

Highline Public Schools | School Board Meeting - May 18, 2022

All right, all right, all right, we're going to get this show started. A reminder, if you are being recognized, our amazing students, then you have reserved seats in the front. Welcome, welcome, welcome everyone. Welcome to today's Wednesday May 18 regular board meeting. Let's start off with the Pledge of Allegiance. Please stand.

All right, all right, roll call please.

Director Howell?

Here.

Director Alvarez?

Here.

Director Van?

Here.

Director Garcia?

Here. Is there any changes to the agenda? We have none. All right, then we'll kick it off with our recognitions. Dr. [INAUDIBLE]?

I got to my seat just in time. OK. Good evening, everybody, and good evening, board of directors. Thank you President Garcia. This is a very special evening for some of our graduates and for me as well. I received a donation as part of an award this summer and decided to put it towards scholarships for some of our graduating seniors.

So tonight, we are awarding the Inaugural Highline Promise Scholarships. Eight of our outstanding graduates in the class of 2022 are going to receive \$2,500 for the path that they have chosen for themselves after graduation, and they are all here tonight, some of them with families and staff, who helped them get here. And I am going to say their names. They're going to go up to the microphone, and they're going to share with all of you what their plan is for next year and what their long term goals are.

Then they're going-- I hope you all are listening. These your instructions-- and then they're going to come up here. I'm going to give them a plaque, and we're going to take a group photo, so. And then we're going to give them a resounding bit of applause. So with that, we are going to start with Deja Tremble, Deja from Big Picture.

[APPLAUSE]

Thank you. Hey, y'all. I'm representing Big Picture High School tonight. I won an Act Six Scholarship, a full ride leadership scholarship. So in the fall, I'll be attending at Gonzaga graduating debt free. And Thank you, Susan, for your leadership and your guidance throughout this process. Yeah, I'm very thankful. So thank you.

We're proud of you, Deja.

[APPLAUSE]

I'll hand out all the plaques at the same time. So I'll-- no, you can stand there though and be-- yeah. Yeah. And hey, enjoy the moment. Enjoy the moment. OK, next we have Jocelyn Walker from Choice Academy.

[APPLAUSE]

Hello, Everyone. I want to thank Susan and my parents here tonight and--

Yay.

[APPLAUSE]

--of course, God and also my Choice family for always being there for me. I've been there since seventh grade, so they're just like another family to me. I'm going to be attending SPU and majoring in apparel design, and I'm going to be minoring in business.

OK, wait. Hold on. Wait, Jocelyn. Sorry. But and tell them your long-term goal.

Oh, I plan to run my own business and create my own business and apparel. And I hope to make size conscious clothing and help people who are plus size and all different sizes.

I love it. Congratulations, Jocelyn. Leo Flores.

[APPLAUSE]

Can I take it off?

Sure.

So I grabbed a speech.

Yes, go ahead.

Yeah.

Can I say it.

Of course, you can. It's your moment.

Yes, go ahead.

So first of all, I want to say thank you, Susan. I just appreciate that I just get this scholarship, you know. Good evening.

Good evening. So my name is Leo Flores, and it is an honor to be selected for this scholarship and a privilege to be able to give a speech in front of all of you. But I am not going to lie. These last nine months have been insane for me. So many things have happened and occasion have changed. From the failures I had to the pictures I have gained, it has all turned out for good and for the best of me.

If I'm honest, I have no words to describe everything that I have lived here in Seattle and at Evergreen High School. All those moments of happiness, sadness, frustrations, even the moments in which I want to give up, but everything happens for a reason. And if I'm standing here in this place giving you some words, it is not just for me and just the face of the hard work of many people from my teachers who have decided that I really deserve the grades that I have until those moments where they took their own time to teach me more than that [INAUDIBLE].

As my counselor, who is right there, who was the one who encouraged me, advised me, guide me, and told me where I should go, the career center at my school, that are always looking for me the best opportunities. My family and friends who always show me their love and support. Right here here's my mom.

Yay.

[APPLAUSE]

And I don't know. So I could continue to mention all those who have supported and believe in me in this process, but I know they will not really be enough to take them. Because without them, I would not come so far without their support. Their words of encouragement that they have given me I will not be here present.

And also if I only attribute this recognition to myself, I know that I will not be able to see them in the eyes again. So I dedicate this speech to all of them. Thank you for being part of this adventure, for giving me your support from the day one when I started studying here at Evergreen High School. You made me feel secure and that I have a new family.

So today, I can probably tell you that we achieve it, and I'm more than ready for what is coming. My next step is to study international business at Highline College. So I want to be able to serve and to help and serve my community in the future in which gave me the opportunity to be able to grow as a person, as a son, as a friend, as a student and also to return the favor that you're doing for me today. Thank you.

[APPLAUSE]

Leo, and I believe don't you have a new friend at Highline College. Who did you and your mom get to meet with recently?

I meet the President of Highline, Mosby.

President Mosby met with Leo to personally welcome him to Highline College, and he will be looking out for him and tracking his success. Congratulations, Leo.

Thank you. Caris Grande from Highline High School.

[APPLAUSE]

My name is Caris Grande from Highland High School, and my plans for next year and actually the next five years, I'm enlisted in the United States Navy as a corpsman. And pretty much from there just doing medical stuff, maybe graduate with my BSN. It's just to be determined, but yeah thank you.

Yay, Caris. Thank you for serving, Caris. We're very proud of you. Wednesday Satterly from Mount Rainier High School.

[APPLAUSE]

There's a lot of different lengths to these speeches, so I'm going to try to keep mine short and sweet. I want to say thank you to Susan Enfield and everyone else in the district and my school Mount Rainier for helping me in giving me the opportunities that I so greatly sought out. Joining the SSLT, the Student Led Leadership Team was an initiative I took, because I wanted to just have a voice in the district. And it was so much fun getting to know everyone, and I wish we could have done a lot of our meetings in person.

But next year and in years to come, it'll continue. And for my future, I will be attending USC for business administration and hopefully getting my emphasis in cinematic arts. My long-term goal is to one day be able to finance other young creatives who want to start up their own movies and films and just let people know that their dreams don't have to be stopped by money, and that's exactly what this scholarship is doing for me. So thank you so much.

