

Highline Public Schools | School Board Regular Meeting - August 17, 2022

Let's get this show on the road. Welcome, welcome, welcome, everyone to the Wednesday, October 17th board meeting. Please stand for the Pledge of Allegiance. Roll call, please.

Director Howell.

Here.

Director Alvarez.

Here

Director Hagos.

Here.

Director Garcia.

Here. And please note that there's an excuse absent for Director Van. And I'm going to do any call or changes for the agenda. I was going to make a recommendation that we move 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, and 8.9 to the consent agenda.

I'll second that.

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

Aye.

Aye. All right.

Good job out there in that.

All right, we're going to move on to scheduled communications. Do we have a James Payne here?

James Payne with two at North Hill Elementary. Tonight, you plan to ratify the employment contract with the Teachers Union, one that's been lauded by the negotiators as great teamwork, hopeful, thoughtful, collaborative, and being available earlier than usual, even though they're all poor metrics by which to evaluate any labor contract.

While nobody wants a labor dispute, the people you represent, the parents, the taxpayers, not the Highline Education Association, want accountability and excellent results from their educators. Don't let the hopeful, thoughtful, collaborative attributes of this agreement deter you from negotiating harder on behalf of the parents, who are your constituents.

Indeed, HEA bears some responsibility for the extremely poor academic outcomes the district is offering our students nowadays, which as a reminder to you, only about 30% of Highline students are scoring at or above the English, Math and Science Standards, according to the OSBI. 70% are sub standard. And I'm quite certain it's not the kids fault.

The teachers and their Union are where the rubber meets the road. And by objective standards, HEA isn't doing so great. So that should be reflected in your contract with them. Otherwise, there's no incentive for them to improve. Tie academic outcomes with their pay.

Now to enhance accountability for our educators, you should add two other things to this contract. One, allow cameras in the classrooms. And two, remove Union involvement in the curriculum development. First, COVID video classrooms allowed us to see what you and the Union were teaching our children.

For those of us paying attention to what was being taught and your illegal classroom decorations, it was a huge eye-opener. Because children are extremely impressionable to questionable ideologies like CRT and your IRI, it's now more important than ever for Highline to be totally transparent with the parents and allow us into the classrooms, either physically or virtually to allay our concerns with the district policies and the teachers instruction.

The Union stands in our way of watching teachers perform their taxpayer-funded duties. Currently, Highline will not allow parents into classrooms to watch their children being taught, though they allowed it during COVID. But as with video oversight of elections and police procedure, teachers in this new world order should be equally as accountable as those other public servants to ensure civil rights are not violated.

The time has come for cameras in the classroom. Second, your current policy on curriculum adoption allows for an oversized involvement of HEA members in the process. Having personally watched how the new K through five science curriculum is being adopted for your forthcoming approval. With just a few parents and a whole bunch of Union members on the committee, your curriculum adoption policy creates an unfair fait accompli of whatever leftist fantasy the Union desires in the curriculum of our children.

Now, I recognize the board is packed with educators, but I would ask you to vote, not as beneficiaries of this contract, but as parents and taxpayers who require accountability from the school district. You are not voting for your own personal self-interest as an employee here, but rather your interest as a parent or taxpayer for us.

I recommend you hold off ratifying this contract with the HEA until you can include more objective teacher accountability measures into the agreement. Do it for the taxpayers. Do it for the parents. And especially, do it for the kids. Thank you.

Do we have a Heather Paisley here?

I'm sorry. Longtime parent, first time speaker. I'm a mother of four. I also am a former high school social studies teacher in the Tacoma School District. So I'm coming from a variety of angles here. The term gender identity is embedded in the new Title IX proposal being discussed tonight 112 times.

It appears, according to this document, that sex now refers to identity and not biology. Does this mean that a child determines their own gender and can identify as such as they see fit when they see fit? Is this identity subjective and fluid? And if so, what is the purpose of Title IX in regard to sports?

The original intent of Title IX was, in part, to protect female sports and create space for female athletic endeavors. If a biologically male student decides to compete in a female track meet, for example, because they identify as or feel more like a woman, does this not automatically undo the advantages of making space for an equitable financial contributions to women's sports?

