

## Highline Public Schools | School Board Meeting - March 15, 2023

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Well, good evening, everybody. Welcome to our school board meeting. We are coming back from our exec session. Y'all please stand up for the Pledge of Allegiance.

I pledge allegiance [INAUDIBLE] flag and to the Republic [INAUDIBLE] God, [INAUDIBLE].

Thank you. Earlier ago, we took roll call. Director Alvarez and Director Hagos has an excused absence, and Director Garcia is on the phone with us, so.

Can we do a roll call here for the record, please?

All right. Roll call again, please.

Director Garcia.

Present.

Director Howell.

Here.

Director Hagos. And Director Van.

Here. And to my left is Dr. Duran, our superintendent. Any changes or additions to tonight's board agenda?

I'd like to move that we move the action items 8.1, 8.2 and 8.3 to the consent agenda.

I second.

Thanks. I got a second. All in favor?

Aye.

Aye.

Aye.

Thank you. We're going to move on to recognitions. Director Howell has a recognition to read.

All right, on fancy paper. "Whereas autism is a pervasive developmental disorder affecting the social, communication, and behavioral skills of those affected by it, and whereas, as more health professionals become proficient in diagnosing autism, more children are being diagnosed on the autism spectrum, resulting in rates as high as 1 in 59 children nationally.

And whereas while there is no cure for autism, it is well documented that if individuals with autism receive intervention early in their lives, it is often possible for those individuals to lead significantly improved lives. And whereas there is a spectrum of needs associated with autism from mild to severe, some individuals require a lifetime of specialized and community support services to ensure their health and safety and to support families' resilience as they manage the psychological and financial burdens autism presents.

Whereas Autism Society of Washington is spearheading an awareness effort in order to educate parents professionals and the general public about autism and its effects, now, therefore, the board and superintendent of Highline Public Schools do hereby proclaim April 2023 as National Autism Awareness Month in Highline, and urge citizens to join with the Highline Special Needs Parent-Teacher Association to become better educated on the subject of autism spectrum disorders."

Do we have someone here? Oh, yes. Laurie Giddings? All right.

Yes. Photo, please.

[APPLAUSE]

OK. Thank you, Dr. Duran and members of the school board, for recognizing National Autism Awareness Month, and in so doing recognizing our school leaders, our teachers and special education providers who are striving daily to meet the complex needs of many of these students. My name is Laurie Giddings. I'm the assistant director of Behavioral Intervention Support. I was a program specialist here. And then as of October, I took a new role. So I work with Darren and Gaye in the special education department and Melissa Pointer in the SEL department.

What I want to say about autism, having many years of experience with it, is autism does not make a student unable to learn, but it often means we, as educators, need to learn how to meet their needs. So in my work, I travel all over Highline, and I see many different students in many different classrooms, special education and general education. And I see our administrators, our general education teachers, our special education teachers, our paraprofessionals, our ESAs, our occupational therapists, speech language pathologists, and school psychologists all working together to identify ways to address their needs.

And I recently spent an afternoon at Beverly Park in a PE classroom where the teacher was so proud of the progress one of our students is making in her classroom. And I got to enjoy spending that time with him. So thank you again for recognizing National Autism Awareness Month and the hard work of our teachers.

Thank you.

[APPLAUSE]

Thank you. And then next up is our community [? partner ?] [? Girls. ?]

Yes. And as you know, we've been honoring our community partners. And tonight, I'd like to invite our manager of community partnerships, Nikki Fogerty, to the microphone to introduce our community partner we'll be recognizing tonight. Thank you, Nikki.

Hi, everyone. I'm Nikki. I'm our community partnership manager, and I'm here to introduce Girls Inc. We're going to have [? Ani ?] [? Suarez ?] come up. Just a little bit about Girls Inc., they serve our female-identified students. They work at Cascade, Mount View, and Shorewood. They're one of our ESSER partners, so we've been supporting them with ESSER funds.

I got to do a site visit recently, and I went to Mount View. And I saw second and third graders, and they were working on media literacy and self-esteem. And they were singing and they were coloring and having a really good time. So it was really fun to go out and see the program. I will let Annie come up and speak a little bit about Girls, Inc. So thank you for being here.

