeted lists of different legislative policies that I'm keeping an eye on. We are going to find out at the end of this week what's moving forward, what isn't, in the state legislature.

Keep an eye out I think there is promising movement around stabilization and getting additional resources for nurses and counselors and psychologists. So just keep an eye out, contact your local electeds. There's a lot of amazing work that's happening during the session. Yep.

So that's it for my legislative report. We're now on agenda item 5.2. Director reports. Director Van, are you ready.

Yeah, I think his phone died. Director Van, no, I saw light like off.

Thank you. All right. Director Alvarez.

I have none. I just want to just make a comment around our superintendent search and the process of received a lot of messages from several community members just stating that the process, they felt, heard that it was inclusive and just thanking the community for their involvement for sending their feedback.

I mean this really helped us as we deliberated around who was the best choice for Highlin. So I just want to, again, thank the community for just being involved in the process. So thank you again.

Thank you. Director Bradford.

I don't have anything but I did want to thank you for that legislative report, that was really helpful and to have the dates and timelines and things on there. So thank you for that.

You're welcome.

The only thing I'll add is I just want to give a shout out to the Evergreen Band Booster Club. They raised over \$20,000 for the Evergreen band.

Wow.

And they're going to be going down to Anaheim to compete this spring, I think. And also might be making a trip to Disneyland. So I'm so excited for that. And yeah, just thank you to all the people who supported the program on Saturday, the Jazz gala was amazing. We had a great turnout.

That is my update. Oh, and now that moves us to action item number one, resolution 0122 state bond guarantee. Do we have.

Andrew Burgess is going to come up and we have some esteemed guests with us, so Andrew.

Yes, thank you board members and Dr. Enfield. We have a couple of resolutions before you 0122 and 0222, both of which have to do with refunding of long term debt from a couple of bonds. 2011 and 2012, and you periodically have an opportunity to refinance bond debt when the conditions are right. And we feel like the conditions are right.

The first resolution has to do with a state bond guarantee, basically making that more appealing for investors. And the second resolution, 0222, has to do with delegating to the appropriate parties the execution of that refinancing of our debt. It's referred to as refunding.

And so I have a few folks here then to get into some details and then answer some questions. I have [INAUDIBLE] from ESD 112 and Jim McNeely, our bond counsel from Foster Garvey, and Trevor Carlson from, he's our underwriter from Piper Sandler.

So each share briefly and then take any questions you have. So Marc.

Good evening President Garcia, Dr. Enfield, pleasure to be here members of the board. As Andrew said, we have an opportunity every once in a while to refinance existing debt of the district. We have three bond issues that are eligible for, we call them refunding. Two that we can do now and one that'll be six months from now.

This is the first time we've been able to do it under current tax law. So I'm going to just, again, I work as the district's financial advisor. I sit on your side of the table and help make recommendations for the board. Trevor Carlson is the underwriter.

He'll talk a little bit about the market, what we're projecting the results would be. We won't know until we're actually in the market. And then Jim will talk about the resolutions themselves.

So we're mainly here to answer questions that you have, rather than give a long presentation. So please ask them along the way.

Thank you.

Great. Thank you Mark. President Garcia, members of the board, Dr. Enfield, thank you for the opportunity to be here tonight. My name is Trevor Carlson, I work for Piper Sandler, the district's bond underwriter. From just a high level perspective, these bond refinancings are available and economically feasible to us at this period of time because of the interest rate environment.

We're still in a very low interest rate environment. There are some push and pulls happening right now. War inflation and some conflicting information out there. So we're monitoring the situation, but in the grand scheme of things, the interest rate environment is still very favorable and low to go forward and execute with the refinancings.

There's approximately \$33 million of outstanding bonds that are refundable. Those 2011 and 2012 bonds, and at this point in time, again, as interest rate changes, these savings figures change slightly. But right now we're projecting the savings for those two series of bonds that will look to refinance in the next couple of weeks is a net present value savings of about \$1.2 million.

