

Well, good evening, everybody. Welcome to our regular school board meeting on Monday, June 17. Just one more sleep before the end of the school year here. Can we get everybody to stand up for the Pledge of Allegiance?

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

And this evening, we have a great presentation for you. I want to introduce one of our former students. He just graduated from Choice Academy. Kevin Gordon, you're going to perform *The Star-Spangled Banner*.

[CHEERS, APPLAUSE]

[PLAYS ALTERNATIVE VERSION OF "THE STAR-SPANGLED BANNER"]

[CHEERS, APPLAUSE]

Thank you so much, Kevin. Can you come on right up to the podium there? I've got a couple of questions to ask of you.

[LAUGHTER]

Now you're on the spot.

Hello.

[LAUGHTER]

So graduation-- you can turn it around this way if you like. But last week, you graduated from Choice Academy. How does it feel to be a graduate of Highline Public Schools?

Oh, it feels great.

That's awesome. What's part of your next adventures?

Well, going to Western Washington University.

[CHEERING]

Thank you.

[INAUDIBLE]

[CHUCKLING]

Yeah, looking to be an electrical or mechanical engineer. So yeah, definitely a technical field, I guess.

Well, that's great. Well, we greatly appreciate you coming and performing here this evening. When Dr. Duran was at your graduation, after graduation, he texted me. He immediately goes, Joe, you got to hear this kid.

[LAUGHTER]

I'm like, all right. So thank you so much for coming here, and good luck for your-- on your future.

Oh, absolutely. It's an honor.

Thank you.

Thank you.

[APPLAUSE]

You can actually grab your amp. If you want to hang out for this board meeting, that's fine.

[LAUGHTER]

But you can also leave.

And big thanks to the parents for all your support for your student and getting them here tonight. Thank you so much.

Thank you. Roll call, please.

Director Tidholme.

Present.

Director Hagos?

Here.

Director Van?

Here.

Director Petrini?

Here.

President Alvarez?

Here.

Thank you very much. Any calls or changes or additions to the board meeting agenda this evening?

I call to remove, from the consent agenda, 6.6 to be removed on the consent agenda.

Can I please have a second?

I'll second that.

All in favor.

Aye.

Any opposed? We're going to move 6.6 to the action items this evening. Thank you.

Clarification, director, Van. We're removing it from consent, so you'll discuss at number 7.

That is correct. We're going to move on to our recognitions, our community partner, Cascade Bike Club. Can I please have Kisa Hendrickson, come on up.

Good evening. Get my glasses on. I'm pleased to present our community partner for this school board meeting, Cascade Bike Club. Cascade Bike Club is a beacon of community and skill building for the students of Highline School district. It's a place where belonging thrives and practical life skills are imparted through the joy of cycling.

I just went cycling yesterday. This year, the club is especially focused on secondary students, providing them with not just a bike, but a sense of ownership and accomplishment as they get to keep the bikes they build. The club, a proud partner of the Highline School District, is more than just a hub for physical activity. It's a mentorship haven.

The program's facilitators influence is pivotal in steering the club's mission towards empowering youth with leadership skills, personal responsibility and positive physical and social development. So I'd like to introduce you to Tina Castillo, a passionate advocate for youth development and a cornerstone of the Cascade Bike Club.

As the statewide in-class bicycle education program officer, Tina's commitment to the club and its members is unwavering. She ensures that every student not only learns the mechanics of bike building, but also the value of hard work and perseverance. Tina's guidance helps the students navigate the path to success both on and off the bike trail.

[APPLAUSE]

Thank you so much. Wow, what an honor. I speak this way, correct? All right. Thank you so much. What a lovely introduction.

Yeah, so my name is Tina Castillo-- she/her. I'm one of the program officers at the Cascade Bicycle Club. Really excited to be leading the development and implementation of this new statewide school-based bicycle education grant program that we, Cascade Bike Club, have been awarded a sole source contract with through the Washington State Department of Transportation. So we're really excited to be a national leader in providing comprehensive bicycle education and pedestrian safety programs to youth.