Thank you, Nikki. Yes, many thanks on behalf of Girls, Inc of the Pacific Northwest, where the Seattle site is one of three. Vancouver and Portland, as well. So yes, thank you for this recognition and for your support of our programming. We're extremely grateful to be back within Highline Public Schools this year, and have had the opportunity, like Nikki had said, to partner with Mount View, Cascade and Shorewood. And our work wouldn't be possible without the support and engagement of the families and the youth there, as well as our school contacts.

As youth continue to navigate the aftermath of the pandemic, we are grateful for the opportunity to continue the work alongside Highline's strong, smart and bold youth. And I wanted to share just a few quick testimonials from some of our youth, one of which, a direct quote, "thank you for not giving up on me. I learned to keep working hard and adapt when something doesn't work like I thought."

And then I actually just came from group just a few moments ago. And we were doing a mindfulness exercise, and we were having youth visualize their happy space. And afterwards, if students wanted to reflect and share out, they could. And today, one of our students said, "my happy place was being in Girls, Inc today." So I thought that was pretty fitting. So I wanted to thank you again for this recognition.

OK, well, wonderful. We have a certificate for you, and we like to take photos. So we'll come up front here and take a quick one.

[APPLAUSE]

Thank you all for being here tonight. So we're going to move on to our scheduled communications. Adriana is going to be putting up our meeting norms, as well as our rules around our communications. First up is James Payne.

James Payne with two at North Hill Elementary. Well, hello, anti-racists. I heard you sold your integrity last board meeting for \$30K by unanimously approving, obviously sexist and intentionally racist, a new bill which specifically discriminates against white male children. By approving anew, you've once again verified that Highline's so-called "anti-racism" is actually racism, unethical, and hypocritical to its core. Board, there is no such thing as good racism, though evidently you disagree that as long as you are being the pharisaical bigots, it must be OK.

Board, I'll continue bringing public attention to your actual systemic racism and that which sows division within Highline. For example, I recently proved to you with incontrovertible evidence that your racist equity policy 0010 was based on a demonstrable lie, explicitly stating in its preamble, quote, "Highline students experience significant, measurable, system-wide inequities in achievement due to institutional racism and institutional biases," unquote. But a public records request revealed that, prior to you adopting policy 0010, there were no records of any institutional racism or biases within the district. None. Thus, Highline's flagship equity policy and its divisive procedure were justified on a damn lie.

But presented with these facts, have you done anything to change your strategic plan or to address this libel and injustice or hold accountable the people who lied to you? Or do you really intend to continue using this policy's false predicate as a cudgel against certain innocent little children and to promulgate more policy procedure malfeasance? What say you, Pharisees, integrity or not?

Thank you. Next up, Alex Myrick.

Good evening, Superintendent Duran and school board members. Several recent trends in education give cause for grave concern. The National School Board Association wrote to President Biden comparing vocal parents at school board meetings to domestic terrorists, leading to the attorney general directing the FBI to take action.

This was a massive and unconscionable smear. Terrorists, domestic or otherwise, do not call in with their names and addresses and schedule themselves to appear and testify in public. Parents have every right to make known their displeasure towards educational policies and practices. The Highline School District should sever its relationship with NSBA.

Companies such as Panorama, co-founded by the attorney general's son-in-law, are allowed to survey students on a multitude of subjects, starting with school, with social-emotional learning, and moving on to other topics virtually unrelated to education. This amounts to districts selling information that should remain confidential to a private company, which is then able to use it for commercial profit.

A Parents' Bill of Rights Act is currently before Congress. It is mostly common sense, but as you may have noticed, common sense has become increasingly uncommon. Regardless of whether it is enacted into law, it should be implemented locally at HSD. It includes the right to know what children are being taught, with curriculum information publicly posted, along with a list of books and reading material available in the school library, the right to see school district budgets, including all revenues and expenditures, the right to protect the privacy of children.

