

## Highline Public Schools | School Board Meeting - April 20, 2022

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All right. Welcome, welcome everyone to the April board meeting. I'd like to start off by reviewing our group norms. This applies to the board, but it also applies to everyone here, hopefully.

That we will be present. That we will respect different opinions. Easy on people, but hard on ideas.

Be as concise as possible. Enable all opinions to be heard. Assume best intentions.

Seek to understand, and then be understood. Let's start off by the Pledge of Allegiance. Roll call, please.

Director Howell.

Here.

Director Van.

Here.

Director Alvavrez.

Here.

Director Garcia.

Here.

We are now on agenda item 1.4. Is there a call for changes or additions to the board agenda?

Have none.

Have none.

None.

Perfect.

We're going to start off by getting some recognitions out of the way. So first is agenda item 2.1, National Autism Month. Whereas autism is a pervasive developmental disorder affecting the social, communication, and behavioral skills of those affected by it, and whereas more health professionals become proficient in diagnosing autism, more children are being diagnosed on the autism spectrum, resulting in rates as high as 1 in 59 children nationally.

Whereas while there is no cure for autism, it is well-documented that if individuals with autism receive interventions early in their lives, it's often possible for those individuals to lead significantly improved lives. Whereas there is a spectrum of needs associated with autism, from mild to severe, some individuals requiring a lifetime of specialized in community support services to ensure their health and safety, and to support families, resiliency, as they manage the psychological and financial burdens of autism presents. Whereas the Autism Society of Washington is spearheading an awareness effort in order to educate parents, professionals, and the general public about autism and its effects.

Now, therefore, I, Susan Enfield, Superintendent of Highline Public Schools, do hereby proclaim April 2022 as National Autism Awareness Month. All right. Do we have a staff member here who would like to-- thank you.

And next we have recognition of School Library Month. And I just want to give a quick shoutout to Miss Glasgow, my school librarian that I got to hang out earlier today with. She's retired, but she was a big inspiration in my life. So I will read this proclamation.

Whereas the School Library Program is to ensure that students and staff are effective users of ideas and information, and the school librarian's role is to provide the leadership and expertise necessary to ensure that library programs is an integral part of the instruction program of schools. And the Board of Education has entrusted the school librarian in each school to teach the skills of locating and using information through traditional resources and new technologies to provide literature appreciation activities, and to guide and encourage the content and recreational reading to every student. And lifelong learning begins and is systematically developed through the school library curriculum of elementary and secondary schools.

And the School Library Program contributes to the individual growth and development of all students while fostering both excellence and equity in education. And the school librarians of Highline Public Schools have dedicated themselves to the work for quality library programs for all students. Now, therefore, I, Susan Enfield, Superintendent of Highline Public Schools, do hereby proclaim April 2022 as School Library Month. Do we have somebody to honor?

[INAUDIBLE]

Yeah!

[APPLAUSE]

[SIDE CONVERSATIONS]

[APPLAUSE]

All right. We are now on agenda item 3.1, Scheduled Communications. And before we get in, I would just like to remind folks of our group norms, something that we hold ourselves accountable to. But I would also hope that you all hold each other accountable to. And if you could take a moment before you come up to read our public testimony and make sure that we're honoring each other and following the rules. And with that said, I will call up Patricia Bailey to be our first speaker.

Good evening, Highline School Board. My name is Patricia, and I'm a retired Seattle School District teacher and a Burien resident. Thank you for this opportunity to speak with you.

Both the Washington State Constitution and the Revised Code of Washington defines our legislature as a primary stakeholder of the state's entire school system. Nowhere in Washington State Constitution law or policies are parents recognized as the primary stakeholders in their children's upbringing. Perhaps it was just assumed to be a fact in those earlier days of our state. But it seems the time has come to make it very clear.