Will this adjustment to language criminalize the improper use of newly created pronouns? Changes in language are not a small thing. They alter the fabric of our reality. And so it's imperative that we actually understand and challenge alterations when they start to veer towards ambiguity.

I want to acknowledge that gender dysphoria is real. It is incredibly challenging. And it's really rare, very, very, very rare. Students are welcome, right now, to express their temperaments and their gender experience in a variety of ways. Wear what you want, call yourself what you want, that's OK.

But just because a student identifies with more masculine or feminine characteristics, does not immediately alter their biology. And we're confusing biology with temperament. And we're codifying this confusion so that students live in an academic culture where feelings actually hold more weight than reality.

And worse yet, it's a system that encourages young women and men to believe that they are a mistake, somehow stuck in the wrong body, rather than helping them navigate the tunnel of adolescence, seeking acceptance of their bodies and their temperaments. So it's really, really important that it's parents and as teachers, that we don't teach youth that they are their sexuality, especially when academic rigor and preparedness for adulthood should be the priority, and it's not.

I think anyone that has a student in the Highline School District right now knows that. Although mental health is critical to child development, it is not fostered by coddling or excessive focus on sexuality and emotion. Depression and anxiety is the pandemic now. And we need to treat the problem by preparing them for life, not inoculating them to the truth of who they are.

We're confusing the hell out of our kids, guys. And by guys, I mean, all of you. OK, I'm just being general. OK. So what am my concerns have to do with changing the language in Title IX? Well these changes are a perfect example of altering the meaning of words to fit a political ideology. And it sows confusion in our youth. And it continues a growing obsession with culture and sexuality over academic excellence for all of them.

Our students should, indeed, be known by name, by strength, and by need, not by race, gender, and sexuality. That's not the goal. I pray the language of Title IX doesn't become another pawn in this divisive agenda that's disguised as progress.

And I really hope I get to return to the classroom one day. I really do. I'm not a teacher right now. I would love to be, again, one day soon. But you're going to have to lift the vaccine mandate for me to get back in the classroom. So hopefully you'll do that at some point, too.

All right, do we have Patricia Bailey?

Good evening, Highline School Board Directors. I'm here to review the past two plus years of COVID protocol mistakes, as I see them, so they're not repeated in the future. As of August 11th 2022, NBCUniversal News reported, quote the CDC is no longer recommending quarantine, even after exposure, and no ongoing screening in K-12 schools. The new guidance applies to all children, regardless of vaccination status, unquote.

We must note there appears to have been no significant change in conditions that warrants this reversal. Although welcome news, we need to acknowledge the carnage of the past two-plus years. Our communities have suffered egregious abridgment of virtually all constitutional rights.

There was an unprecedented wealth transfer from the poor and middle class to the very rich impacting the livelihoods of our families, but making 500 new billionaires. We have seen elevated deaths through suicide, drug overdose, mental illness, as well as social breakdown and deprivation of education for children.

And shockingly, we have seen unbridled censorship and marginalization of dissenting voices. From history, we know censorship is the preeminent device of tyrants and an enemy of civil society and good education. We needn't wonder why students have unprecedented mental and emotional issues.

They're likely a consequence of COVID protocols of the past two years. Students were required to be germ phobic and hypochondriacs. The demand that students be masked and warned of being an unwitting killer is a heavy psychological burden to bear.

The belief one could be an innocent victim of another student who may remove his mask, or his or her mask, causes hatred, anger, and fear. When one is implementing policies that promote mental illness, we shouldn't be surprised when the outcome is fearful, angry, depressed, demoralized students.

Students were denied normal interaction with teachers, friends, and classmates, having to wear pathogens soaked cloths over their faces all day, unable to share natural human facial communication and conversation. Who knows what kind of tactics teachers had to use to gain compliance with masking, undermining the bond and trust in teacher-student relationships.

There is a shred of good news in all this government-caused chaos, however. The people are coming to learn their constitutional right to bodily autonomy is, they know they come to know about constitutional right to bodily autonomy and more.