And those are taxpayer savings, those are not district general fund savings. Those are taxes that were anticipated. Debt service to be collected. That debt service schedule will be reduced by that total amount. So over the next couple of years, maybe two or cents in millage rate or tax rate, again, kind of depends a lot on how quickly your assessed value increases, right. That math there.

So a couple cents on the tax rate. The plan to move forward is to have a conversation with Moody's Investors Service in a couple of weeks on March 17 and execute and lock in the final borrowing cost, fixed borrowing costs April 5th and actually close the transaction, finalize all the documentation, on April 26.

And speaking of documentation, the resolutions that are put forth for you, Jim McNeil and his team put those together. I'll let him chat about those.

Thank you, Trevor. President Garcia, members of the board, Dr. Enfield, it's a pleasure to be here. My name is Jim McNeil. I'm a bond attorney with foster Garvey. We represent the district with respect to finance related matters. We draft the Levy resolutions and bond resolutions and assist the district with expenditures related to those types of financings.

Before I jump into a brief summary of the resolutions, I'd just like to thank Kate, who is not here, but also Andrew. You can see by the documentation that there's a lot of detail that goes into these documents and the official statement, the prospectus that's used to sell the bonds, your team just did an outstanding job and are to be commended for how well they've done.

Their work on these refundings, helping the taxpayers save considerable dollars. And then also just like to thank Mark, [? Pressing ?] and Trevor for their help as well. As usual, this takes a real team to pull this together and we're very thankful for that.

Resolution 0122 is what we call the state guarantee resolution, SBG resolution. This authorizes the district to request participation in the state guarantee program. Remember, all voted bonds that you've issued have been guaranteed by the state of Washington. The state will pledge its full faith and credit in order to repay those bonds specifically. This resolution authorizes you to participate in that program and then designates the CFO, as well as the Secretary to the Board and also the Chief Policy and Strategy Officer to file that application with the state of Washington.

That's resolution 01, 02 is what we call the delegation resolution. By adopting this resolution, you're authorizing the issuance of the refunding bonds. This is actually a contract between the district and the district's bond owners. Remember, the underwriter actually buys these bonds and then turns around and sells them to investors. It's those investors that own your bonds and that's the contract that this resolution forms. The proceeds of the refunding bonds will be used to buy government securities that are held in an escrow that will then pay off the 2011 and 2012 bonds on June 1, 2022.

You're also delegating authority to the CFO or to Dr. Enfield or Holly, as chief policy and strategy officer, to approve the bond sale provided that certain parameters, and those parameters are attached as exhibit A, are satisfied. And then it also, the resolution also authorizes a refunding trust agreement with US Bank trust company. They serve as the escrow agent, if you will, to make sure that when that time comes to pay off the bonds, that they're monitoring and overseeing those dollars.

And then you're also pledging your unlimited taxing power and Full Faith and Credit yourself to repay those bonds. Investors love Washington School bonds for that reason, because they are backed by the full faith and credit of the district, unlimited tax and power, and the state of Washington's full faith and credit guarantee as well. You're also agreeing to comply with various federal tax and securities laws related to these bonds. So, with that, certainly happy to entertain any questions that the board might have.

Director Garcia, President Garcia, can I just say that I just want to thank Jim and Trevor and Mark, we've been doing this many years now. And just to let the board know that we've been in ongoing communication about this. Thanks to Kate's and Andrew's leadership and to the help that we've gotten here, I feel very strongly that we are in a very good position to move forward.

Thank you. Open it up for questions Dr. Bradford.

I don't have any questions, but thank you all. Every time you come and give the explanation it makes it very clear. And so I do thank you.

Thank you.

I have no questions. I appreciate the very thorough and let's spend time and I can read it but when someone explains it, it makes much more sense. Thank you so much.

You know, I'm just curious, is there, in a hypothetical scenario where we enter the moody conversations in April 26, if things go backwards, do we have to keep moving forward or are we allowed to just say, no, we're just staying the way we were.