Perhaps we should consider amending district policy and passing a resolution recognizing parents as the primary stakeholders in their children's upbringing. Doing so would be a remarkable first step in strengthening the partnership between parents and the school board. As a teacher, I had strong and meaningful relationships with my students. But I never forgot it was the parents who had the most at stake in their children's education.

No one loves the children more than their parents. And no one has a lifelong concern for the well-being and success of other children like the parents. Passing a resolution here in Highline that recognizes parents as the primary stakeholders in their children's upbringing and education, we can strengthen the invaluable partnership between parents and the school board. Let's upgrade Washington State law and district policy together. Thank you for your consideration in passing this resolution.

[APPLAUSE]

Next up, we have [? Tamiya Mouton. ?]

Hello. My name is [? Tamiya Mouton. ?] I go by she/her pronouns, and I go to Evergreen High School. And today, I want to talk about why mental health is important to me.

Mental health is important to me because I go to a school with not many people of my color. And that affects my mental health, because I feel like I'm an outcast. On top of that, I'm a dark-skinned female, and society tends to insult and put me down just because the color of my skin.

I also have IEP. And kids tend to bully and make you feel like you're different for it. And it-- sorry. Make you feel like you're different and less than them.

I know that these are-- sorry. I know that these are problems that many other students share, and these are important ways that we can better student mental health. These are some of the solutions we want.

Us students deserve to have a wellness room in each school. This is for students to rest and take care of themselves during the school day. We need this because we are at school for around seven hours, and learning, and moving around.

And lunch isn't enough time to rest. We should not be having to rush or stressed because we need to see a counselor or take care of ourselves. To rush or stress because we need to go see a counselor.

Trainings for teachers to respond to students in crisis is important to have. Because when a student turns to a teacher, it's not the best for them to just directly assist them to a counselor, because they felt comfortable enough to share with the teacher. And they should be able to handle and support the student, as well as able to give them many other reasons like a counselor.

This has made me realize that our community really does need to come together and fix these problems we have. Everyone deserves to be treated like a human, no matter what differences we have. And these solutions are a great way to start changing schools so everyone can feel supported and uplifted. Thank you for your time and listening.

[APPLAUSE]

Thank you. Do we have a Brianna Gavidon?

Hello. My name is Brianna. My pronouns are she/her, and I go to-- I'm a sophomore at Evergreen High School. I want to start off by talking about the Outreach Feast held during December.

We first did a listening session for the first few weeks before we decided to reach out to people by creating flyers and pamphlets that both talk about fees, goals, and series that talk about the issue students are facing in school. Especially at Evergreen, not only do we pass out flyers and pamphlets, we also created a community tree in which students are able to write any changes they'd like to see in school. We made people scan a QR code to take a survey. This resulted in 132 surveys total from students in the Highline School District.

Mental, emotional, and physical health were identified as the most important topics. Looking over the survey, I noticed many people voted mental health as the biggest issue in school. This surprised me, because when overhearing or even asking about possible changes that should happen in school, I'll never hear students discuss mental health.

Noticing how surprising mental health is for many people in schools shows how students were often keep it to themselves until it really comes down to it. They may feel as if their own opinion wouldn't be enough to make a change. Mental health in general is something that impacts everyone greatly, although in different ways. We all have things that we deal with in silence.

Depending on the circumstance, individual or mental health can get so bad to the point they don't know how to deal with it. Not being able to understand yourself or what you are feeling is something which nobody should have to go through alone. Having more counselors and therapists in Highline is great.

Everyone should be able to get the help they need without judgment and sides being taken. However, I know that there's a lot that can be improved. I know and I am aware that many people don't go to school counselors because of the fact they don't think their own opinion is valid or safe.

I want people to feel comfortable when asking or seeking help. As for teachers, I also think that things could definitely be better in ways they support students with mental health. When a student is stressed or struggling with something, their teacher should be individuals in whom they trust.

Something could be bothering a student, but it isn't something that may need a great amount of attention. Not something that needs the help of someone's professional. Teachers should be prepared for what their students may bring up or say.