People cannot be coerced, as in Nazi Germany, to participate in medical experiments. The bad news is that overzealous enforcers put themselves and their institutions in harm's way in the form of lawsuits, by trampling the rights of others.

It appears there could be another epidemic in the making. The Executive branch, the CDC, or the WHO cannot abridge people's God-given rights enumerated in the Constitution. Let's stick to the law of the land and allow individuals to take the health precautions they deem necessary for themselves and not repeat the violations of the past. Thank you.

Is there a Tamara Vandenberg?

Hi, I'm Tamara Vandenberg and I lived in the Burien area all my life. And this is about the COVID protocol. As we enter the 2022-23 school year at Highline, you will no doubt be discussing the COVID protocol requirements for students and staff regarding the shots, masking, testing.

For the last 2 and 1/2 years, Highline School district and the rest of Washington have been directed from the top on how to manage COVID risk. Governor Inslee proclamations, OSPI Chris Reykdale, Director of Public Health Authorities from King county, plus other local public health directions.

I felt like Highline School district did not have much choice but to comply. The good news is, according to OSPI Chris Reykdale, the state of Washington will now be allowing the local health department to make COVID protocol recommendations.

That means that you, as directors, now have the opportunity to pay closer attention to the scientific studies and make your own choices required in the Highline School District. Here are a couple recent studies I will talk about. The first is effectiveness of masking in North Dakota. There were two school districts side by side, identical in demographic numbers, students, vaccinations, mitigation policies, et cetera.

During the fall of 2021 to 22, the main difference was that one required masking while the other one did not. In West Fargo School District, less than 5% of the people opted to wear the mask. Upon looking at the graph, week by week for four months, they had nearly identical case numbers. A difference was not statistically relevant, nearly 0%.

Interesting, the district Fargo that have been wearing masks at nearly 100%, rescinded the mask order at the peak, January 22, 22. Both school district's case numbers drop precipitously at the same rate. The masking made no statistical difference in the number of cases between the districts.

Why might we, again, require masking when outcomes like this are so clear? The study is reported July 8, 2022. Now, let's talk about COVID vaccines. The second prevalence study is about the COVID mRNA vaccines. This was a study from Thailand relating to complications after the second Pfizer vaccine was taken in 13 to 18-year-olds.

It was unique because it was not a prospective study, which means it was plan of acts, but retrospectively reported. After the second dose of the Pfizer vaccine, tachycardia, fast heart rate, as reported in 7.64% of the people that had the vaccine, shortness of breath at 6.64%, palpitations, awareness of the heart beating 4.32%, chest pain 1.32, high blood pressure, 3.99, abnormal echo cardiogram 17.94, elevated biomarkers subject to release from damaged heart muscle 2.33%.

This Thailand study included 301 teens, approximately 200 boys and 100 girls. And the researchers followed them after their first shot, but before the second. The participants were screened to affirm good health, no abnormalities before the test. So the results were not complicated by preexisting conditions.

It was a small, protective study in Thailand, only 301 participants. The results were remarkably clear on the number of heart complications directed following COVID injections. Nearly 30% of the participants had adverse heart-related reactions.

At this rate it makes me wonder why more similar studies have yet to be published on a larger scale or by our highly regulated institutions. Why are there no complications or side effect studies by the CDC, the NIH, drug companies, et cetera? Why are we forced to use this research from Thailand? There you go guys, sorry.

Thank you.

We have a Katy Kressley?

Good evening. My name is Katie Kressley and six months ago, February 2022, I placed a FOIA, Freedom of Information Act Public Disclosure, request to Highline Public school asking for information on which Washington State and federal laws follow the implementation of the current and passed COVID protocol, that meaning mask, shots, testing for students and staff.

Since we didn't really have conclusive science data to support mandatory masking, nor we didn't have any long term studies to support mandatory COVID related medical procedures. So I was curious why we implemented such harsh, unbending measures that allowed for no exemptions or no accommodations, very few.

I wanted to know, so I asked. The questions were two types. For example, which types of Washington laws had been passed by Congress in Washington that superseded our federal and state constitutional rights? The answers mostly came back, we don't give legal advice.