Student data should not be sold for commercial purposes. Parents must consent before a medical or mental health exam takes place at school. And before students are surveyed, parents have the right to keep their children safe. Schools must notify parents of violent activity occurring on school grounds. Thank you.

Next. Deborah Lipp?

Good evening. Hello, everybody. I'm Deborah Lipp, school bus driver for Highline School District. And I was going to talk about the equity class symposium that you put us employees through in August, probably. You know, this is our sixth year. We know BLM was a lie, funded, not OK. We know CRT does not do anything but bring division. I can go to Pacific and show you. I can go to Mount Rainier and show you. I see it every day.

I have biracial grandkids. You don't know what they are by looking at the outside. You don't know what I am by looking at my outside. I don't know what any of you are by looking at the outside. We need to stop. It's not OK. These kids are divided. They're fighting. They're angry. They're rageful.

Go spend a day at the middle school. No one's ever been to Glacier, they said last meeting. Really? You need to go sit there for about four hours. I spend 20 minutes at Pacific, and I'm appalled at the way the kids are treating the employees in that office. It's not OK. I have a respectful bus. I love my kids. They treat me wonderful. I've earned it, and I give it. And you can have it, but not by this.

So then I hear about this retreat for our kids. It's one thing to put it on us adults. But to do these retreats, what he was saying, you're getting information from students. They leave their phone on the bus. They leave their coat. They leave everything. And you think it's OK for them to go be mutilated and make these other decisions? You're going to be held accountable. Your kids are coming up. You all have kids. Really? This is what you want them learning under? God help us.

Thank you. Next up, Patricia Bailey.

Good evening. A PowerPoint presentation by the Highline School District administration at the March 10th board retreat stated, quote, "We're trying to disrupt the discourse and the legacy of our entire society so that we can do almost anything. We have the permission to be transformational," unquote. Synonyms for disrupt are ruin, break, disintegrate, fracture, and destroy. So district leadership at the Highline School District believe they have permission to ruin, break, disintegrate, fracture and destroy the legacy of our entire society so they can, quote, "do almost anything," unquote.

I wonder who gave Highline that permission. Did they ask the parents to see if they want their schools to disrupt the legacy of our entire society? Or do parents want their children to be lawful, highly educated, positive contributors to society?

This same PowerPoint conveys no concern for academic excellence and no mention of the need for high standards of discipline in schools. It goes on to say, quote, "We have the permission to listen to kids and to respond to them," unquote. What kind of confused mind states the obvious like it was a jewel of wisdom? What kind of distorted thinking believes it needs permission to listen and respond to children?

When a school district becomes possessed by a radical political agenda, the only thing for parents to do is to remove their children as quickly as possible. Our school board needs to immediately defund the so-called reformers and promptly direct teachers to teach academics without indoctrination. I'm Patricia Bailey, a retired SEL teacher. Thank you.

Thank you. Next up, Katie Kressley.

Good evening, directors. On Friday, I attended your March 10th retreat, which was enlightening because you were talking about your strategic goals and the strategic plan. I'm a little concerned about the trend that's happening with regards to the goals because what we do is, when we set a goal, as a reminder, when you set a SMART goal, it talks about things that are specific, measurable, achievable, relevant, with a certain time frame. This is very standard.

10 years ago, in 2013, this was, well, nearly done. You were talking about-- for example, one of the goals was, by third grade, the kids would be meeting-- 19 out of 20 would be meeting core standards. All right. That was specific. It was measurable. Not sure if it was achievable with reality as it is, but it was extremely relevant and there was a time frame. It was a four-year time frame.

In 2017, five years ago, you weren't meeting the metrics. So in favor of not meeting them again, apparently they all disintegrated, and so it became general goals, five bold goals for foundational principles, including equity, which is "we will disrupt institutional biases." "We will disrupt institutional biases," which is apparently what's continuing and has been getting done, very effectively, apparently, that I can see. In 2023, you have only got 20% of your kids meeting math core value-- core things that are needed, and only about one in three are meeting English standards.

You're changing it up again. In 2023, you're moving away from academics and parental involvement. You're moving away from measurable standards. And you're moving towards coddling and mental health, instead of the resilience and discipline needed.