You're so welcome, Wednesday. And Wednesday, thank you for your service on the superintendent student leadership team. I should note that Deja has served on the team on my student leadership team as has Caris and Wednesday and Thomas as well. So I want to thank you for that. Next up, we have Daniella Bacadonna Lagos from Tyee High School.

[APPLAUSE]

First and foremost, I would like to thank Tyee's staff for choosing me and going through the process of nominating me. I'd also like to think superintendent Susan Enfield for creating this scholarship. For me financially wise, college is, obviously, not very cheap. So definitely the scholarship will help me out through my next four years.

Thank God, I got accepted to University of Washington. I will be pursuing my BSN and hopefully my DNP hopefully to be a nurse practitioner in pediatric psychiatric or midwifery and still figuring that out.

Yay, Daniella. Congratulations.

[APPLAUSE]

And next is Aurora Watanabe. Aurora from New start.

Hello, everybody. My name is Aurora Watanabe. I am from New Start, and this fall I will be attending Western University. I will be majoring in environmental science, and I choose to dorm there. But for my long-term goals, I would love to study law and probably transfer to SU in the future.

But thank you very much for this scholar, and I would like to thank my counselor for driving me here and being very supportive and as well my teacher. Thank you.

Thank you, Shawna.

And finally last but certainly not least, from Raisbeck Aviation High School, Thomas Cabete.

[APPLAUSE]

Hi, everyone. My name is Thomas. I go to Raisbeck Aviation High School.

And in the fall, I'll be attending Stanford University. I plan to major in electrical engineering, and I just want to say thank you to my family, my pops, and my mom. They're over here. And then also shout out to my teachers and the whole Raisbeck Aviation High School for supporting me and taking me with them on my journey. And for my future plans, I'm not really entirely sure, but I just hope to have a positive impact on humanity and hopefully do that with this tech start up. So yeah, thank you, guys.

[APPLAUSE]

Brilliant, beautiful, and brimming with promise is how I describe our Highline students, and those are eight tremendous examples. I want to thank the family members and staff that came out to support our students tonight and for everything you've done to get them to this point. And to our scholarship winners, I will see you at graduation. Congratulations again. Let's give them a round of applause.

[APPLAUSE]

Can I just say that in Spanish.

[SPANISH]

Gracias, America. And as I said, these scholarships were made possible for a one time donation that I received. But I'm very excited to also announce that thanks to a generous donation by Brad and Danielle Tilden, Brad an alum of Highline High School and former Alaska Airlines CEO and his wife Danielle, we will be launching-- we will be launching an endowed scholarship, the Highline Promise Scholarship. And beginning next year one graduate each year will receive \$5,000 to put towards the future that they have chosen for themselves.

And so I want to thank the Tildens and the foundation for making that endowment possible, and I can't wait to see who the winner is next year. And I will be here to see that. I can tell you that right now. So I'm incredibly proud and grateful that we were able to do this so.

OK, hard to top that, but we do have a little bit more to share. Tonight, we are also pleased to recognize our graduates from-- these are grown up graduates now-- our graduates from the Bilingual Teaching Fellows and the Woodring Inclusive Education Teaching Scholars Program. So our board may be aware that we've had our Bilingual Teaching Fellows Program for quite a while. The Woodring Inclusive Education Teaching Scholars Program is a little bit newer, but this is really, I think, one of our more successful efforts at growing our own. So we are supporting and then, hopefully, hiring more bilingual and special education teachers who go through this.

We have 20 graduating individuals prepared to serve in our dual language and special education programs, two traditionally hard to fill positions. The graduates I believe are with us, and can they all please stand up so that we can recognize them. Stand up, graduates.

[APPLAUSE]

We are so incredibly proud of you and grateful that you have chosen this path and more importantly that you have chosen Highline. Over the last two years, these incredible individuals have been supporting our students in extraordinary circumstances and learning alongside our Highline community of educators. They will join two previous cohorts of Bilingual Teaching Fellows that graduate in 2018 and 2020 and will be followed by-- I'm going to try that again-- will be followed by cohorts, the new cohorts that will be starting in just a few weeks.

It's important to note that they have not gotten here on their own. Yes, they've done the hard work, and they've done it with the support of their mentor teachers, our partners at Western Washington University, and through the advocacy of the legislation and the Professional Education Standards Board. So we thank everyone who's been part of the support network, including Jessica-- and is it Lattice, Lattice, who are program alumni and have served as graduate assistants and are modeling how we keep our teachers growing and thriving. If you have been a part of supporting our graduates on their path to get here, would you please stand so we can recognize you?

[APPLAUSE]

And again, I think this is one of the more extraordinary programs that we have here in Highline. It's not just that we are helping prepare a new cadre of teachers in hard to fill positions, but we're also investing in our local community members, which I think is also incredibly powerful. And so thank you for your commitment. We can't wait to see all that you do in the years ahead.

Thank you for being here this evening. I will say the same thing to you as I did to our student graduates. You are welcome to stay for the meeting. You are also welcome to go and enjoy your evening. So that is totally up to you, but we were not offended at all if you choose to get up and go, but before you do, we're going to give you one more big round of applause. Congratulations.

[APPLAUSE]

And as they are going on to enjoy their evening. I will just say that I have one last somewhat informal recognition, and that is this will be Kate Davis's last board meeting. Kate has taken a position with the Olympia School-- I'm sorry for people, Kate Davis is our chief financial officer.

She has taken a position to be closer to friends and family with the Olympia School District. They are lucky to have her. Kate, we will miss you. We celebrated her a couple of weeks ago, but I had to make sure that we publicly acknowledged and thanked you tonight. We'll miss you, Kate. Thank you. And that is it for recognitions this evening.

Can we add a thank you? I also want to recognize Kate. I know that there's times when we don't acknowledge all the hard work that comes in trying to balance our budget and trying to also meet our needs as far as wanting where are we spending our money, what's going to be happening, what are the programs we're going to be keeping and for you to always lay things out in a way that we can read and never, never has said no to any questions we've had or you always welcome questions. And I just want to say thank you. That also gives us confidence in knowing that we can ask anything and that we get to know and understand, as we are fiduciaries of the money.