And there were 25 questions in all. But they came back and they said, very specifically, where was it? The district is not able to provide you with the statutes because we do not give legal advice, which is reasonable. There's a lot of things that cannot be stated. I understand, that's the district.

But however, it's very important to understand how these choices were made. The second type of questions I asked were, let me see, I'm just going to read one, that's easier. And these are long, which of course, is why I'm not reading eight pages.

We requested that the Highline School District make available for public inspection and photocopying any and all letters, faxes, email, memo, directives, instructions, or orders from any one individual person, group of persons, corporation, non-profit corporation, corporation, sole LLC, or corporations mandating that this school district mandate or require all school children in this district to be masked and/or vaccinated.

And the answer came back repeatedly, no records exist. There were several that came back, with regards to See Responsive Records, which is going to be for another day. But these were asked with regards to, the ones that said no records exist, had to do with Washington State Directors Association, which is WSDA, the Washington State Department of Labor and Industries, let's see, I had Washington Secretary of State, Center for CDC, OSHA, Office of Washington State Attorney General, the Secretary of State.

So none of them actually gave anything that was on record. So I think maybe next time that, hopefully, we don't have to do any more FOIA requests to find out what's happening with COVID protocol. But in the meantime, let's make sure that we've got the science behind it when we make choices next time. And thank you very much for everything that you do.

Thank you. And that concludes our scheduled communication.

Next up, we have superintendent updates. I'll hand that off.

Uh oh, there we go, thank you very much. Yes as my continuing what we've had for the last few minutes, it's my honor to introduce some of our new building administrators. And first I to start off with Simon Iniguez, who is going to be our Principal at Evergreen High School.

Simone began his career working in juvenile rehabilitation as a juvenile residential counselor. Most recently, he was Assistant Principal at Evergreen High School for the past two years. He has a bachelor's degree from Central Washington University, a master's in education from City University of Seattle, and his administrative certificate at the University of Washington.

He is humbled and inspired by the opportunity to be joining the almost 9% of principals that are Black, Indigenous, or people of color in the state of Washington. In his downtime, Simon likes to hang out with his family and travel to Mexico. Welcome. Would you like to introduce who you brought with you today?

[APPLAUSE]

Very good, thank you. Next we have Marquita Smith. Welcome, Marquita. She'll be our Assistant Principal at Glacier Middle School. Marquita's his first teaching position was in the Illinois Preschool For All program in 2015. She was a lead teacher for three to five-year-olds. She then began or certified teaching career at Colin Powell Middle School.

Prior to this, she has been an LRC teacher at Silvestre Middle School. She has a bachelor's degree from Lewis University, two master's degree from the Chicago State University, and a Master of Arts in Educational Administration from Governor State University.

Her biggest professional accomplishment is obtaining three advanced degrees in less than 10 years time, all while working full time. Outside of work, Marquita loves to travel. Well, that is a lot of work you've accomplished and welcome. And Marquita do you have anyone that you brought with you like to introduce?

[INAUDIBLE]

[APPLAUSE]

Welcome, welcome, thank you. And next we have Gina Lee, who is our Assistant Principal at Hilltop Elementary School. Gina began her career with the Kent School District at East Hill Elementary in 2010 as an ELL Academic Interventionist. Most recently, she was Assistant Principal at East Hill Elementary school.

She has a bachelor's in English, Sociology and master's in teaching from the University of Washington. And has also completed her Danforth Principal Certification program at the University of Washington, as well. She is most proud of the relationship she has made with educators and how she was able to support and build trust for each other in this past year.

In her downtime, she loves traveling with their family and friends. And Gina, would you like to introduce her you brought with you tonight?

[INAUDIBLE]

[APPLAUSE]

Wonderful, welcome. And next we have Becky Metzger, who is our Assistant Director of Technology Services. Becky is extending her long day and she began her career at the Department of Social and Health Services. Most recently, Becky served as a Project Manager Analyst for the Department of Technology Services for the last four years. She has a bachelor's degree from Western Washington University and a Master's in Education from Gonzaga University.