Although it isn't their job to take care of their students, it is important for them to have the tools to help students and direct them to the right resources. The atmosphere around students in schools and life in general would be a lot less stressful if they knew they could have multiple people to turn to. Mental health in general is a big thing, and I do think having many new resources would be appreciated and appropriate for people who have a lot of heavy stuff going on in their lives.

If you want to learn more, please come to our panel on transforming mental health schools on May 3, 5:30 to 7:00 PM. You can register on our website at [beseattle.com](http://beseattle.com). Thank you for your time.

[APPLAUSE]

Next up we have [? Sussan Osmaslush. ?]

Hello. My name is [? Sussan. ?] I go by she/her pronouns, and I go to [INAUDIBLE] High School. Today, I will be talking about mental health and why it's important for us at school.

Mental health is important to me because it can take a toll on your overall mood and affect someone in many ways. Without the proper awareness, one can lead down the path that can be very hard to recover from. This can be because of the condition and disorder, like depression and anxiety.

Some conditions can be avoided. But because of the lack of the comfortability of this topic in society today, many people would rather suffer than ask for help. This is something as a community and society can work on, especially in Seattle area.

To address this, I would like for the district to have an adult at each school who looks like us to help us with our mental health. It can feel like, at the time, hard to relate or open up with someone we feel doesn't face the same adversity as us students. Whether that be bisexuality, or organization [INAUDIBLE], or religion, or culturally.

The school district also needs to educate teachers on the preferred way to talk to the kids they feel might be going through a mental health issue. This is one of many ways that the district can help us. Can help students. But I believe that this will be the more effective way to help students at school.

And I know students at many schools who would like the idea of having adults there to help them with their-- with them. Decided-- sorry. Help them and decide them to the right resources. Social-emotional skills can be-- can help students regulate their own emotionals, make friends, resolve confidence, avoid engaging in risk behaviors, and make the right choices for their future. Social-emotional learning should be added to every school curriculum throughout the district. And there should be training for teachers to be able to do this.

Another solution for this, there'll be time in school for students to talk about what is going on and have a place to go to school where we can feel comfortable, safe, and to talk about our problems. Putting those solutions into place is important, because it will help students gain more trust in the school and their community, be more social, and it will help them become successful in our future plans. Thank you.

[APPLAUSE]

Thank you. We have [INAUDIBLE] here.

Hi, everyone. My name is [INAUDIBLE]. I go by she/her pronouns, and I am a junior at [INAUDIBLE] High School. I will be talking about why schools should care about student's mental health, and how it impacts our learning.

A happy life necessitates good mental health. Our mental health is an important component of our overall well-being. Children who are mentally healthy do better in school and in life.

A child's mental health is crucial to their performance in school and in life. Since students spend the majority of their day, it only makes it logical to incorporate mental health awareness and education into the curriculum. Students will be able to acquire the assistance they require if we empower them with knowledge and promote conversation.

Addressing mental health in schools is critical, because 1 in every 5 children in youth has a diagnosable emotional, behavioral, or mental health disorder. And 1 in every 10 young people has a mental health challenge severe enough to impair their ability to function in home, school, or in the community. We are in the grip of a mental health emergency.

More than two years into the COVID-19 epidemic, which has disrupted practically every facet of everyday living, this has been increasingly evident. Every year, over 20% of kids in the United States have mental, emotional, or behavioral health disorder, as previously stated. Nonetheless, the Centers of Disease Control and Prevention reports that over half of those children do not receive any form of mental health.

The causes vary. Social stigma, expensive prices, a lack of insurance, and school personnel and parents who may be aware of symptoms. Mental health disorders can impact on children-- a student's performance and capacity to grow if they are not diagnosed and treated. The time has come for students and educators to go beyond awareness and participate in activities and practices that actively erase mental health stigmas and provide access to mental health care.