And not only that, but we are centering equity and service in all aspects of this program by prioritizing school partners who serve students in communities where safety, equity and transportation plans point to the highest need. That's something that is one of our core values at Cascade and also one of my personal values, particularly as a low income, first-generation graduate from an immigrant family.

So I'm really excited to be putting those values into practice as we design and then administer this grant process to bring this comprehensive program that's inspired by Cascade's Let's Go program and Major Taylor project program to wonderful partners like the Highline School District. Particularly in the last few months, we've been really excited to be able to bring the Let's Go program back to the district.

And we're in four elementary schools this year-- Madrona, Gregory Heights, Hilltop and Beverly Park. And just last week, we finished up two really exciting days in being able to award students who received this education during their PE classes to be able to give them their very own bike, helmet, light and lock thanks to the funding that is coming from the Washington State Department of Transportation through the Move Ahead Washington legislative initiative, which is funded through the Climate Commitment Act.

So thank you so much for this honor. We're thrilled to partner with the Highline School District to be able to serve your students and your families, because our mission is to teach and inspire the joys of cycling. And so it's an honor. Thank you so much.

[APPLAUSE]

Thank you so much. Directors, any questions? And then we're going to have you come on up for a photo op, but directors, any questions or comments.? No, I think we're good. Come on up.

Thank you again for taking care of our kids, making sure that they have all the safety needs and their bikes. Next up is we're going to be recognizing two of our outstanding cabinet members. They've been a huge-- they're just great people. Catherine Kabone Rogers and Scott Logan, I've have had the-- can you guys come on up to the podium, please?

[APPLAUSE]

Catherine and Scott are retiring here very, very, very soon. There we go.

[LAUGHTER]

That is awesome. I've had the opportunity to reach out to former directors, and they have a few words to say, and each of our directors will read a comment. We have a couple of videos that some have sent in, so we're going to get started.

This is from Bernie Dorsey. Yeah, this is where you read.

All right. Just pretend it's Bernie's voice. I'm reading this statements for him. Bernie says, "having considered myself a colleague of both Catherine and Scott, I would like to take the opportunity to share some thoughts on this board meeting night to literally end all board meeting nights.

For Catherine, when Catherine came on board, it seemed like her primary role was soften the bad news and keep the community informed when they ask about things. Oversimplified but true. Yet as she leaves, she has formed a team and a department that has not just led the district into a new era, but has demonstrated to all districts how to engage a community as partners and stakeholders, not just customers, which was a description used by one of my predecessors.

With her leadership, Highline can be proud of the way they engage with the community throughout organized conversations with specific goals to improve the education provided to all of our children. Along the way, her department adapted to whatever opportunity to communicate to parents and families that came along. Community meetings and materials developed to never leave anyone feeling left out or not a part of. We are all a part of.

Part of what makes Highline great is recognizing that the district enjoys way more amazing things than not. So the spin of your legacy may just be what you've shown to people, that communications is about more than messaging. It's about sharing news that helps people find a place and to be a part of something bigger than themselves. Thank you, Catherine. I'm not sure what you and Ken's place are, but I'm confident it will be another in a long line of adventures.

To Scott, when I first met Scott, he was making sure that students go-- the students got to and from school in the safest way possible, driven by people that took tremendous pride in that serious responsibility. They respected him because he genuinely appreciated their efforts. It's hard to lead. It's harder to lead in a way that builds ownership in the task.

And as I watched him rise steadily throughout the administration, it was easy to see why he was always getting things done. Everyone desires a coworker or supervisor that when they would say, I'm on it, you never doubted that they were on it. It's easy to maybe demonstrate that a little. It is extremely hard to have it become your modus--" I can't even say this word-- "operandi." Did I say that right?

Yes.

Thank you. "Yet I can never recall talking to Scott and him not having done exactly what he said he'd do. I imagine a point in the future where he drives through the district from top to bottom, thinking, I helped build that; I helped fix this; we developed here; we improved there.

With Scott, it was always about the performance of the team, and the team always felt like every student, parent and coworker within the district. Along the way, Scott has become a dear and trusted friend, one who I hope to see way more of in the future. To both, the responsibility of communicating the need, sharing the news and then performing on the promises made is what has helped the community through the many failed bonds and into a brighter future for students.