Thank you very much.

Andie Newman.

Hi. Good evening. My name is Andie Newman. I've taught at Tyee for 10 years. Unable to sleep last night, I wrote a list of 45 students whose extreme trauma would be difficult to imagine if I weren't seeing it every day. I'm not a counselor. I don't fish for these stories, but they bubble up as I check in with kids who fall asleep in class, who sit in the corner fuming, who can't look-- have a look on their face that says, I'm not OK. We can't learn like this. We can't teach like this. These needs need to be taken care of first. And counselors do that.

I want to share a small segment of the incomprehensible list that I wrote last night because I think it will contextualize why Tyee continues to express a need for more counselors and social workers, even after Highline has graciously offered to overstaff us with a third counselor next year. I work with only 90 students. 45 of my students were on my list, and only some of these are represented here. I'll read until my time expires.

A student who can't sleep, worried they will literally burn alive in a fire because the heaters in their rental are smoking, so they sleep huddled together to stay warm. A student asked for help finding rental assistance because their mom is so stressed about making ends meet. They don't want Mom to feel ashamed, so they ask that we please don't mention it.

A student is newly pregnant and wants to stay in school. A student who watched his country fall to the Taliban, who escaped, but worries for the family he left behind. A student who was kidnapped in their home country, held in a pitch-black basement for three days, periodically tortured and threatened with death.

A student's mom is having a dangerous brain surgery on Friday, and wants to stay strong for their younger siblings. A student sexually assaulted in their home country who has been told that they brought it upon themselves. A student so anxious about their classes that they get diarrhea several times a day. A student so anxious they can't get out of bed in the morning. They've missed 80 days of school. Thank you.

Thank you. Next up, [? Bonnie ?] [? Redlich. ?]

Thank you for this opportunity to speak. As elected board members, your honor comes with great responsibility and accountability in the policies you make, particularly in the curriculum you pass that directly and powerfully affects our children. Please hear and consider the following words of wisdom when making any and every decision regarding our children. The following words are not mine.

Matthew 18:6. "If anyone causes one of these little ones, those who believe in me, to stumble, it would be better for them to have a large millstone hung around their neck and to be drowned in the depths of the sea. Woe to the world because of the things that cause people to stumble. Such things must come, but woe to the person through whom they come." Isaiah 5:20. "Woe to those who call evil good and good evil, who put darkness for light and light for darkness." Thank you.

Thank you. And last but not least, Annemarie Kebre.

Good evening, directors. HealthPoint clinics have made their way on the campuses at Evergreen, Highline, and Tyee high schools. These clinics are open during school hours. According to OSPI, the Highline School District for '21-'22 school year shows a low proficiency in key academic standards. English is a-- ELA, 33.4%, math, 21.5%, science, 26.8%. As a community member and a taxpayer, it would be helpful to understand the full implications and outcomes of maintaining on-site health clinics.

Number one, are students missing valuable class time? Number two, when and how are parents made aware of any missed class time? Number three, if the students are excused from class to visit the clinic, how is that determination made, and what is the individual who has issued the excuse expertise in medical and mental health?

Number four, is there a makeup time budgeted for missing classes due to clinic visits? Number five, if so, who is paying for this makeup education time in the classroom? Number six, who is paying for the admin time to record and document such absences? Number seven, who is paying for these clinics to be on school property or at all? Number eight, are there any resources, including training, being shifted from core academics to support HealthPoint clinics? Directors, please provide further information on HealthPoint clinics. Thank you.

Thank you very much.

Thank you for all those who came out tonight and spoke to us. Next up are superintendent's updates.

Yes, thank you, Director Van. As you know, we've been having our different labor partners come and speak at our board meetings. And tonight, I'd like to introduce our Highline Association of Washington School Principals, and Robin Lamoureux, our president of the association and principal at Beverly Park. Welcome, Robin.