Students deserve to have access to therapists that reflect our communities at each school, because we need individuals who understand our lived experiences and can help us in a meaningful way. Our schools and other systems are not entirely prepared to catch and contain the impacts of our child-- of the children's stress and trauma. Having mental health therapy available in every school allows students to shed the weight of their stress, which is more therapeutic than forcing their bodies to [INAUDIBLE].

Having on-site mental health helps to address a range of children's needs, can relieve staff of a significant portion of the time necessary to manage the complete school population, as well as hundreds of students and families every day. Schools can play a significant role in de-stigmatizing and normalizing mental health treatment and access in our community; also by building out more robust social-emotional learning curriculum that is taught throughout every class and campus; and giving teachers all of the tools they need to be meaningfully facilitated. By emphasizing the emotional and behavioral well-being of adolescents and offering on-site services and sources at every campus, we can transform the ways mental health is viewed in schools, and support students to do well in school and life. Thank you.

[APPLAUSE]

Thank you. Do we have an Ernest Thompson here?

Good evening, folks. I just wanted to touch base a little bit tonight. You're going to be appointing another school board member here pretty soon.

And that means you'll have two school board members who were not elected, but were appointed. And that's the way it goes. There's a natural inclination for groups to want to appoint someone who thinks like them, who works together with them, who they're comfortable with. That's very normal.

But it's also dangerous if you don't have a variety of opinions. Just because you have four or five different skin colors in front of you doesn't mean you have four or five different opinions. That's a completely different thing.

Equity, if we're talking about equity, which is very common these days, in our nation has been degraded to being simply about race. And it shouldn't be about just race. It should be culture, political views, completely different understandings and perspectives on life, and the ability to think outside the box.

So my advice to the school board which is before us, and is going to be appointing someone soon, is that you should try to pick somebody who is radically different from what you think in general. Because if you don't have diversity, you set yourself up for not noticing what's really going on with society. You limit a certain element of society which feels they're not being listened to. And eventually, those people really revolt, on multiple levels.

So I would urge you in the strongest possible fashion to diversify the opinions and the background of the board members. And then, of course, in a couple years, people can vote as they see fit. So I-- I'm thinking about-- just think about the example of, say, Ibram X. Kendi versus Thomas Sowell. They're both Black, but they have radically different opinions on reality, and what to do, and progress, and how to move forward.

You could talk about Martin Luther King, Malcolm X. And I think Spike Lee did us a disservice by portraying that they were good friends. They were not. They did not like each other. Particularly, Malcolm X did not like Martin Luther King.

But that's necessary. The best meetings I've had-- and I sit on City Council. The best meetings I've had are when I have debates, rhetorical discussion. And sometimes, it gets very heated, and we discuss things from outside the box, inside the box. And we come to understandings that we could not have come to if we had all had groupthink.

Groupthink is incredibly dangerous, because it feels good, it feels comfortable. But it really limits our ability to respond in the most responsive, rational, and analytical way. It's when you have confrontation that you can flesh out all of these arguments. You can flesh out all these disagreements and come to the most comprehensive, meaningful, well-rounded response.

So I would just hope that you would take that into consideration when you elect, or choose to elect, the next person who will sit in that seat over there. It's not about their skin color. It should be something about they bring something to the table. Radically different opinions.

[BEEPING]

Thank you.

[APPLAUSE]

Thank you. And I was just going to take a moment to let folks know that starting in May, we're going to start having a sign-up opportunity for public comment. It will at the end of the meeting, and you'll have to sign up.

And it'll be a little bit different. I think we're going to be doing two minutes per policy for day of public testimony. But I just wanted to give folks and staff a heads-up that we'll be moving in that direction. And up next, we have agenda item 4.0, Superintendent Updates.

As you'll notice, our superintendent's not here. I just wanted to send positive vibes, good thoughts, prayers to her, and know that we are supporting you from here. But is there anybody from staff that wants to give a superintendent general update? If not, I just wanted to-- I know traditionally, this is where Sandy from HEA is given an opportunity to share some initial thoughts from our labor partners.