So thank you again for all that you've done. And I know we don't get to spend a whole lot of time together, but trust me. Your work has impacted me. So Thank you.

And I will just add to she's not only brilliant. She's also the best accessorized CFO anywhere in the state and nation. So she brings a little bling to the job, and we certainly appreciate that. So thank you again, Kate.

So I would also like to jump in there and say, you know what, Kate? You have made sure that our dollars are spent wisely. With our-- every year we get audited, and we've done phenomenal. So thank you to you, your team just making sure that we are being stewards of our communities dollars. So appreciate.

Yes, I concur that. I also really appreciate that I'm a firm believer that your money reflects your values. And you always Center equity in your decision-making and how you lead conversations, and I really appreciate that. And I also appreciate that you explain financial things in a way to this English teacher that I can understand. So thank you.

I'll echo what everyone said. You made something that coming into this role I was deathly scared about, and you've made it understandable. You've met me-- at every point, you've been willing to put in the time and help me get comfortable with the big decisions that we've had to make.

So you are truly, truly going to be missed, and thank you. Thank you. Thank you for being who you are and helping us in this process.

All right, we're now on to the next agenda item scheduled communications. As a reminder, I'd like to start off by just talking about our group norms. I ask everyone to be present, to be respectful of different opinions, easy on people but 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.

We also have our official public testimony scheduled policy up there. I'll let you all peruse that at your own pace. But I'm going to welcome a couple of our communications-- a couple of the people who signed up to speak tonight. And a reminder, if you'd also like to speak to the board, there's an opportunity to sign up at the end of the meeting. So there's a sign up sheet at the back.

And our first speaker tonight is Larcy Amario? Amarotti? My bad, I butchered the last name.

I don't get a recognition of the title of my speech tonight. Oh, we're already going. Everything is awesome when it's accessible.

Good evening. My name is Larcy Amarell. I'm a physical therapist, and I work and live-- I work in the school district. I worked in the school district for 14 years and live in Des Moines. As a physical therapist, I aim to be an advocate for all the students in our community to ensure all students have equitable access to their educational [CUT OUT].

[CUT OUT] speak with you today to [CUT OUT] school buildings to ensure that our students who have challenges with mobility can feel included and that barriers to their education and safety based on physical structures of buildings are minimized. Students with non-typical mobility needs often require additional equipment for daily activities. A single student may require a manual or powered wheelchair, a standing frame, mechanical lifts and adapted seating, changing tables, gait trainers or walkers, adapted tricycles.

Imagine multiple pieces of these equipment when there is more than one student in a classroom who requires equipment to access education. We have provided a handout with pictures of these equipment for you to reference later. The last time I spoke in front of the school board, I spoke of the need for accessible playground structures.

I was able to be part of the planning committee for the playground design at Des Moines Elementary. As a result, the Des Moines Dolphins have a fully accessible area where students with a variety of abilities and needs can access and participate in play. I hope we all can consider this a successful outcome.

I was also on the planning committee for the school building. During the planning process, I brought my physical therapy lens and experience to the team. I was able to advocate for our students who are severely impacted by their disabilities to ensure that they had equitable access to their education.

Because of my voice in the planning process, there's a ramp for students to access classrooms from the rest of the building instead of a stairway. Since students in wheelchairs don't have to use an elevator, imagine the time saved and the feeling of inclusion for these students during a transition. The new school building at Des Moines is also a successful outcome for students with mobility challenges.

We have some examples of barriers to access for students with mobility and challenges in our school building. At Bow Lake, there was no-- there is no accessible bathroom that could accommodate a student, his powered wheelchair, the equipment used to assist the student, and the two staff members who needed to carry out the bathroom tasks.

At Highline High School, there is one small elevator. This impacts how quickly a wheelchair user can get between classes on different floors and different wings. At Glacier Middle School, there is no sink in the classroom designated for our students who are most severely impacted by their disability. Since some of the students with whom we work are challenged to manage secretions of bodily fluids, the lack of a sink in their classroom presents hygiene and health hazards.

We have more examples of the barriers to access and safety in our buildings around the districts. The ones we have highlighted here are just a representation of how our students who are challenged with their mobility experience a lack of access to their education. A fully accessible building is very impactful for equitable success. These barriers in our newly constructed schools could have been avoided.

The difference between the examples we've shared here tonight at Highline High School, Glacier Middle School, and Des Moines Elementary is simple, there were no physical therapists on the planning team at Highline High School or Glacier. Highline Public Schools is committed to equity and inclusion for our students. From our perspective as physical therapists who are trained specially-- specifically trained in mobility, inclusion must be considered for our students who have mobility challenges.

Having an experienced voice at the table for planning our new school buildings is critical to ensure equitable access. As we look to finalize designs of our new buildings, it is imperative that a physical therapist with a unique lens of accessibility for those who need it most is involved in the planning process. Thank you.

Thank you. Is Tamia Mutin here?

Hello, everybody. My name is Tamia. I go by she/her pronouns, and I'm a freshman at Evergreen High School. I'm going to talk about why schools should care about mental health. Mental health is very important, because if it's not good, it can impact how you're doing in school.

For example, mental health is a very heavy thing, and it can cause stress and negative thinking. Most of all, this is important, because while you're at school, you most likely will be distracted and stressed because of your mental health not being the best. How can a student meet school requirements if their mental health is not right?

Mental health huge impacts on how we do at school. To address this, we need a bigger budget for mental health, because we need to have more counselors and that comes while having to pay them. We also need a bigger mental health budget, so we can have more resources for mental health programs. We also need more therapists for mental health and emotional that represent the students they work with and their lived experience, because it will help and feel more comfortable the student knowing this person will come from where they come from and have a better understanding with the student.

Social emotional learning is needed, because teachers need to know how to respond to student in crises. It's very important to have, because when a student turns to a teacher, it's not always the best for them to directly just point them to the counselor. Because that student feel comfortable sharing with the teacher, they should be able to know how to support the student more [INAUDIBLE], as well be able to point them to many resources like the counselor. Thank you for your time.

[APPLAUSE]

Thank you. Is there Brianna Gavilon?