Your steady hands have put Highline on the upswing. The combined efforts of those of your departments have led the way for all of us. You will both be sorely missed, but as with everything you've done for the district and community, I'm sure you'll leave us in capable hands. Now, I wish both of you the futures you've earned. I'll be holding a spot on the beach for you, Scott. Aloha," says Bernie.

[CHUCKLING]

[APPLAUSE]

That was from Bernie Dorsey. He was on the board from 2007 to 2021 and retired in Hawaii.

Aaron Garcia, who was on the board from 2019 to 2023, says "Thank you, thank you, thank you and congratulations. You're outstanding contributions to the Highline community and your well-deserved retirement are amazing.

Your dedication, whether enduring long hours in the central office computer lab during an epic winter storm, figuring out boundaries, or collaborating with the community to plan the next school bond sequences with over 40 stakeholders have exemplified the spirit of commitment and leadership. Your unwavering support have kept the Highline promise alive and well, directly impacting our students and shaping a brighter future.

Thank you for living, breathing and fulfilling this promise through all your work. You have truly earned every moment of relaxation and freedom that lies ahead. Your contributions have left an undeniable--" there's a typo there-- "mark. And while your presence will be missed, the impact you have made on thousands of students will never be forgotten."

[APPLAUSE]

And I believe [? Kerry ?] has a video, so--

I'm worried about this.

[VIDEO PLAYBACK]

- Hi, Katherine and Scott. I just wanted to take a moment to thank you for all of your years of service. Your work, whether people realize it or not, has had a ripple effect, and it has touched every student, every staff member, every family member, every school board member in ways they may not even realize. We are so grateful for your wisdom, your calm, your patience.

We really couldn't be the district that we are without your tireless work. I just want to say that normally, when people leave organizations like this, there's a huge hole left behind. But because of the work that you've done to build capacity in your teams, I feel like we are still a strong district, even with you both leaving.

So I just want to thank you for that, that you've done such an amazing job preparing us and preparing your teams. I hope you enjoy your retirements. We will miss you greatly, but hopefully you have a wonderful many, many years ahead of you enjoying your retirement.

[END PLAYBACK]

[APPLAUSE]

Thank you. And then Director Bradford.

So I've got Fa'izah Bradford's message here in front of me, and she was a school board director for District 5, the seat I now have, in 2018 to 2022. And this is what Fa'izah says to the both of you. "Dear, Catherine and Scott. I couldn't let you leave without expressing sincere gratitude to both of you for your many years of extraordinary service.

From my time as an employee of Highline Public Schools to my service on the school board, I have experienced and observed your passion and commitment to service-- in service to students throughout the school district. Together, you all have developed nationally and locally recognized communication strategies and cohesive operations to support the district's vision, mission and strategies while balancing the lives of the adjacent communities.

I don't know if it was really a balance, though. I know that you guys work incredibly hard in our communities, and I see you guys out there all the time, but I'm going to stick to her words. She says that it was balanced. To you, I say, well done, and I hope that you'll do retirement just as well. Congratulations with joy, Faiza."

[APPLAUSE]

Now we have an opportunity for our sitting board directors to have their comments.

[INAUDIBLE].

Oh, I lied.

[LAUGHTER]

A former director, Michael Spear has a video that he's going to send to you.

[VIDEO PLAYBACK]

- Hello, Michael Spear here from the south end. Catherine, Scott, best wishes on your retirement. Catherine, I want to thank you for trying to keep our feet, or at least mine, out of my mouth so many times. Always appreciate your support and setting things up for the bond, meetings, with news media outlets, with rotary, with everything. You've been great.

Scott, you've done so many things-- so many different jobs in the district and worked behind the scenes tirelessly with a number of people. A lot of people shine or have shined, and including us, because of the work that you've done. Just wanted to say, because of both of you, thank you very much. Wish you all the best in your retirement. Have a great one. Cheers.

[END PLAYBACK]

[APPLAUSE]

OK, now for the sitting directors. I'm going to start on the far right-hand side. Director Tidholme?