Looks like it's been a while since I've been here, so thank you, board directors. I always appreciate the hard work that you're doing, though it is primarily a voluntary endeavor, and it takes a lot of hours. And so I always like to start with that. And anybody else listening in who is applying for the position, recognize you've got a lot of real workhorses here. And you're going to have to put a lot in to keep up with them. So appreciate that.

This weekend, we had what we call an "Art Build" out at Highline High School. Actually, our previous speaker came. I appreciate that. As well as Aaron Garcia, and Director Garcia, and a number of other folks, elected officials from around the community.

It was a great opportunity. And I think the majority of people who showed up were families and the kids, and-- as well as some staff. And it was Seattle, Federal Way, and Highline, as well as a few folks from here and there. So I feel like it's really setting the tone for really getting the whole community thinking about and involved in the work that we're trying to do around bringing attention to the needs of our students. So a big shoutout to the community for showing up for that.

And a big thing that we heard from our students here today is the need for mental health supports in our schools. We are certainly looking at how to-- we can do school in a way that meets their needs, and really have the staff members in place to make sure that they have those needs met. So thank you for coming out today. I really appreciate students every time speaking their truth.

And we certainly will be taking that to our bargaining table as we look for ensuring that we have the supports for our students. Whether it's high school, middle school, or elementary school. So thank you very much.

And next up, we have agenda item 5.0, School Board Reports, 5.1, Legislative Report. The only update that I have is that WSSDA's cutoff for legislative priorities was today. So I will see what kind of updates they have and keep you guys up-to-date on any changes to the WSSDA legislative platform. At this time, I'll open it up to Director Howell. Do you have anything to share?

Just that Director Garcia and I were privileged enough to attend a retreat for Maritime High School around the partnership that they have with the Northwest Maritime Center. It was facilitated by-- primarily by Bernard Koontz from Teaching and Learning. And Holly was there, and Susan was there, and a bunch of other people were there. It was fantastic.

We got to be in this amazing architecture firm on Pier 56. It was gorgeous. And it was sunny on Friday. And it was really great to get together and think about how far Maritime has come and the possibilities for the future for Maritime.

So they are working on recruitment now. So if you know anyone going into 9th or 10th grade that's looking for a great small, personalized learning experience, Maritime High School. [CHUCKLES] That's it.

Thank you.

Dirk Duran?

That was a great plug. Awesome. Thank you. A couple of announcements here.

I just want to thank the CFAC committee. We met on March 30. And they will be bringing up a recommendation upcoming on May 18 in regards to the bond and some dollars.

I just want to thank all of the committee for being there that evening and really speaking their mind and sharing their thoughts and concerns. So that was awesome. Thank you.

Also would like to thank the community and Director Garcia for being at the foundation breakfast that was held last week. Thank you so much for being there and our community for supporting our kids. And that's it for me.

Director Alvarez?

I have nothing to add.

I wanted to give a couple quick updates on our redistricting and appointment process. So just so that everyone knows, every 10 years, the US census-- because of the US census, districts must review the boundaries of their director districts. This does not involve school attendance boundaries. I want to make that point very, very clear.

It is just the boundaries that we use for ourselves to see where we are located. We have contracted with Flow Analytics to support us in this work. At next Wednesday's April 27 board work session, Flow Analytics will be presenting information on the process and timeline, as well as opportunities for community feedback. Please visit the school board website for more information.



I also wanted to give an update on the appointment process. The Highline School Board will appoint a new member to fill the district 5 seat vacated by Fa'izah Bradford. Any registered voter who lives in district 5 can apply to be considered. Applicants will be accepted until April 29. The application is available on the school board website.

There will be an opportunity for the community and school board to meet applicants the week of May 29. And the board is anticipating voting to select the new board member on May 18. Just on the WSSDA front, I also wanted to give folks a heads-up that I signed up and went to the Partner Networking Call on Monday.