All right. All right, thank you, President Van, Superintendent Duran, and esteemed board of directors. Thank you again for the opportunity to speak before you on behalf of Highline's principals and assistant principals. As I was preparing this update, I decided to focus on mid-March and the principalship. So principals and APs are in the middle of preparing RAM presentations, Resource Alignment Meetings, and drafting next year's annual school improvement plans. Through this process, we reflect on the current year, resources, progress and outcomes, and begin to determine the plans, the resources, the directions, and the data-driven focus for next year.

Key district personnel sit alongside the principal and school teams to support and acknowledge the forward thinking and help to determine what is possible in alignment with funding resources and district strategic initiatives. That's what principals do. They are busy doing the now, the right now, all the while working ahead to the end of the year, projecting to the last day of school in June, all the way to August, professional development, and even the first day of school next September. That's strategic planning.

Principals are engaging all the stakeholders in their schools for a comprehensive voice and ownership in the direction of the school. Teachers, staff, parents, community, even students weigh in and help to develop and organize the strategies and resources that will lead to increased student achievement at each school. While this important planning is taking place, principals are still leading their SLT meetings, equity team meetings, family engagement meetings, activities, IEP and MDT meetings, data team meetings, department lead meetings, instructional leadership meetings, planning professional development, staff meetings and more.

Additionally, principals are attending district PLN meetings, shared PLC meetings, P-12 teaching and learning meetings, leadership forum, and other meetings where principal voice matters. Then the day-to-day leadership of the school, supporting and encouraging staff and students, responding to parent inquiries and concerns, staff observations and evaluations, juggling staff absences and personnel vacancies, attending to student absences and requests for additional help and support for learning opportunities.

OK, I think you get it. The role of the principal to lead teachers in instructional improvement, build and maintain community support for their school and public education, and work alongside district leaders to create the atmosphere conducive to supporting all they supervise, to implement the goals and missions of the Highline Public Schools is complex and requires the highest performing individuals dedicated to their profession. I want you to know that Highline principals acknowledge that we work in an environment of full support-- support from our superintendent, from district leaders and central office, from our ILEDs, and teaching and learning, from HR, family and community engagement, and every department in this system.

And since I'm speaking tonight, I'll take a privilege, if you will. I'll acknowledge just a few people who, over the years, have supported me, personally and recently. I'm going to mention Rocio Ceja, our school's Family Engagement and community specialist. She shows up when I haven't even had the time to even think of calling her for assistance. And there she is.

I would mention Cassie Zizah in business services. She helps me to know and fully understand my funding sources and utilize every penny to support Beverly Park students. I'll mention Cathleen Sherman, assistant director of Categorical Budgets She helps me organize and navigate our comprehensive school status with OSPI. And I'll mention Holly Ferguson, who just last week advised me on a complicated parent custody matter. And lastly, I can't possibly forget Jeni White, who kindly remembers to submit my time card each and every month.

Yes, we have a hard job, challenging and rewarding. And we acknowledge all the help and support along the way. We are proud to serve our school and our district, our students and families. And we couldn't do it without the organization and structures provided and in place to support school and building leaders. Thank you.

Awesome. Thank you, Robin, appreciate that. All right, now we're going to be [? practicing ?] [? what ?] we've had here in Highline, as we start some of our bond projects, getting some updates from the construction. So I'd like to invite our chief of operations, Scott Logan, to come up and introduce the team who's going to be talking about Evergreen High School. Welcome, Scott.

All right. Thank you, Superintendent Duran, Board President Van, and board members. I know Arone is out there somewhere in the electronic world. I appreciate the opportunity to come up here today and for our team, our amazing capital construction team to share with you some of the impacts as we get ready to start Evergreen High School. And using the GC/CM model for construction, it's a different influence.

Some of the board members went through this as we built Highline. Different approach and different opportunities, different timelines that come in front of the board. So with that, it is my true pleasure to introduce the executive director of capital projects and construction, Ellie Daneshnia, who will introduce our team that's going to be leading the Evergreen project.

Thank you, Scott. Good evening, Superintendent Dr. Duran and the school board members. My name is Ellie Daneshnia. And as Scott introduced me, I'm an executive director of Capital Planning and Construction for Highline School District. I wanted to thank you all for providing an opportunity for me and my team to walk you through how we are planning to execute the Evergreen High School construction project.