Her proudest professional accomplishment was when she decided to become a teacher. Outside of work, Becky loves to paddleboard with her dog, surf, garden, and volunteer with Head Count and World Relief. Welcome, Becky.

[APPLAUSE]

And that completes our new building administrators. I'd also like to just second piece here, as we have the Equity Symposium coming up next Tuesday the 23rd. And we will continue our work to think about how we can elevate and raise more voices so that we continue our courageous work to Be an Antiracist Organization. Really looking forward to that work and what we're going to be learning during that time.

And then I like to also build upon a collaborative model that we had in having some of our labor partners share some of this time, the superintendent's comments. And tonight we have Sandy Hunt, the Highline Education Association President who's going to be joining us.

And while she's making her way to the microphone, I also want to know that we are going to be making a little bit of adjustment in the time because we will also be communicating and talking to some of our other labor partners to have some space during this time on the Superintendent's Comments. But for now, we welcome Sandy Hunt. Sandy, it's yours.

All right, thank you. And I guess I was realizing this is my first board meeting since the end of June. So maybe it's my official opportunity to welcome Dr. Duran into the district. And we have a lot of new administrators, as well as teachers. Where I was at the new member or new teacher, new educator orientation this morning. And it's been a fabulous opportunity to get to know folks that are coming into the district and really committed to the mission of equity and anti-racism.

I mean there is a strong component of attracting teachers into our district who believe that that is important for our students to achieve not just socially, but also academically. So I appreciate the direction that we're continuing. And I know you have listening sessions and things coming up, so I know our members are very interested in participating in those, working with the community to have our schools reflect the values of the students in our programs and very excited to continuing the partnership.

The contract is just one piece of that. We were able to reach agreement. We do spend a lot of time interviewing our members. We do have a major survey that we do with members. And we try to find things that we want to bring to the table that can support student learning, student growth, as well as improve the efficiency and effectiveness of our instruction.

So we feel very proud of the work that we did with the district this year in addressing concerns, and a number of those even having risen out of the pandemic and trying to make sure that we are addressing student needs. If you look at the back, in our letters of agreement, we recognize that we're not going to, necessarily, put everything in the contract right away. That we want to try out, we want to test out, we want to see their impact.

So those letters are agreement create committees that are jointly between the district, and the union, and staffed. And those joint committees really are the ones that produce a lot of the recommendations, whether it's in dual language, special ed, and other areas.

So I really, don't skim over the appendices. I think some of the most exciting work that we did, that we do do are in that committee work because of the joint nature with our administrators and with our educators. So thank you so much for giving me this time.

I do encourage you to vote yes on ratifying this. Our members had a 80-something percent passage rate when we took our vote in June. And we look forward to hearing your results today. Thank you.

Awesome, thank you, Sandy. I also would be remiss if I didn't bring this up. You all know, many of I had my family here last time and my oldest son, Mateo, was a little disappointed that he was unable to sit-in the chair and use a microphone. So thank you, Director Argos. Next time he comes, he's going to have his little superintendent shirt up here, and he'll be on stage. So, thank you. That's it, President Garcia, thank you.

Thank you. All right, that concludes Superintendent Updates. We're on to School Board Reports. I'll make the legislative report real quick. The WSSDA I'm going to forward this before I forget, but WSSDA had sent out a reminder for us to, if there was any amendments that we want to make for the General Assembly.

We have until the 19th to suggest those. So if anybody wants to, has a new thing that they want me to go to bat for, please let me know by the end of Friday, and I'll be happy to do so. And that concludes my Legislative Report. And we'll jump to Director Reports. Director Alvarez?

Nothing to report.

Director Howell?

I also have nothing to report.

Dr. Hagos?

This must be easy, I have nothing to report at the moment, as well, except for to welcome the new administrators to our community.

Man, I'm going to be the one that has stuff. I'll make this quick, but I did want to invite another board member. We are getting an update on the audit review that we get annually. It's going to be on August 30 at 12 PM. So there's one other member that can join me. And I'll be giving an update on what we learn from that at the following Board meeting.