It was at Federal Way High School. So shoutout to Federal Way School District for hosting us. It was the first in-person event that we've had with WSSDA.

I had a great time just networking, getting to meet other board members, and just learning what they're going through. And I know that there's another one coming up. So I'd just encourage you all to check it out if you have the time. And reach out to Sharon for getting registered.

WSSDA is also looking for presenters for their annual conference. The deadline to submit a presentation is May 27. I know we're doing our book review together on street data. So if something comes of that and you want to maybe present, I wanted to throw that offer out there.

Um-- [CHUCKLES] and just a reminder that we are-- that I've signed up, and I believe Director Howell signed up for the Commitment Educational Equity Training that's happening next Thursday. One of the things that I actually realized at the network meeting is that these equity trainings are done in two parts. So we all have to do the intro one. But then we get to kind of choose a direction for these supplemental trainings after that.

And they really encouraged us to try to stick together. So I'm going to try to track down more of that so that we can have a shared baseline of understanding, and if we can agree on a subcategory that we want to do together. I just want to make sure it's flagged in everyone's radar.

And the only other reminder. I just wanted to give a shoutout to the Safety and Security Team. They've been helping out at Cascade Middle School ever since the Cascade PTA kind of brought attention to the traffic, one of the intersections.

And I know-- just a special shoutout to my little niece, who's probably watching me right now. But I know she's been really spearheading that. So thank you, thank you, thank you for that advocacy. And that concludes my direct report. Now we are on agenda item 6. Is there a motion to approve the consent agenda?

I move that we approve the consent agenda.

I second.

All those in favor, please say aye.

Aye.

Aye.

Aye.

All right, the consent agenda has been approved. We are now on agenda item 8.1, Resolution Number 02-22, authorization for re-surplus and sale of the North Shorewood site. Approval of this motion would approve Resolution Number 03-22 for re-surplus and sale of North Shorewood site. Is there a presenter, someone who wants to give us an update?

I'm happy to give an update or answer any questions that board members may have about this proposal. This does go back to-- Director Van mentioned CFAC. CFAC did recommend to the board that the district look at properties that they won't be using as a school-- future school site and decide whether it's in the best interest of the district or not to own a piece-- own that piece of property.

This North Shorewood site is-- has actually been declared surplus twice by the school board. Our legal representative suggested since we've had it leased for the-- since-- I believe it was 1990. It might have been '99. I think it was 1990.

That it would be a good idea if we're going to go down this road, to go ahead and re-surplus that. Declare that property surplus, just to cover all bases. And we do have a tenant that has a 50-year lease on that property. We don't generate positive funds as a result of that.

The property is on the very northwest corner of the actual district boundary. So it's in West Seattle, if those are familiar with Roxbury Lane Bowling Alley. Right behind Roxbury Lane Bowling Alley.

Not a convenient sight for any anticipated future growth in the district. We do have other property on the north end of the district that could be made available if we did have significant growth on the north end of the district. And I'm happy to answer any other questions you may have.

I'll open it up.

I have none.

I have none.

I have none.

Thank you.

All right. Is there a motion for action item 8.1?

I move that the Highline School Board approve resolution number 03-22, authorization for re-surplus and sale of North Shorewood site.

Second?

I'll second that.

All right.

Roll call, please.

Director Howell.

Yay.

Director Van.

Yay.

Director Alvarez.

Yay.

Director Garcia.

Yay.

This motion passes four to none.

All right. Now we are an agenda item 9.1, motion to approve Highline High School's photovoltaic EV system addition in a word of contract. Approval of this motion would approve the Highline High School photo-- thank you. [CHUCKLES] System Additon Project. Award of this contract, which allows the district, upon receipt of all submittal requirements, to sign the construction contract with Premier Power Electric in the amount of \$330,100. Is there a staff member who wants to give us a quick update?