Yes, I have not had the pleasure of working with either of you very long, but in the time I have worked with you, I am incredibly grateful for the partnership and just the working relationship. And Scott, you're very unassuming, but he is so much a cool kid.

[LAUGHTER]

This man is a pilot, he drives a motorcycle, and has-- I don't do cars, so I can't tell you what it is, but a cool little snazzy car that I've never seen on the road before and just super responsive. And Catherine, I agree with keeping my foot out of my mouth, responding and helping with-- responding to news sites, blog sites and just super collaborative. And I'm so incredibly happy for both of you to be retiring and also very sad, and you will be deeply, deeply missed.

Thank you.

Thank you.

[APPLAUSE]

Director [INAUDIBLE].

Usually, I'm really, really good with words. I learned that we were doing this morning, and I have not had time to prepare words for you too. But I will say, Catherine, your no-BS style in getting things accomplished has been pretty impressive to me. And everywhere that I go in Des Moines, all I hear about is all the fantastic things that you do, not only for Highline, but for Des Moines as well.

And I just want to say, I've heard about it. I've seen it. Just thank you. And Scott, I've shared with you the day that I heard that you weren't returning for next year. It was a nightmare for me the next morning when I heard about that. It-- I don't know what to say.

I grieved every single day I've seen you because I knew you wouldn't be back here next year. I'm sorry I'm going to-- your spirit, I hope, will live on in our communities, in our schools, in all the things that you have been able to put into place. I hope we can carry that on. I don't think we can fill your shoes, Scott. But I hope you guys know I love the two of you. Thank you for all you've done.

[APPLAUSE]

Director Petrini?

Like Director Tidholme said, I haven't been here very long, but I know one thing-- is that there's a lot of love and respect from a lot of people here for both of you and the things that you've done and accomplished. And I know for Catherine, streamlining our communications has been a huge thing and having unified messaging. And just the way that we've carried our promise throughout all of our messaging, I know is probably a proud thing for you.

For Scott, I can't think of anything that you haven't touched. It's crazy all the things that you've been involved in. And forget the cars. He's got 10 kids, so I have a lot of respect for that. You did me over twice.

But yeah, I just really hope that you guys stick around in some way, in some capacity and continue to share what you can with our district, with our students. I'm sure that they would love to see you walking the halls and continue-- I know for Scott, every time I see you, you're engaging with people in a way that's just-- I don't know if you guys know Mr. Rogers?

Have you guys ever seen Mr. Rogers? The things that people had to say about Mr. Rogers was the way he would engage with people and make them feel like they were the only person in the room. I feel like, Scott, you do that in a big way. You make everyone feel like so super special, and I think that's really amazing, so we're going to miss you.

[APPLAUSE]

President Alvarez?

When thinking of words to say, I'll start with Catherine. It took me a little while to warm up, I think, to both of you. But I think coming on, it's intimidating coming from this little girl by the border that grew up, not really engaging with professionals like you are, and coming on board and really representing my community and figuring out how does all this work.

And although it took a little while before I could really understand the importance and the value of our communication-- and like someone put it, it's not just about keeping us or PR or things like that, but it's really about communicating, about building those relationships. And I will never forget, Catherine, our-- we attended a conference together.

At the time, I was feeling still not sure about either continuing or not. My husband had just had surgery, and I couldn't even-- and just your welcoming spirit. He always talks about how great it is to have someone like you communicating, that you could just relate to anybody on the moment.

And I thought, that is what communications is all about. And I will forever be grateful. I think I will always remember that. And I think someone else also mentioned about not just local, but national awards that your team and you with your leadership have gotten. So thank you so much.

And I know that you'll continue to be part of-- one of the biggest fans of Highline School District. And I'm just so ever grateful. Thank you for just your relationship and getting things done and really supporting all our work. So thank you, Catherine. I'm so forever eternally grateful to you.

And with Scott, I think Director Tidholme home put it-- you're more than just the cool kid. You walk into a room, you make it light up. And with your cars, you're-- a little bit of everything that you do. And then you always find something to connect us.

When we talk, you always-- like director Petrini mentioned, you make me feel like I'm the only person in that room that matters to you at that moment. And that is a special gift because not many of us have that. So again, Scott, thank you so much for all your work, your leadership.