Hello, my name is Brianna. I use she/her pronouns and go to every in Highline school. Today I be reading a speech for Noah, because unfortunately he could not make it today. Noah is a junior at Evergreen High School and been in the Highline district since kindergarten.

I'll be reading in first person their experience. My mental health was never the best and it came-- my mental health was never the best, and it made me struggle out in school. In freshman year, I was with a therapist that was on Evergreen campus, and it helped me a tiny bit when I [INAUDIBLE].

And also since my teachers weren't always aware of this, I had weeks where I had to skip, because teachers wouldn't let me go. And then quarantine hit, and I had to stop seeing her. And with classes being virtual last year, it made it even harder.

Now that we are back to in-person school, to my knowledge, we don't have that anymore. And this is when our district needs it more due to everything that's going on in the world and everyone's mental health being affected. This is why we should have a bigger budget for mental health in the district as well as budgets for our students that have mental resources, so they can actually use them when they need. With a bigger budget for mental health, we can have licensed therapists in every school and preferably one that looks like the majority of the population at the school.

While we have our school counselors, they don't usually have the required amount of training to handle the emotional and mental problems that the students face and only help with academic problems and your schedule. We should have some counselors to help us academically and some that help us emotionally and mentally, because it's nearly impossible for one person to not only help kids with graduating on time but also having kids sharing to them and what are personal problems they're having.

Having two different counselors will not only help students. It'll also help the counselors themselves. We also have to make mental health and social emotional learning training a requirement for our teachers and advisors. This is so they know how to handle. Let's say kid having a panic attack in the middle of the class and running out in bathroom.

Right now whenever I see a kid having a panic attack and running out of class, most adults are just like, OK, take your time and breathe, but you have to go back to class or go to the counselor's office. Sometimes this is fine, but a lot of kids are just really breaking down and going to the counselor's office won't hope since kids aren't comfortable talking to school counselors because of them not being emotionally available due to helping so many kids with schoolwork.

Lastly, we need a bigger budget for mental health in the district, as this will allow for more mental health programming and funding. Thank you for listening to Noah's experience and solutions to their situation. I hope this could create an impact in our district and community. Thank you.

Thank you. Is there a [INAUDIBLE]?

Thank you. Good evening. My name is Quinn. I use she/her pronouns, and I'm a sophomore at Evergreen High School. Today I want to give a speech about the importance of mental health and its impact on student learning.

To start off, I view mental health not as the only way as to indicate the level of stress but also emotional wellness and the overall health as a human being. As a student, I'm engaged in school, have good grades, and involved in a lot of clubs, but all of the pressure pushes me to be a perfectionist. Also no one in life can be an excellent student, good child, and perfect athlete. The school system don't take the issues of perfectionism or mental health concerns seriously.

I've never be open to talk about my feelings. But when it comes to mental health or stress, I briefly asked the other youth at high school even strangers. They have shared that when they're stressed out, friendship motivated them to go to school.

The truth is anyone could struggle with mental health, especially teens, because we are in a growth process and balancing a lot of things can be tough. So because of that our top three demands are, one, we want the school board and teachers union to negotiate the contracts to require social emotional training for all teachers. The second demand is hire counselors and therapists, so that we can relate to them at each school, and the third one is to increase the budget for mental health in school overall.

If we provide the support when my friends and I have some hardship going on in life, we won't escape my feeling, and we are going to be open to talk about it. If someone asked, how I improved my perfectionism, I would say because I have stood here to advocate for mental health as a special leader. Lastly, I want to recognize that May is Mental Health Awareness Month. So let's celebrate all of the transformative work we're doing and will continue to strive for. Thank you for listening.

[APPLAUSE]

Thank you. Is there a [INAUDIBLE]?

Hello, everyone. My name is [INAUDIBLE]. I'm currently a sophomore at Evergreen Highline school. Today I would talk about why mental health is important to me, and why it deserves more attention.

Mental health is significant to me, because I understand how it feels when having mental health struggles. When I first came to the US in 2019, I deal with a lot of stress, language barriers, culture shock, having no friends at school, and later on when the pandemic hit, everything was even worse. Dealing with all that mental stress affected me negatively. I became more timid, had self-doubt, thought negative things, and felt disconnected to people around me.

I know that many teens out there are facing the same and maybe even more worse struggles than me. And as a person who used to be so confident, so open, so proud of myself for always managing to be on top of everything, those struggles hit hard and hurt me a lot. Since then I realized how much it means to have a good, healthy mental health and how important it is that every student can get help and support on mental health problems.

Having mental health support is very important, because for teenagers, this is the time that we're the most vulnerable. Therefore, I'm here today to speak for a change. I notice there's not as many therapists who can help students with mental health problems in my school.

In fact, there's only one therapist who is available for students to make appointments with. This is problematic, because first of all, the students who need support on mental health will not get the help they need immediately. The longer it takes, the more serious and more their life will be affected.

Secondly, my school is known for being a multicultural community, and so many of my schoolmates come from a variety of backgrounds and speak multiple languages. Having a limited number of therapists at school is not enough for the majority. Why? Because people tend to feel more connected and comfortable to share their struggles with the people who share the same culture as them with whom they feel familiar to be open with.

Therefore, some people may hesitate to reach out to the therapist if they do not feel connected with them. Furthermore, for students who do not speak English as the first language, it will be even harder for them to get mental health advice since they don't speak the language. Therefore, in my opinion, our schools should have more therapists for mental and emotional health that represent the students they work with. The more people that help students with mental health, the healthier and more successful students can be in both their social and economic life.

In order to make all this possible, our demands also to have a bigger budget for mental health in the district and having socioemotional learning training requirements for our teachers so that more students will get the help they need as soon as possible. Finally, thank you to this program for giving me this precious opportunity to speak for these demands. Thank you.

[APPLAUSE]

Thank you. And I was informed that our final speaker Ashley Swenson was not able to make it but has submitted written comment for us to review. That concludes scheduled communication. We have now moved on to our superintendent updates.

Thank you, President Garcia. I would like to invite Scott Logan, our COO, to the microphone to introduce our incredible CFAC members who are here with us this evening and are going to speak to those beautiful renderings of our future schools behind you. Scott?