Once again, I'm happy to give an update and answer any questions that directors may have. This is an exciting project, first of all. And primarily because it's student-led.

This was the Environmental Club Leadership Team that took this project on a year ago, and knowing that when the project got to the finish line, they would no longer be attending that school, and it would be a gift or support not only to the students of the future and the next Environmental Club, but the whole entire community. We as a district have nominated that Student Leadership Team, both the previous and the current Leadership Team, for the WSSDA Annual Student Leadership Award for Washington State, and do hope that they are awarded that. Those students have worked together.

They brought in-- I believe it's 14 different community groups. They've had 40-plus public meetings to promote this idea of bringing in sponsorship. Created a GoFundMe site.

They've applied for and received one grant from the Washington State Department of Commerce for \$110,000. They have raised in cash-- I think it's \$11,300. They have two other grants pending, one for \$25,000 and one for \$125,000. If they're successful on all of these projects, there's going to be almost no cost to the district to go forward with this project. So happy to answer any other questions.

I do have a question. Thank you, Scott, for this. If the board approves this recommendation this evening, do we have a timeline on when the panels would get on top of the schools and ready to supplement the electricity?

Yeah. So there's two ways to answer that. One is the amount of calendar time it takes to do it, which would mean they'd be ready to go for the start of the next calendar year. The challenge with that calendar approach is right now, with these system-- the issues with supply chain interruptions, it's going to be totally dependent on when we can get the larger components in.

Thank you.

I don't have a question, just a comment. Thank you, Scott, for continuing to champion that, and really moving it forward. Because I think you're only-- you are the only thread right now that has been from the beginning to continue. So thank you. Thank you for holding that.

Director Howell?

No, I'm just so excited. [CHUCKLES]

All right, then we will get that anticipation ready.

Yeah.

And let's do roll call, please.

Is there a motion?

Oh, a motion.

I move that the Highline School Board approve the Highline High School PV Systems Addition Project award of contract, which allows the district, upon receipt of all submittal requirements, to send the construction contract with Premier Power Electric in the amount of \$330,100.

I'll second that.

Roll call, please.

OK.

Director Alvarez.

Yay.

Director Howell.

Yay.

Director Van.

Yay.

Director Garcia.

Yay.

This motion passes four to none.

All right. Next up, we have agenda item 9.2, motion to approve Beverly Park Elementary School at Glendale shingle roof replacement. Gardland DBA, Inc., or Incorporated. Contract approval through OMNIA State Contract.

Approval of this motion would approve Beverly Park Elementary School at Glendale Shingle Roof Replacement Gardland DBA Incorporated contract approval through the OMNIA State Contract, which allows the district, upon receipt of all submittal requirements, to sign the construction contract with Gardland DBA in the amount of \$530,649, plus Washington State sales tax of \$53,595.55, for a total of \$584,244.55. You are on it today.

All right, so I'm happy to give a report on this one, as well as answer any questions as best I can from directors as well. This is the roof at Beverly Park at Glendale. The roof was replaced in 2005. I believe it was 2005.

And the-- we've had a few issues with that roof springing some leaks, and just some defective material. It has been determined that the roofing material actually had a defect when it was manufactured. There was a 30-year warranty on the original roofing material used. We spent a long time and a lot of energy negotiating for a settlement from the actual roofing company to get money back to the district because of the warranty issues.

We have over \$100,000-- have been awarded over \$100,000 from the roofing company for material. We could not win the argument for labor to have the roof-- have them cover the labor to replace that roofing. So because we're continuing to have issues, and we want that building to last a long time, we want to go in and re-roof again. So we'll take the money that we received in the settlement, along with what hopefully you'll approve tonight out of our Critical Needs Fund, and replace that.

The reason this is in for interim action is two reasons. One, you've already heard about supply chain interruptions. And we really want to have that material here quick. There's a fairly short re-roof season for this area, and we want to make sure we're inside that window to get this roof done. Not only during the drier portion of the year, but before the next school year starts.