Leading up to the sale on April 5th, you're not locked into anything until that point. And at that point if we can achieve the goals that are in the delegation parameters are set out and I'd make a recommendation as your financial advisor to Dr. Enfield and the rest of the staff, whether to approve it or not, whether I believe it's in the best interest of district, then we'd move forward. If something happens, the market shifts, we're not locked in. We could pull it and move on a day to day basis if we wanted to.

Perfect, and is there just any way to see, after the fact, who are the different investors. I'm assuming it's just banks and that kind of stuff. But see who's investing in.

We have it available, generally it's not considered public but the district staff will see it but it's going to be large banks.

Mutual funds, large institutional investors, primarily.

All right. Thank you. That's it.

Thank you so much for being here.

Thank you.

Thank you.

Thank you. And I would just like to add that I'm not sure we'll see Dr. Enfield again. And I just want to say what an outstanding job. Not only are you an outstanding administrator, but you're a great person, so I just have been really honored to serve you and the district over these years. So thank you.

That's very kind. Thank you very much, appreciate it.

All right, so we're going to jump back to agenda item 6.1. Is there a motion to approve the consent agenda.

I make a motion to approve the consent agenda.

Second.

I'll second that.

All right, all those in favor, please say I. All right, motion passes. Now we're going to go to Agenda item 8.1.

President Garcia, I just wanted to, just give a recommendation. I love the fact of having before we make any motion to approve anything, having an explanation. I think lately you've been making wanting us to make a motion and then second it and then have an explanation. I feel comfortable before. I don't know if you've noticed I haven't made hardly any motions to move because I want to hear an explanation before I make a motion. So I'd like to consider just like what happened now, where they went, they give an explanation now.

I'm totally able to make a motion and second it. Before I wouldn't have. If they wouldn't have explained it anything, I would have not wanted to make a motion. So I'd like to move forward with having an explanation before I make a motion.

Thank you. Is there a motion.

Yes, now I can make them. Now with that, we have the explanation. Just a second.

So with that, I move that the Highline School Board approve resolution number 01-22 state bond guarantee.

I second.

Thank you, roll call please.

Director Bradford.

Yea.

Director Alvarez.

Yay.

Director Garcia.

Yay.

This motion passes three to none.

Thank you. 8.2.

I move to approve 8.2 resolution 02-22 bond refunding delegation.

Thank you, is there a second.

I'll second that.

Thank you. Roll call please.

Director Alvarez.

Yea.

Director Bradford.

Yea.

Director Garcia.

Yay.

This motion passes three to none.

Thank you, do we have a presenter for 8.3 the fuel petrol card. Or any quick updates.

Thank you, Superintendent Enfield and board. Happy to give you updates here as we go through. This one was introduced on February 16 and this is an opportunity to bring petrol card back on board. We've consistently used petrol card for a few years now for our fuel supplier for all of the school buses and motor fleet in the district.

It's a state approved contractor. They competitively bid and then were awarded by the state the opportunity to support schools. It's a spot bid price, so it actually, when the truck delivers fuel in bulk, at that moment the spot price is listed with that fuel that's put into our tanks and so we have an instantly responsive pricing structure and we have the opportunity, because it's a state contract, to buy in a significantly larger bulk than traditionally if we went with a different vendor.

So happy to answer any other questions on this one.

I think you're good. Is there a motion.

So I move that the Highline school board approve the contract with petrol card Inc for 2021 2022 school year in the amount of \$350,000.

I second.

All right. Thank you, roll call please.

Director Alvarez.

Yea.

Director Bradford.

Yea.

Director Garcia.

Yea.

This motion passes three to none.

Thank you. We are now on agenda item 9.1 intro action. This is elementary and secondary School Emergency Relief Fund HVAC upgrades, project budget approval in award of Mackenzie contract Amendment. Back again.

I'm back again. I'm like a bad penny.