As you are all aware and approved on January 4th board meeting, we selected an alternative construction delivery method for Evergreen High School project, which is general contractor slash construction management, also known as GC/CM. In this method, the contractor is selected primarily on the basis of qualification and the construction process. Cornerstone General Contractor was selected as our general contractor for Evergreen project. And their preconstruction contract was approved by the board on January 18.

I have asked the Evergreen High School design, project management, and contractor teams to present to you our plans to build the new Evergreen High School. And here we have with us tonight Robin Brown from Vanir Construction Management, Dan Miles from Bassetti Architects, Bryan Gormley from Cornerstone General Contractors. I'm going to turn it over to Robin Brown to start the presentation. Take it away, Robin.

All right. Thank you, Ellie. Superintendent, board members, thank you for the opportunity today to talk to you about our plan for construction of Evergreen High School. Make sure I get this right here. So as we've mentioned, this is a GC/CM, or general contractor, construction manager delivery method. And there are two major delivery methods for building schools and building projects in the state. One is design, bid, build, where you have low bidder, and the other one is GC/CM.

So under the RCW, the state lets public works, public agencies do alternate delivery methods under the RCW 39.10. And what this does is allows a collaborative management and construction process for the owner, architect, and contractor to work together. The owner gets to select the contractor through the design phase, preconstruction, to provide input for cost, quality, and schedule to make sure we meet our delivery dates.



And we'll zip through this a little quicker here. So the project was approved by the Capital Projects Advisory Review Board, which is required to approve the public agency's use of the GC/CM. And we presented this to the PRC on September, and they approved the use for Highline to use this method. And the GC/CM selection is based for the firm qualifications, experience of the team, and the project approach and their fee.

Good evening, Dr. Duran and directors. I'll take the next couple of slides. Just a couple of reasons for using GC/CM. First of all, I'm Dan Miles from Bassetti Architects. It allows involvement of the contractor during design to facilitate designing to budget. It really is an advantage there. I'll just read a couple of these. It creates a well-thought-out schedule to accommodate unforeseen schedule impacts, especially on a complex project like Evergreen, which is an occupied site modernization project. And it creates opportunities for outreach and mentorship of the minority and women-owned business enterprise community that results in typically higher participation levels on a project.

A couple of key differences to highlight here. We've got design, bid, build on the right side of the slide and a GC/CM on the left. Just a reminder, design, bid, build is a market-based contract to the lowest responsive bidder. A GC/CM approach is a qualifications-based, negotiated price contract. But something to remember is a large percentage of that negotiated price contract is, in fact, bid to subcontractors.

An inexperienced bidder can-- or a contractor can submit a bid in a design, bid, build environment, whereas for GC/CM, an experienced project team is key to the preselection of that contractor. And then the design, bid, build allows a contractor to rely solely on bid documents, which can lead to some miscommunication and increased change order costs, whereas the GC/CM process allows a more transparent review and contractor management of costs. So there's just a couple of key differences between the GC/CM and design, bid, build delivery methods. Bryan?

Thank you. Bryan Gormley with Cornerstone General Contractor. I just wanted to talk a little bit about some of the advantages of the GC/CM delivery for the Evergreen High School project. First and foremost, you get to add the contractor's expertise before the design completes. We get to focus on providing feedback on the specificness of the contract documents. On this project, the phasing, logistics, really focusing on disruption avoidance, how are we going to do this in a way that minimizes those disruptions to the kids, building a pretty significant project in their backyard.

We get to provide very specific pricing support that good decisions can be made on, reliable pricing information through the completion of the design. And lastly, we get to be really strategic about the procurement opportunities. It gives us the opportunity to phase the procurement, meaning we don't have to bid it all at once. This creates great opportunities for MWBE participation and mentorship, not just on bid day, but ahead of bid day, trying to set the project up so that we can have success in those areas, as well as a very competitive bidding environment. So at the end of the day, you put all that together and it creates a project that's very efficient, very minimal change orders, if none, and achieving the project schedule.