All right. Thank you, Dr. Enfield and school board members. It is truly my pleasure to introduce our co-chairs and student leader on our Capital Facilities Advisory Committee. For those that are not familiar, which I can't believe there's anybody isn't, but this group has been together since, I believe, 2012 or 13 was when we first started putting together plans for building a new Highline High School and a few other projects that you'll see around the district.

This group took on boundary changes when 6th grade moved to middle school, and the schools-- we had schools that were overfull and schools that were under capacity. And there is no harder challenge I don't believe in working in school administration than changing school district boundaries. Those people buy their homes because of the school that's in that service area. People make choices about where they work or make choices about school because of where they work, so that was a heart-wrenching, long, and tedious job that they stayed clear through to the end and did a great job there.

They've spent the last year reviewing what our next Bond proposal should look like. And with that, I won't let any of their secrets out. I want to introduce Shane Stender and Omaha Sternberg, who are co-chairs, and also invite Jamie Perez up here to-- she is our student representative from Big Picture Middle School and has done an amazing job helping get the student voice in front of these projects. It's all yours.

Thank you, Scott. My name is Omaha Sternberg, and I am one of the two co-chairs of CFAC, which is the Capital Facilities Advisory Committee. I believe that it was 2015 when CFAC was first put together. I became a member of CPAC in 2016. I was an alternate, and the person in front of me was not able to attend anymore. And I joined in full heartedly.

Shane Stender, I am in Des Moines with two kids going through the Highline School District. And I was able to join CFAC in 2017 as an alternate as well been co-chair for I second year. Hi, my name is actually Jamielet, but they call me Jamie-- It's fine either way-- Perez.

I am student representative for the CFAC committee for my school Highland Big Picture High School, and I have been blessed since the fall of 2021. Thank you.

So first I'd like to recognize all of our members who are present tonight. If you all could stand up.

[APPLAUSE]

Yes, a big round of applause for them, because as Scott mentioned, especially when we went through the boundary changes, oh my gosh, that was a huge amount of work. Scott didn't even begin to get across just how much difficulty and heart wrenching it really was, but we managed to do it. And all of these people present and the ones who are currently on Zoom actually watching the meeting as well should all be congratulated for that. I'd also like to mention that we had an opportunity to tour both Glacier and Highline middle-- or excuse me, Highline High School to see how the school-- the two high school's, Glacier's a middle school-- and Highland High School had turned out from all of the work that we had done in order to be able to pass the bond in the previous years.

A wonderful memory of which slides I'm supposed to talk about. So the recommendation that we're bringing to the school board this evening is for a bond this November that is \$518 million 397,000. We'll be discussing a little bit more about the details of that, but this bond was overwhelmingly recommended by the CFAC members.

This bond if it is passed-- and we hope it will be-- will actually work on rebuilding Evergreen High School, Tyee High School, and Pacific Middle School. I had a child that went to Pacific Middle School, so I'm really looking forward to that one being rebuilt. It will also replenish our critical needs fund, and we're going to go into more details about what the critical needs fund is.

So the rationale behind this is we reaffirm the bond package recommended by CFAC in 2019, holds tax rate at current rate with room for potential technology levy in 2024. By front-funding the design of these three schools in the 2016 bond, we will be able to advance their building times by two years and save on further cost of escalation, design for Evergreen, Tyee, and Pacific funded in 2016 bond. Next slide, please.

And here's what the new Evergreen High School design looks like, and we have architects from [INAUDIBLE] in the room. Would these architects stand please? Thank you for your work. Thank you. You can sit down now.

And then next slide, please. And here's what the new Tyee High School design looks like we have architects from Integris Architecture in the room. Would you please stand please? Thank you. Thank you for your work.

And then the next slide. And here's what the new Pacific Middle School design looks like we have architects from [INAUDIBLE] and [INAUDIBLE] architecture in the room. Can you please stand? Thank you. Thank you for your work so far.

OK, the bond cost model for this project and this bond proposal, as you can see, as we've talked about, it's Evergreen, Tyee, and Pacific. Construction-- if this bond is approved and goes forward-- would start in 2023 with completion of Evergreen and Tyee opening in the fall of 2025. For Pacific Middle School, that construction would begin in 2025, and it would open in the fall of 2027.

In addition to the total project cost of \$562 million 575,308, you can see that we also have bond savings from of \$10 million and change from the 2016 bond funding. This is from being on time and under budget with that project. So that's a lot of work and a lot of effort by everybody involved in the construction of those schools, and that's great to be able to be on time and under budget and be able to reap those proceeds into this bond.

The SCAP stands for School Construction Assistance Program, and it's from the state. Combined with the Port and FAA funding, that will add another \$34 million to credit the project, which brings that total bond fund that we're requesting down to \$518 million 397,000.

So I mentioned the critical capital needs and improvements that we had put on the list. The list I'm about to give you and that you can see up there is actually only a part of but not limited to this list, including, of course, emergency repairs. We have replaced the transportation building L. These buildings are actually World War II buildings, and as you can imagine, they're really looking forward to not being afraid of sticking their foot through a wooden floor.

We're also intending on providing space for the Highline Virtual Academy, roof restoration, remedial repairs for a number of different buildings. Sylvester Middle School needs a synthetic field, because they can't really work on the field that they got right now. It's just too muddy. And making exterior, finish improvements like painting, et cetera.

And the Maritime High School needs a location, and this bond will provide some funding in order to provide a new location for this. As I said, there's also emergency repairs that will show up, and we can't really determine what they are, because of course, you can't see into the future. I know this is a bit of a whirlwind, but does anybody have any questions?

Open it up.

Not so much questions, but comment. Just a thanks to the CFAC committee and to you, Shane, Omaha, and Jamie for co-chairing. I know this has been a very, very heavy lift, and at the last meeting, I sat in on there was some really strong discussions around the price tag, the \$518 million.

With the cost escalations that have gone up in the past few years, you know what? When we look back in 2016, we thought it was going to be this price. But with everything that's going on, it has gone up. So I appreciate all of the hard work that the committee and also our staff that has supported to present this to us this evening.

Anyone else?