So August 30, 12 PM, if anybody wants to join during the audit review update, please let me know. The other update is, just a reminder that we have our Board Retreat on September 10. Joe and I will be meeting with Dr. Doran next Wednesday to go over that. So if there's anything that we want to make sure we put a time aside for, please let me know by next Wednesday. And I think that concludes my report. Thank you.

Director Garcia, I think one more around the WSSDA and the regional meetings, and so please.

Yep. Thank you, sorry about that. We are very, very fortunate. We have been asked to host the Washington State Directors Association fall meeting for district two, the King county region. We are one of the ideally centralized districts. We're looking forward to hosting the space for the first two weeks of October. This event is going to include dinner and the time will be from 5 to 8 PM. So hopefully, you all can reserve that date a date once it's locked down.

So WSSDA is this committed to doing the equity and special education advocacy work. And there will be some time to discuss the General Assembly positions and ranking during that meeting. And if it's OK with everyone, we want to make sure that staff is given the OK to direct and coordinate some of these logistics so that we can host this amazing opportunity to host WSSDA.

So if you have any questions, please let Aaron Bennett know. Cool. Thank you for the reminder. Concludes my report.

That moves us next to the consent agenda. Is there, I move to approve the consent agenda. Is there a second?

I second.

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

Aye.

All those opposed, abstentions, none. We're on to agenda item number 8 8.1, motion to approve the ratification of the 2022-2023 collective bargaining agreement between Highline Public schools and Highline Education Association.

I just wanted to give folks a time in case there was any questions, any last minute thoughts, comments, confessions that you wanted to share. I have none, though. Who will entertain a motion?

So I move that the Highline School Board approve that negotiated agreement with Highline Education Association effective September 1 2022 to June 30 2024.

Thank you.

Is there a second?

I second.

Roll call, please.

Director Hagos?

Yea.

Director Howell.

Yea.

Director Alvarez.

Yea.

Director Garcia.

Yea.

This motion passes four to none.

Thank you. We are now on agenda item 8.2, motion to approve the revision to Highline School district salary schedule for non representative salary schedule. Is there any questions? You don't want to put Steve on the hot seat?

All right. Just thank you for staff. They help. For those of you in the audience, we actually do a lot of work in between meetings, asking staff to give us updates, give us material. So that is why we are ready to vote on this. And I just want to thank Steve for doing that.

If there isn't, I'll entertain a motion.

I move that the Highline School Board approve the proposed salary schedule adjustment changes to the non-represented staff. Is that?

I'll second that.

All right, roll call please.

Director Alvarez.

Yea.

Director Hagos.

Yea.

Director Howell.

Yea

Director Garcia.

Yea.

This motion passed this four to none.

Thank you. Next on the agenda, 9.1. We're moving to direction and action items. This is a motion to approve granting authority to the superintendent to sign a contract between Highline School District and the DHCP Fairfax Hospital Northwest School of Innovation Learning for the 2022-2023 school year. Do you have anybody who can give us just a quick update on this?

Hi, I'm Daryn Spencer, one of the co-directors of Special Education. So Fairfax Hospital and the Northwest School of Innovative Learning is a school that we regularly contract with every year to provide services to students that have high needs. Despite our efforts, they have been unable to provide us with the contract. And as this is the last school board meeting before school starts on September 1, we would not have an opportunity to get approval for this contract in time for students to start. So this motion is for the board to give authority to Dr. Duran to authorize the contract when we get it from this school.

With that said, I move that the Highline School Board grant authority to the superintendent to sign a contract with BC Fairfax Hospital/Northwest School of Innovative Learning for the 2022-23 school year. They'll need a second.

I can second that.

Thank you. And I'll open it up just real quick in case there's a question before we do roll call. No? Perfect. All right, roll call, please.

Director Alvarez.

Yea.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

This motion passes four to none.

Thank you. Next up 10.1 motion to improve student health policies adopting new policy 3411 and revising policy 3413 and 3416. Approval of this motion would adopt policy 3411, 3413, and 3416 as attached to the board action report. Are there any questions that we want to direct staff?

Nope. We'll move on to the next one. These are introduction items, by the way, So they'll be voted on at the next school board meeting. So we'll have two weeks to ask follow up questions.