And again, I'm sure that I'll see you around at some car show or something. Or you never know-- maybe at some airplane flying event. You never know. Thank you to you both. Have an amazing retirement.

[APPLAUSE]

I am up. I had to write this, so it kind of sounds like a graduation speech. So here it goes. Catherine, Scott, as we celebrate your retirement, we reflect on the impact that you've had on our community and Highline. Your dedication, passion have been the forefront of creating a vibrant and inclusive environment that has touched the lives of so many.

Your commitment to our students, staff and mission have been nothing short of but inspiring. You've been unwavering in your support and advocacy for those around you. Your kindness, generosity have created a sense of belonging for everyone you have encountered, and your leadership has set an example for all of us to follow.

The memories that you've shared-- the memories we have shared with you over the years will be forever cherished. Every moment has been filled with laughter, collaboration, and a genuine sense of camaraderie. It is rare to find colleagues who also become dear friends, but with you, it has been natural and a beautiful evolution.

Your legacy at Highline will not be forgotten. The impact you have had on shaping the culture and values of our community will be continued to resonate for years to come. Your dedication to excellence and your unwavering commitment to serving others have left a mark that will guide us forward as we continue onto our journey.

As you embark on this new chapter of your lives, we want to express our deepest gratitude for everything you've done for us. Your leadership, mentorship and friendship have been great, and I will always treasure that. May your retirement be filled with joy, fulfillment, and a well-deserved relaxation. So happy retirement.

[APPLAUSE]

So you can say something or--

[LAUGHTER]

You want me to go?

Yeah.

Well, I have to say, I'm deeply, deeply honored by all of this. I was not expecting this kind of accolades. And it's kind of hard to stand up here and be the center of all that, but I so appreciate it.

And it has been my deep honor to serve in Highline. All the board directors I've had the privilege to serve with, the superintendents-- five superintendents I've been lucky enough to serve under. My colleagues that have challenged and helped me grow. The amazing community partners I've been able to make [AUDIO OUT] including my dear friend Pat, who is here.

I really appreciate it, going all the way back to WSU days. Go, Cougs. But I am deeply, deeply grateful for the opportunity to serve here. And I just could never have known that when I started this little part-time job when my youngest was starting kindergarten, that I would be here 22 years later and would have found my professional purpose in life. And so thank you. Thank you all for the opportunity to serve. And I will not go away. I will be in the community, and I will be the number one fan of Highline Public Schools.

[APPLAUSE]

Well, first of all, I want to start with thank you. This is-- I also did not expect or anticipate this. I guess I should read the agendas earlier--

[LAUGHTER]

--in the day. So I truly appreciate this. Highline is a special place and will always have a special place in my heart. This is an amazing district with the opportunities here to have an impact and actually change lives.

This is-- I think this is my 5th District I've worked in, and this is by far the best district. We have the staff that believe in the students, we have the students that are ready to listen and learn. I can't say enough great things about Highline.

None of the accolades tonight would be possible without not only an amazing school board to work with and superintendent, but the teams that we work with out in our departments and the teams that are represented here tonight, coworkers. I've always told the directors I work with, you have the hardest job in the district, and that's make me look good.

Look what they have to work with. So from the bottom of my heart, thank you. This was-- this has been an amazing journey, and I'm looking forward to the next chapter.

Thank you. Picture time.

[APPLAUSE]

Who's going to take our picture?

[CHUCKLING]

Great. Y'all just got to step up now.

[LAUGHTER]

[CHATTER]

[APPLAUSE]

You guys aren't retired yet, so you have to stay for the remainder of the board meeting.

[LAUGHTER]

Moving on to our scheduled communications. On behalf of the board, we would like to thank you for coming and speaking this evening. Our norms and rules are posted on the screens. Please be mindful that you are here to speak to the board and that there may be students here or watching that are paying attention to your words.

In addition, the board will not be able to respond directly to you about your testimony during the meeting. Thanks again for coming in and speaking. First up is Rosa.

Good evening, board directors and Superintendent Duran. I stand before you today as a parent, community member and a staff of the Highline School District. I am here to express my strong support for the strategic plan initiated under Dr. Duran's leadership.