So certainly there are risks to this approach. And the key is to really have a well-experienced team in managing through this process so that we're able to meet the goals of budget and schedule. And so this team is very well-experienced in using this method here. And the other part is, as Bryan has mentioned, there are multiple processes for subcontractor bid packages. And so this, the bidding process takes longer than a normal design, bid, build bidding.

So I want to talk a little bit about the funding and our approach for the funding of the Evergreen High School project. So we've told OSPI, there's a portion of funding that is coming from OSPI, about \$17.7 million. And we've told OSPI, in order to make our delivery schedule, that the project is going to be front funded so that we're going to start bidding packages and awarding packages, subject to the board's approval, of course. And that once the state budget is approved and the funding will be available sometime after the middle of July, we already would have started construction on the project-- that's our plan-- in order to make the delivery date on time.

And so part of that, the state does allow school districts to proceed under the GC/CM process to start early bid packages while we're bidding the project together, and before the final state budget is approved that we are able to proceed. And so I think part of the reason that we've gone back and looked at this project and did GC/CM is that it's a very complicated site. There's a lot of earthwork that needs to be done. And to the extent we can get this started early, our plan was to do that. And that is part of the reason why we put together our strategy for bidding the projects and doing multiple bid packages.

So what's next is that Cornerstone is putting together multiple bid packages now. And what they will do is each bid package will be presented to the board for approval as an amendment. And we call this as a maximum allowable construction cost, or a MAC. And so I'll let Bryan talk about the packages that we're going to be presenting.

Thank you. Yeah, there's three major packages. The first one is about 7.5% of the total project budget, mainly the earthwork, so that we can do that in the good weather. MAC 2 is the bulk of the work, another 65%. That's going to be the core part of the project, the enclosure, the structure, the mechanical systems, really setting the project up to achieve the schedule with procurement and coordination. And lastly is just the rest of the interior finishes and specialty items, which is about 27.5%.

Oh, we lost something here? OK, so what's next here?

I'm missing a couple slides here.

There we go. OK, thank you. So our proposal to go to the board is to come for three amendments. And so each MAC is going to be bid by the contractor. And when the final price of that MAC is put together, we're going to come to the board and ask for an approval of an amendment. And so we're proposing three amendments that will be presented to the board.

And each one-- and so along the bottom there, you've seen kind of our schedule for each of the MACs when they're going to be bid, when we're going to come to the board for approval, and when we're going to issue the notice to proceed. So we're starting-- we would be coming to the board on April for the first amendment. Then we would be coming to the board for the second amendment in June. And then the third amendment would be coming to the board for final approval-- and that would be the total project cost determined at that time-- on the August 2nd board meeting.

And so we won't know the full cost of the project, but we're managing-- each step of the way, we're monitoring that cost and tracking against our budget, and so that by the amendment number three approval coming to you on August 2nd, that would give us the ability to move forward and keep on track on our budget and our schedule, because we're planning to have the school open for the September 2025 school year. And with that, Dan--

Maybe.

So that--

Yeah.

OK.

Well, that wraps the show, but thank you very much for your time. We're excited to be a part of this. And we're super excited to help create a new Evergreen High School. Thank you.

Thank you very much. Appreciate it.

Thank you.

OK, we're going to move on to our consent agenda. Do I have a motion to approve our consent agenda?

I move that we approve the consent agenda.

Second.

OK. Second?

I think he said second.

Second.

Thank you, Director Garcia. All in favor say aye.

Aye.

Aye.

All oppose? Any oppose? Good there. Thank you.

Since all of the action items were moved to our consent agenda, we'll move down to our intro. 10.1, motion to approve resolution 14-23, settlement in the Juul litigation. Any questions or comments on this?

All right. I hear none.

With that, that concludes our intro items. And any items added to the consent agenda? Normally no, not with the other directors out. So we're going to move to an adjournment. Can I have motion to adjourn?

I move that we adjourn.

Can I have a second, please?

Second.

All in favor?

Aye.

Aye.

Aye.

Any opposed? Hear none. Thank you, everybody.