Are there any questions?

I have none.

All right. Is there a motion, please?

I move that the Highline School Board approve Beverly Park Elementary School at Glendale's shingle roof replacement, Gardland/DBA Inc. contract approval through OMNIA State Contract, which allows the district, upon receipt of all submittal requirements, to sign the construction contract with Gardland DBA Inc. in the amount of \$530,649, plus Washington State sales tax of \$52,595.55, for a total of \$584,244.55.

I'll second.

Roll call, please.

Director Van.

Yay.

Director Alvarez.

Yay.

Director Howell.

Yay.

And Director Garcia.

Yay.

This motion passes four to none.

Thank you very much. We are now in introduction item 10.1. For our next meeting, motion to approve revision to policy 12-10 to clarify when a new officer takes their seat. Approval of this motion would approve revisions to policy 12-10, annual organizational meeting of election officers.

Introduction item 10.2, motion to approve revision to board policy 54-10 to adjust Juneteenth as a school district holiday. Approval of this motion would approve the revision for policy 54-10. Oh, did I misread that? I apologize.

Introduction item 10.3, motion to approve school board resolution 04-22 to issue a non-renewal notice pursuant to a reduction in force to achieve a balanced budget and to properly staff district educational programs and departments. Approval of this motion would approve resolution 04-22, authorizing the superintendent to direct action to implement and reduce the educational programs for certified staff for the school year of 2022-2023, and notify certified non-supervisory staff adversely affected by the reduction prior to May 15, 2022. Agenda item 10.4, approval of non-matched endorsements and limited certifications for 2021-2022.

Approval of this would approve the non-matched endorsements according to WAC code 181-82-110, and the limited certification according to WAC code 181-79A-231 for the 2020-2021 school year. Agenda item 10.5, motion to approve contracts with Puget Sound Dispatch LLC for 2021-2022 school year. Approval of this motion would approve the contract with Puget Sound Dispatch for the 2021-2022 school year for the amount of \$1 million.

And agenda item 10.6, Des Moines Elementary School Right-of-way Improvement Trail Extension Project. Final acceptance of the construction completion and final acceptance of purchase order number P210162, issued to Rodarte Construction, Inc. And-- I don't know what happened to the rest of my agenda.

That was it.

Whew.

That's it.

All right. Are there any recommendations to move any of these items to the consent agenda?

I just have a question on Scott on the Des Moines Elementary School Right of Way Improvement and Trail Extension Project final acceptance as it goes live.

Mhm.

So is that-- basically, it's the final acceptance of construction completion?

No. That's a great question. What this does is-- what this will be is final exten-- exception of the trail extension. And you may ask, why is the district doing a trail extension? We were in partnership with the City of Des Moines-- fantastic partnership with the City of Des Moines as we built that new building. And we traded the right of way improvements on 24th for finishing the trail that connects where our property goes down to the water to the creek there.

The trade-off allowed-- supported the City of Des Moines having a more efficient federal grant to do the highway right of way improvements. It saved them dollars. The cost of the project to do the right of way improvements would have been \$100,000 more than if we connected the trail from the water to our property.

And so we made that swap with the City of Des Moines. Both came out winners in it. But this will close that contract.

So with that being said, I move that that one gets moved to the consent agenda.

Thank you.

So I make a motion that that gets moved to the consent agenda.

Thank you. Are there any other items that we want to move?

[INAUDIBLE]

All right. There's a motion to move 10.6 to the consent agenda. Is there a second?

I second.

All those in favorite, please say aye.

Aye.

Aye.

Aye.

All those opposed? All right, motion passes. And we have now reached the end of our meeting. Is there a motion to adjourn?

I make a motion we adjourn.

I second.

All those in favor, please say aye.

Aye.

Aye.

Aye. We've adjourned. Thank you very much, everyone.

Thank you, all.

And see you next week.