You'll notice this one is on for Intro action tonight. The driving force behind not doing intro and then waiting two weeks for four action is there's two primary reasons. One is the sooner we have approval to move forward, the sooner we can order the larger equipment that we need to put into the schools. Because of the current supply and supply chain issues, we anticipate it being a challenge getting equipment here in a timely manner relative to how fast we can install.

The second reason for going into action in moving this forward quicker is our goal is to have all five schools completed in those funds expended by the end of the 22 23 school year so that we stay within that ESSER funding final year.

All right, we'll open it up for questions.

I have no questions.

I don't have any questions. Thank you, Scott, for just the intro and action with those considerations.

And I always love it like, why. The why behind it, right. Like why are we doing it and so having that reason really satisfies my decision.

Yeah.

Do you think, does this include the actual installation or do we just need to buy the equipment and stuff and then contract.

This is the whole package.

OK, in a hypothetical scenario, let's say this doesn't. Like we do go into a contract with them but then it jumps into next year. Does it require another board action or how does that look.

That would probably be a question that would need to go to Kate, but Ellie, you may have that answer.

So, for on the microphone, as it covers us for the full two years for this package.

Thank you. All right, as this is an intro action is there a motion please.

I move that the Highline School Board approve elementary and Secondary School Emergency Relief Fund as their two and three HVAC upgrades. Project budget approval and award of McKinstry contract Amendment which allows the superintendent upon receipt of all submittal requirements, to sign the Amendment contract with McKinstry in the amount of \$9,131,879, including Washington State sales tax.

Thank you. Second.

I second.

All right, roll call please.

Director Bradford.

Yea.

Director Alvarez.

Yea.

Director Garcia.

Yeah.

This motion passes three to none.

All right, we are now on to 9.2. The Puget Sound Skill Center electrical infrastructure preservation project.

And he's back.

Isn't it his birthday too.

Isn't it his birthday. Oh my goodness no wonder he's up because it's his birthday.

It's taken me 65 years to have a birthday party this big.

Don't talk too much because people are leaving. Celebrate while we can, let's celebrate what we can.

All right, on with the electoral electrical infrastructure preservation project for PSSC. So I'm sure all are aware that we built a new medical wing onto the Puget Sound Skill Center and that part of the facility is current and modern and has the capacity to do everything that was intended. This electrical infrastructure rebuild is for the older portion of the campus and it will provide us the opportunity to support additional expansion when programs become available and OSPI or the state agrees to fund some of those projects.



This is PSSC, the Skill Center is funded differently than traditional school bills. It's not by bond. It's actually funded through legislation.

The reason for intro action tonight is the infrastructure change over this summer will require shutting all power off to both facilities for a short period. And we want to make sure our timing aligns with when we don't have staff and students in the building because we can't do that during the regular school year.

But the quicker we can get this moving, the better the opportunity for us to be able to meet that goal.

All right. Thank you. Any questions.

No more questions.

All right.

Just the invitation to the party didn't go out in time. But I move that the Highline School Board approve Puget Sound Skill Center electrical infrastructure preservation project, award of contract, which allows the superintendent upon receipt of all submittal requirements to sign the construction contract with electric LLC in the amount of \$444,000, plus Washington State sales tax in the amount of \$44,844 for a total of \$488,844.

I second.

Thank you. Roll call please.

Director Alvarez.

Yea.

Director Bradford.

Yea.

Director Garcia.

Yeah.

This motion passes three to none.

All right. And now we are in information item. And the only one we have this week is the addition of WIA high school girl bowling to Highline public schools winter season athletic opportunities at Evergreen, Highline, Tyee, and Mount Rainier. And being that we don't have all of our peers here, we're going to move this to be part of our action item next board meeting. Anything else for the good of the order.

I know it's been a long meeting but did we take care of the consent agenda, item six, we did. OK. Thank you. Thank you.

All right, great, well then is there a motion to adjourn.

I make a motion that we adjourn for the evening.

Thank you. All those in favor, please say I.

All right, we've adjourned at 739. Thank you, everyone. Have a good night.