No, I also just want to reiterate the thanks. Thank you so much, and I was spending a lot of time as you talked about just the redistricting in itself and how much you have to dig into the weeds to make sure that everything is correct, but also the forward thinking about what are needed in our other schools. And it's not just about rebuilding but keeping things up, where it's still opportunity for our students who schools are not new to make sure that they're able to use them like the fields and keeping up with that.

So just thank you again for your time. I know it's an investment that it's going to really benefit all our kids. So thank you.

I would also like to make one more comment, and I think both of my co-chairs agree that we really appreciated the Highline school district staff. When we had questions, they were there to get answers for us. When we weren't sure how to move forward, they were there to go ahead and give us advice. And we would never have been able to get this far without them.

I really appreciate the designs that you all helped facilitate with the architects. Having taught in a bunch of different schools, one of the things that often limits what learning looks like is what your room looks like, what the furniture looks like. And having toured Highline High School and seeing the opportunities for more flexible learning spaces, more communal learning spaces, it's just really exciting to see that we're really rethinking what learning could be to match the way the world is now and that schools should be designed differently. And I just really appreciate the responsiveness around that, so thank you.

I'll just echo what's already been said. Thank you. Thank you. Thank you. Thank you. I know the tremendous amount of time that you put into this to understand the complexity of some of these issues, the relationship building that we have to do to bring all these pieces together.

So there's just no words that I can really say to show my appreciation for the work that you guys have put in, for all the staff, for all the CFAC volunteers. Thank you.

I want to give folks a heads up that we are planning to put this to board action in our next meeting or board information and then board action meeting after that. So if you want to see the outcome of this recommendation, stay tuned, and we'll be acting on it soon hopefully.

I have one more question, and this would probably be for Scott. So I would like to-- could you share with us the different roles that we have on the committee as far as of community members, city officials, and things like that?

Absolutely, and thank you. That's a great question. I should have brought that up in the beginning here, but the Capital Facility Advisory Committee consists of as close to 40 community members or, yes, community members that we can keep it at.

Obviously, there's always some attrition in change, but we have a reserve list that we reach into when that happens and try and keep the roles full. We have every bargaining unit in the district represented on Capitol Facility Advisory Committee. We have city administration, somebody in a role of city administration on Capital Facility Advisory Committee.

We have student representatives, amazing student representatives on CFAC. And then there are people who volunteer to be on, and then there's also lottery members so that we have a really good cross-section from all four corners of the district, I guess, is the best way to put it. This team has an opportunity to sit together for probably more hours-- especially listening to me, they probably think it's more hours than it should be and get to know each other, but they get to carry the real story back out into the community when we have these discussions.

I appreciate that. Thank you.

And I'd also mention we have some great architects who are going to leave these drawings here and, we'll get these mounted on the walls out here in the hallway so people have a chance to spend some time, ask some questions. Connect with me for any questions.

Oh, man, I was thinking of snagging the Evergreen one.

I was thinking the same thing for Tyee's.

But I was going to say part of this is to really-- it's such an amazing model, because what I want to highlight here is that we bring together people-- stakeholders of all the entire district right, and all of us have our own stake. I'm a little biased at times. I try not to be because I'm district one, but the cool part about this is that we come together and we make a recommendation for what's good for the entire district.

And we're able to set aside our biases and come together, and it's just the model that I wish we can replicate across this nation of how to come together as a community and do this kind of work. So I just wanted to highlight that piece. It's amazing. Thank you.

Thank you, President Garcia. I will echo those sentiments. I think if there were any doubt in anyone's mind that Highline isn't the most amazing district on the planet tonight has proven them sorely mistaken, from the outstanding graduates that we met to our CFAC members being here and our architect partners as well talking about this work. I think this represents the best of what Highline is , community coming together around a shared goal, which is providing our students and our staff with the buildings that they need and deserve.

And it's a truly genuine community driven effort that makes me incredibly proud and grateful. I know the countless hours that those of you on CFAC have put in, and I can't wait for you to see those buildings come to life. And it will all have been worth it. So I'm deeply grateful. Thank you very, very much for all you've done and for being here this evening.

[APPLAUSE]

So just a few more things, we also had some extraordinary examples of student voice as well advocating for mental health, which I know the board and I all agree is a priority for us. And I know that Keisa Hendrickson from our team has met with many of the students who have worked with Feast and is looking at using some of our care dollars.

You talk about the CFAC model, President Garcia. We modeled CARE, our Committee on Allocating Resources Equitably, which was the allocation of our ester dollars that we set aside for community driven priorities modeled after CFAC, and Keisa is allocating CARES dollars to support creating wellness rooms, doing trainings, et cetera. So we really are hearing what our students are saying and actively partnering with them to continue to invest in the mental health needs of our students and our staff. So that will be ongoing work.

Before I-- Sandy can't be with us tonight, but Katie is. But before I asked Katie up, I wish I didn't have to do this, because it has been such an extraordinarily celebratory evening. But I do need to share a message that I sent out to our Highline Community today, because I think it's important that we all acknowledge the realities of what sometimes happens in our community and what and who we stand for as a Highline Community.

So I'm going to read-- it's a brief message, but I'm going to read the message that went out to our staff and families today. Dear, Highline, last week one if not more of our schools was defaced multiple times with racist graffiti. This hateful act was traumatizing for the adults and children who experienced it, and we are working closely with our local law enforcement partners to prevent this from happening again.

This comes as we are all reeling from the horrific racist attacks in Buffalo and Los Angeles and elsewhere. As your superintendent and a member of this community, I want to be clear hate has no place in Highline. We must stand up and speak out against racism and hate in all its forms.

We must also ensure that our children feel safe and supported. And I recognize that it is difficult to help them make sense of this when we as adults are struggling to do so. So we've included resources in this letter for our families and our staff to use and how to talk with our children about these situations.

But I end with this, one of the things I love most about Highline is that we are a richly diverse community and proud of it. At a time when division is all too common across our country, I ask that we be the model for unity. Together we are stronger because together we are Highline, and we will not tolerate this kind of action in our community, but we will also not allow it to divide us.

We will come together stronger and be the models that our children need us to do and create a community that is safe, welcoming, and inclusive for all. So with that, Katie, I will ask you to come up and make your remarks. Thank you for being here.