This plan effectively addresses the diverse needs of our students, ensuring that every child in our district has equal opportunities to succeed both personally and academically. In a community as diverse as ours, it is crucial that we foster a sense of belonging for all students, staff and families.

By doing so, we can achieve the goals of rigorous learning and prepare our students for the future success. I urge the board to prioritize actual needs of our community over personal opinion and to genuinely listen to the feedback from students and families. Under Dr. Duran's leadership, we have seen significant progress in our schools, building upon the foundations laid by previous leaders.

His commitment to placing the voices of students, families and staff at the forefront of the district decisions have led to more inclusive and effective educational environment. I respectfully request that you consider extending Dr. Duran's contract so that we can continue to positively impact our community and drive further improvements in our district. Thank you.

[APPLAUSE]

Thank you. Next up, Jurnee Robinson.

Jurnee!

Good evening, board directors and Dr. Duran. My name is Jurnee Robinson. I'm a student at Tyee, and I would like to use my time to speak about my appreciation for our current superintendent, Dr. Duran.

During the equally short and long time I have known him, he has shown nothing but pure passion and dedication towards the students of this district. Although I cannot speak for the fruition of his work in action, because I've been busy with Running Start and life, what I can wholeheartedly attest to is that he is the perfect example of a lifelong learner and that he cares about the needs of the students.

On the superintendent leadership team, which for the last two years, I have had the honor of working on, I have worked with Dr. Duran alongside a plethora of high school students throughout the district to put in place solid plans for the future of this district. Additionally, Dr. Duran is present in the community and involved.

I see him at Highline Schools very frequently, and that's for events, meetings and just to stop by and say hi. Altogether, Dr. Duran has been an encouraging and uplifting force for the community. He has always made sure every student has felt seen, heard and given every student an opportunity to speak about their experience and paid close attention.

He and everyone on his team always talk about how when they go to important meetings, the students' words are always influencing theirs at the forefront of their minds. To end this off, I just want to say this is my first time in high school and my first time working with a superintendent. And he is just as passionate about education and the students. He serves as my favorite teachers in my classrooms. And as far as that's concerned, he's doing a great job. Thank you.

[APPLAUSE]

Thank you, Jurnee. Next up is Muna Hussein.

Good evening, Assalamu alaikum. My name is Muna Hussein and I'm a community member who really spent a lot of time in Highline School District supporting the families and parents and students. The first time when we came to see Dr. Duran to witness his interviews and be a part of it, and the connection he has with the community members is really something.

My community talks about it and how he creates that personal connection and that knowledge of what his plans are, to seeing him focusing not only all the community, but also to break down in each community and have a conversation and heard what their concerns are-- what the students' concerns are is something I think this district really needed.

And to give that opportunity for that extending of him taking that work he already promised to the communities is-- and witness and be part of it is something we're really hoping that you would-- I don't know how the personal is involved in with the need for our communities and students. But hopefully, we would expect a better outcome for your decisions. Thank you.

[APPLAUSE]

Thank you. Next up, Melissa Ebbeson.

Good evening, school board of directors and Superintendent Dr. Duran. I should have had a better speech than what I got going on here, but here's where we're going to go. I am Melissa Ebbeson, and I have had my kids, all six of them, go through Highline Schools. I was fortunate enough to have pretty much one superintendent that whole time, and it was Dr. Enfield.

I love Dr. Enfield, and I think the transition to Dr. Duran was amazing. I feel like they had similar expectations, similar goals. And I feel like consistency is a very important thing that all of our kids need and to keep that going. And keeping Dr. Duran for an extra year, hopefully more, would be beneficial to all of our kids.

I also do a lot of work with the PTA. I'm on the Highline Council PTA, and I sit on most of the PTH is in our area as a member of their PTAs. And on behalf of PTA, I mean, Highline Council specifically has a meeting with Dr. Duran and his team every single month.

And all it is is community. We want to build that community. We want to be able to empower our local leaders and our families. And there's nothing but support from Dr. Duran as well as everybody else involved. So I think that might have been my big main point. So thank you so much. I hope that you can vote to keep him on for another-- at least one more year. Thank you.