10.2, motion to approve utilizing Farm to School purchasing grant in the 2022-23 school year. Approval of this motion would approve the Farm to School purchasing grant in the amount of \$320,000. Any questions? Cool. 10.3, motion to approve the 2016 bond fund reallocation and project close out. Approval of this motion would approve the 2016 bond fund reallocation and project closeout.

No questions? Power through it. 10.4, motion to approve Evergreen Design Project. Approval of the contract amends Amendment number one and increases the purchase order of P201331 Basetti Architectural and Engineering. Approval of this motion would approve the contract Amendment number one and increase purchase order P20031 with Basetti Architects for \$3,180,482 to continue the design of Evergreen High school. Any questions?

I have a question, just quickly. And I think this will touch in the next two. Thank you, Scott, for going up to the podium. Just wondering, I know that after reading, that it's because things have gotten up so things are increasing. So do we estimate that this will be the last of the Amendment to this contract?

So that's a great question. And a point of clarification, this is not as a result of inflation or escalation. We have an agreement with architects on both this and the next motion where they're using the current cost model and the architect fee is based off a percentage of the cost of the project.

We haven't included escalation at this point because it's unknown where we'll be in a next year and the following year. We built into the original cost model, a 7% escalation annually. So we should be OK for, or we should be really close anyway, one side or the other because it's based exactly off what the final cost model looks like, the fee is.

The reason for this cost increase is part of the original contract with the architect that supports, because we postponed our bond election from 2020 to 2022, it gave us two more years to go into development of the plans, the design and development of plans, to be shovel ready at the time of bond passage.

This is part of the original contract, but it's more work than we anticipated being able to get done. We have this extended timeline and want to take advantage of it because it will reduce escalation by allowing us to start construction earlier.

Thank you. That answers my question.

This will take us to 80% construction drawings with this increase, which will take us to when we start construction process. And the final 20% of the architect contract is in project management and design while under construction.

Thank you. Thank you. I will say this answers for both, so thank you.

Thank you.

Next up, we have motion 10.5, motion to approve the Tye High School design project. Approval of this motion to approve the contract Amendment number one to increase purchase order P201436 with Integrus Architect by \$3,515,433. To continue the design of Tye High School.

Next up is 10.6, motion to approve school based mental health contracts with Seneca Family of Agencies. Any questions for this one for staff?

There you go. Yeah, so I do have just a question about how do they engage with our students in terms of is it referral-based? Do the students opt to receive some services? How are the families involved? Just a bit about processes because this is an outside agency coming in to provide services for our kids.

So this is an embedded kind of model that where the therapist will be located two days a week, full time, in four buildings. And the families have, because it's an elementary school model, the families have to come into for the intake. They will be an integral part of the ongoing treatment and support.

Will you also please introduce yourself?

Oh, sorry. I'm Val Allen. I'm the Director of Social Services and Mental Health. And another positive is they can also participate if parents are interested in the IEP process or consultation. So it's a more fluid model than the kind of two visits and then a therapist might leave.

And then just a quick follow up question. In terms of when they receive those services, does it disrupt their school day? Does it take away from their learning time or are the appointments made after school, before school? How does that operate?

Based on the flexibility of what parents would like, the therapists would be at-school based. And so, most likely, would be during the day.

Thank you.

Any other questions? Thank you. All right, we we're on to 10.7, approval to extend agreement with Whitewater Aquatic Management and Highline School District regarding the operation of Evergreen Pool to support the Department of Commerce grant. And Scott, you had a quick amendment you wanted to get, a quick update you wanted to share with us that we will see updated?

Thank you. Again, and I guess I should say, I'm Scott Logan, Chief Operations Officer for the district. We did have, as I was reviewing today for, I can't tell you how many times I've gone through these, but I did notice an error in the background information, not in the content or the bar or the value of the bar.

In the second paragraph of background information, I'm going to print a revised copy and it will be included and identified as revised in the next board meeting's action night.

Awesome, thank you. Any other questions? All right, that concludes intro items. Is there any unscheduled communication? There is none. Then I move to adjourn this meeting by acclamation. That's it. Have a good night, everyone.