Greetings, school board, directors, and Superintendent Enfield. My name is Katie [INAUDIBLE], and I'm the Secretary of the HEA I'd like to start by thanking you for your time, energy, and care that you have shown our students and our community. Yours is truly a challenging job, and we know that the last several years have made it even more difficult but hopefully more rewarding for you, as well as your staff.

I know HEA members also truly appreciate the community members and staff who are supporting our students and community through their work on the Capital Facilities Advisory Committee. Our students deserve diverse health-- I'm sorry, our students deserve healthy, safe, and productive learning environments continuing to replace our secondary schools is an important next step in achieving that goal. Investing in technology is another crucial expenditure that is making a big difference for students in terms of access and the individualization our students need.

As a second grade teacher at McMicken Heights Elementary School, I continually use technology to differentiate instruction, provide UDL supports, and heighten engagement. My first example of how technology has impacted my students is how I've been able to differentiate literacy and math success groups even further. Students have been able to work on I-Ready, listen or read to books on diverse topics, do research on bugs and jobs in our community, as well as practice addition and subtraction facts in a game format to improve their retention.

Another way technology has improved how my students learn is through Seesaw assignments. Using Seesaw, I have provided my students with multiple ways to present the information that they have learned. Students can draw pictures, type, or use voice-to-text to show their proficiency.

The most recent example of how technology has changed my teaching is exactly a week ago at McMicken Heights. We received our Promethean boards that you recently approved to purchase. I told my students that we are getting a board like they have in library. They were ecstatic.

When we returned to school on Thursday, there was a squeals of excitement, oohs, and ahs and when did we get to touch it. I said, hold on. Let's go through it a little bit first.

During math instruction, which is my first main content block of the day, it was so quickly noticeable how much different my instruction and their learning was. My kids could actually see what I was presenting. With the aging document cameras and projectors, there is times where we had to play the game of which blinds should we close today, what windows should I try to cover with paper, is that the right mix for today, because it's slightly more cloudy than it was yesterday.

My students have been able to come up and show their work in a quick and easy way. I can move my board up and down as needed. So I just wanted to say, thank you so much. My students absolutely love them. Now a week on, I can't even imagine not teaching with one of these things. How quickly we forget.

So I just want to say Thank you so much for continuing to improve our schools and the technology that we are provided to teach our students. So thank you very much

Thank you, Katie, and thank you for being here. And I also just want to say this is the 20-day mark until the end of the year.

I'm aware.

[LAUGH]

Yes, second grade after pandemics.

Thank you, Katie. Go have a good evening. I appreciate you being here this evening, and that concludes my superintendent update for this evening. President Garcia?

Thank you. Thank you. Thank you. We are now on Agenda Item number 5, school board reports. I have nothing to report for the legislative report, so I'll open it up. Director Van?

All right, thank you so much. Katie, thank you so much for coming up here and sharing the story. I also want to thank the community.

I sure hope for the community members that are out there listening in and approving our tech levy, thank you so much. Those are the things that we like to hear and see, and we're going to keep on moving forward, so thank you.

What an evening with all the scholarship recipients. That's so awesome. So thank you to Susan for taking care of that this last week.

Had the opportunity-- the great opportunity to be part of the Highland Schools Foundation Scholarship as well. The new Executive Director Fred Swanson presented to 22 students over \$204,000 of scholarships across the board. So happy to be part of that and to share that.

Also we also had our school board retreat this past weekend. I would say that just want to thank staff, first and foremost, for being there and presenting our family collaboration around our policy but also to our board. I think that this was one of the most impactful meetings that we've ever had-- that I've ever experienced, because we got down to the nitty gritty.

We talked about our core values. We talked about the whys, the whys we are on the board. And it gave me an opportunity to learn a lot more about you guys, and that was great.

Now I have a different lens to look at things, and I appreciate that. So that is it for me. Thank you.

Thank you. Director Alvarez?

I have nothing to add. Director Howell?

Yeah, I just wanted to say a big thank you to the staff at Mar Vista Elementary, who responded swiftly to some of the racist graffiti, and to Susan and Scott who quickly came out and supported the staff and the students there. My children attend Mar Vista and definitely were shaken by the events in Buffalo. As people of color, they definitely feel unsafe, and then to have it happen immediately in their own community less than a block from our home, it's been hard.

And I just feel so grateful that Highline really comes together in times of need. And so I can't thank you enough Susan that I text you and I say, hey, this happened, and immediately you put things in place to support students and staff. So I just want to thank our community for doing that and for standing up against hate. So thank you.

Thank you. I wanted to just take a quick moment to thank the RAVE foundation and the Seattle Sounders for-- right. I brought it just to celebrate them, but for the continuous support that they've given the Highline School District. I'm immensely proud, and I also just-- shout out to the recipient.

We got to recognize both Dr. Enfield and Shoshana, a teacher of the year from Mount View Elementary-- Western Heights. I was close. I know. But it was just such a great opportunity to be together and celebrate in person. It was the first time, I think, that I've been in a celebration like that and to be able to celebrate with the Sounders and hold the cup and just really just live it up a little bit. It was a great night, so thank you, thank you, thank you.

I wanted to also give a shout out both for feasts and for the Coalition for drug-free youth in White Center. They both held workshops around mental health, and it's been a great opportunity for me to attend and just learn about the issues that our students are experiencing and figure out how I can use this role on the board to advocate for that. And that concludes my comments.

And just a shout out to the-- like director van said, shout out to the staff for coming in on a Saturday. I know you all could have been doing a lot of other things, but you came in to be with us to work through our vision as a board. And for my fellow board members for putting in the work, thank you. And that concludes my report.

We are now on Agenda Item number 6, the consent agenda. Is there a motion to approve the consent agenda?

I make a motion that we approve the consent agenda.

I second.

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

Aye.

All right, motion passes. We're going to jump to Agenda Item 9, motion to approve the 2021-2022 asset preservation program annual review. Do we have a presentation or update?

Thank you, Board President Garcia. I don't have a presentation, but I'm happy to update since this is being brought to you as both introduction and action in the same night. So this is an annual exercise that we go through as a district, and it's timely that it's tonight after our CFAC presentation.