[APPLAUSE]

Thank you. Next up, ZZ Newman.

Buenas noches. Good evening, members of the Board, Dr. Duran. My name is ZZ Newman, a former long time employee of Highline Public Schools. I am now retired, but one of the great things about living in the community where you work is that you know people in your neighborhood who knows-- who also have children in schools.

I have two daughters that attended and graduated from Highline Public Schools. One of them is now a teacher in our district. I am here to comment-- I forgot how to speak English.

[LAUGHTER]

I am here to comment on how wonderful it is to have a superintendent that is present in the schools, in the community and is open to ideas and follows through. I urge you to please respectfully approve the superintendent's employment contract extension between Highline Public Schools and Dr. Ivan Duran. Gracias. Thank you.

[APPLAUSE]

Thank you. Next up, Maria Santiago.

I am shorter than you. Oh, geez. Good evening, School Board Directors and Superintendent Dr. Duran. My name is Maria Rosa Santiago, and I am an alumni, parent, community member as well as part of the Highline Council PTSA Board Members. This evening, I wanted to acknowledge the amazing relationship and collaboration I have been part of with our former superintendent, Dr. Enfield. And now I am so grateful that we have been able to continue with Dr. Duran.

I have been part of the Highline family since 1994 as a teen mom and then a parent since the fall of 1997. Currently, I have an 11th grader still here in the district. I had the honor to be part of the first strategic plan for Highline and also the hiring of former superintendent Dr. Enfield and the hiring of our current superintendent, Dr. Duran.

I appreciate how our superintendents have made time every month to meet with our council PTSA board, your Chief Engagement Partnership Officer Kisa [? Anderson, ?] and Director of Family Community Partnerships and Student Support Family Engagement Lita O'Donnell

These monthly meetings have been very instrumental in our collaborative efforts in making sure that our PTA leaders voice and concerns are heard. I appreciate the timely manner of the concerns that have been addressed and how we have been able to report back to our leaders and the next steps that needed to be taken.

I also want to say thank you so much for always being genuine and transparent with our parent leaders. Thank you to Director Alvarez, Director Van, for joining our [SPEAKING SPANISH], connecting with my community meetings. I have taken this vision from two of our PTA leaders, Latinas, that hold these meetings.

[ALARM]

Thank you.

[APPLAUSE]

Thank you. Next up, Alex Myrick.

Good evening, Directors. I call your attention to the Office of Superintendent of Public Instruction School's report card. First, a shout out to Raisbeck Aviation. Despite spending less money per student than nearly all of the other schools in our district, they are having excellent educational results, including over 96% meeting ELA standards. I don't know if anyone on the dais had much to do with that, but if you did, congratulations.

It is concerning that among our conventional high schools, three are in the bottom fifth and one is in the bottom 5% of the state. Three of our five middle schools are ranked in the bottom 10%. Out of the 17 elementary schools in our district, we have 10 in the bottom 10%.

Bow Lake Elementary is in the bottom 2%. This pains me personally, because I've invested a lot of time there. I coached the Bow Lake After School Chess Club to three consecutive championships and took several Bow Lake players to the state chess tournament. The students have challenges behaviorally and in their home lives, but they have enormous potential.

So why does the state rank them at the bottom? Last week, Bow Lake teachers led fifth graders, most of whom do not meet literacy standards, on a social justice protest during school hours. Wouldn't it be more strategic to teach them how to read before we teach them to protest?

You pride yourselves on knowing each student by name, strength, and need. As a mental health professional and former teacher and school social worker, I can tell you that knowing the needs of all students is a tall order. Knowing what they do not need is much simpler.

They do not need to be told that they might be happier if they tried to change to the opposite sex. They do not need to be told that they will always be a victim or an oppressor based on the color of their skin. Thank you.

[TIMER BEEPING]

Thank you. Next up, Patricia Bailey.

Good evening. It's a well-known fact that when students are not proficient in reading and math instead of being prepared for the future they choose, they have to settle for a life of struggle and poverty. That's why it's distressing that Highline students have such alarmingly low academic scores across the board.