Because the asset prevention program is actually an obligated step the district has with OSPI to assure that we're maintaining taking care of our buildings that they provide funding through SCAP, which was identified early. This helps support building new schools, along with keeps us eligible for impact fees if we have-- if our student population starts going back up where we have seating shortage, we actually are eligible for impact fees from some communities to help support new construction as well to put those extra desks in schools.

The reason it's being brought today as intro and action is, as you're aware, we've completely restructured our capital projects team. And in that process, we were down a few people for a while, and some tasks were a struggle to keep on calendar, on task, and this was one of them. We applied-- it was actually due April 1. To OSPI, we applied for an extension prior to April 1 and were granted an extension into this month. And so that is the reason that we have brought it today as intro and action.

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

I have none.

I have none.

All right, just one sorry. I guess it's more of a comment I just noticed that some of our ICO scores actually improved over time, and is that a testament to the critical needs funds that we've been able to pass that now we can actually maintain our buildings?

That does speak to that. We have taken critical needs and done some roof replacements, some boiler replacements, different things that are critical infrastructure in these buildings that does cause that ICO score to actually go up.

It's probably been a really long time since we've actually seen an opposite trend of that ICO score. So I'm just really impressed by that. So I wanted to shout that out. Thank you. Thank you. Thank you. Is there a motion?

I move that the Highline School Board accept the 2021-2022 Asset Preservation Program Annual Board Report scores.

I second.

All right, roll call please.

Director Howell?

Yea.

Director Van?

Yea.

Director Alvarez.

Yea.

Director Garcia?

Yea.

This motion passes 4-0.

Perfect. Thank you. All right, we're now on Agenda Item 9.2 recess into an executive session for approximately 30 minutes to evaluate the qualifications of a candidate for appointment to elective office in accordance with provision of RCW 28(a), 33.43.380, and RCW 42.20.110.

I'd like to make a motion that we go into an executive session for approximately 30 minutes to evaluate qualifications of a candidate for appointment.

I second.

Roll call, please.

Director Alvarez?

Yea.

Director Howell?

Yea.

Director Van.

Yea.

Director Garcia.

Yea.

This motion passes 4-0.

All right.

We'll be back in 30 minutes.

We'll be back in 30 minutes

OK. What do you want us to do?

Oh, just be on standby board.

I don't know.

It just occurred to me that-- it's a moment. Excuse me.

[SIDE CONVERSATION]

OK, we would love to have a preview of all three together at the Highland High School opening year celebration, to have the display boards of all three schools there just like an FYI.

All right, let me know if these mangled. We can get them redone.

Yeah, let us know if you need them recut.

[SIDE CONVERSATION]

OK, they won't need the [INAUDIBLE].

I think this battery was dying.

I heard.

[SIDE CONVERSATION]

I've heard that.

Yes, that's one of the nicer ways. Definitely not for everyone.

[LAUGH]

[SIDE CONVERSATION]

37 minutes, I apologize all.

[LAUGH]

Awesome. Awesome.

We heard you.

It's was me. I wasn't mine.

You got Holly?

Let's see.

OK.

No.

I get it [LAUGH].

There you go.

Don, what did you did with everybody?

I appreciate you all for hanging out.

There we go. Bringing us back together.

All right, well, we have returned from executive session at 7:48. Before we move on to Agenda Item 9.3, I just want to take a quick moment to recognize all of the applicants for this position. Thank you Chad, Asaib, Hamdi, Anna, and for all the people who gave us feedback and guidance and took the time to listen to the interviews and provide survey feedback.

Thank you. Thank you. Thank you. And I will open it up. Is there a motion?

I move that we appoint Ms. Asaib Hagas to position of district number five.

I second.

Is there any comments that folks would like to say? I'll start off by just saying I really, really appreciated what I view as a long-term commitment to this district. They are grounded in our commitment, our promise, and they're putting in the work. So I just wanted to highlight part of the reasons why I feel comfortable with this selection.

I would also second that, but also for her having being vested within the district, having her kids go through our network.

I so appreciate her experience in public schools both as a student advocate growing up but also currently as a school counselor. I think that lived experience of being in schools on the daily is really important to this work.

I'll just add that actually mine was off. So you just turned it-- oh, well, somebody had turned it on. Sorry, guys. It's like, wait a minute.

I'm sorry. I just wanted to add that just listening to her statements and reading the comments from the community, I think a perspective she brings also is not just her life experience but important refugee and immigrant and families that is missing from this board that would be an added value as well.

All right. If there is no other comments, roll call please.

Director Van?

Yea.

Director Alvarez?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

This motion passes 4-0. All right, welcome to the team.

Yay!

All right, we are now on to unscheduled communications. Is Katie Chrisley still here?

Test.

Oh, thanks. All right, thank you. My name is Katie Chrisley. I'm in Highline, and I want to say today it was really exciting to see over a dozen students get up and give their testimonials. There were high achievers, including one of my neighbors, Caris, who's going to the Navy.

Rock on, Caris. I was like looking for her grandma and grandpa. Where are they? They'll be here. I'll see them later.

But what we saw was high achievers, and we saw people who were coming also-- they were also coming in and having challenges, mental health challenges, and they were sharing with us what their experiences were with Highline and going through school in the last two years. And so the question I have is that we have shut downs for two years. Everybody had challenges. Everybody has challenges.

We all know that growing up in having life in general, but the question is even with all the things that we have all the stressors, what were the differences? Why is it that we had high achievers and people who are getting awards and striving and going to college and the Navy and having entrepreneurial dreams? And the difference seems to me that it's a choice, and it has to do with either choosing to take those challenges and become a survivor or take those challenges and accept that your role is a victim.

And that's so important that we understand that we all do have choices, because there's been much written about it. But 10%-- take 10% of what's given to you is important, and 90% is your attitude. And it was so wonderful to see so many people who were doing well.

So I would request that as we go forward-- because I'm sure that there will be more money going into mental health as is needed in this time, that we also be sure to include that we want to cultivate survival mentality as well as resiliency and not just being victims.

Thank you.

All right, we've now reached the end of our agenda. Is there a motion to adjourn?

I move we adjourn.

I second.

All right, all those in favor, please say aye.

Aye.

All right, we've adjourned at 7:54. Thank you, everyone.