The Highline School District has chosen to be transformational, emphasizing social issues and activism over traditional schooling. For example, with only 15% of their students proficient in reading and math, according to the Washington State test, one would expect Bow Lake Elementary school to be in high gear, seeking to ensure students receive a rich academic education.

However, last Friday, one class was led to subject the entire school to a social justice march after reportedly lessons on activism over several months. I repeat, lessons on activism over several months. They apparently marched through the school chanting, what do we want? Justice. When do we want it? Now.

Imagine being an 11-year-old and your teacher, rather than prioritizing needed academics, required you and your classmates to take a stand on complex and contentious social issues like gun control, immigration or climate change. Children need to be taught to think logically with daily math lessons. They need to learn to read fluently, analyzing fine literature and substantive nonfiction writing.

Complex highly charged social issues are inappropriate for children and steal from the central purpose of class time. Highline needs a superintendent who will prioritize what students need to succeed in life. The ability to read fluently is essential, and mathematics is the gateway to so many high paying jobs. Thank you.

Thank you. Next up is Desiree Robinette.

I hate talking into these things. Good evening, Dr. Duran, President Alvarez, and distinguished board members. My name is Desiree Robinette, and I proudly served the Highline community as an educator at Tyee High School and currently as a peer mentor supporting educators in their first two years of teaching.

I am here to speak briefly about the continued collaboration between HEA and the peer mentorship program aimed at supporting our new-to-career educators and ESAs at Highline. In my role this year, I have often referred to our strategic goal of a culture of belonging and working and engaging with my mentees.

We all know that when individuals feel safe, seen and valued, they can be vulnerable, authentic, take risks, and really lean into learning and being their best version of themselves. HEA's partnership in sponsoring meals at our various events has supported the peer mentors focus to create that culture of belonging for our newest staff members.

We know that being an educator is hard, and the experience in the first two years of teaching can be one of survival. HEA's face-to-face presence at our district's August induction and at our new educator workshops has created opportunities for new educators to connect and meet with different advocates. We also know from our data that we've collected that building community over shared meals at our workshops have been a place of reflection, connection and support that the new educators value tremendously. The peer mentor team is grateful for the generosity and partnership of HEA and our collective work to support and sustain Highline educators in service of our students. Thank you.

[APPLAUSE]

Thank you. And that concludes our scheduled communications this evening. Next up is our superintendent's update. Dr. Duran?

Thank you, Director Van. They're going to be probably done in three parts after the comments. We have a labor update, and then we have an update on our capital bond projects. So first, I just want to start-- have the opportunity to attend graduation ceremonies this last week with our School Board Directors.

My feet are still a little sore from standing so much on Saturday, but it was just a fabulous experience and just a wonderful time. It really is as my favorite time of the year and the time to celebrate our students accomplishments, participate with our staff, our teachers as they recognize the work of our students and engage with our families, friends and guardians as they proudly watch their family members take this important step in their lives.

Last week filled me with joy and gratitude to be a member of the Highline community. A big shout out to the college and career success team, all the work that they did. I mean, it really was pretty seamless and flawless. And just really appreciate how nimble everything was, and having the event at ShoWare was the first time we've done it in a long time. And I was really grateful for that on Saturday, knowing we had such changing weather conditions, and just grateful that we weren't outside.

As I mentioned in my end of year letter to staff this year, we faced some challenges, and we also had compiled a list of long accomplishments. And here's a few highlights that I just really wanted to share so they are on record in our community. Really grateful for our Chief Academic Officer, Jennifer Reinig and I, and our partnership with Highline Education President, Jeb Binns, who is here tonight.

We met with every school staff as we launched our new strategic plan. We learned so much as our staff shared many of their accomplishments on what they need to do their best work. We use a lot of that information to help guide some of our budget decisions and really grateful for that learning.

We started a program to honor each other with the Living Our Promise pins in support of our strategic plan, culture, belonging and goal. And it has just been so inspiring every time someone wants to give someone a pin and just appreciate the opportunities that we were able to honor and recognize each other for the great work that we've done.

We increased our pay for our hard working paraeducators, which is something that was very important-- something we wanted to do since I first came here to Highline. We strengthened our emergency response plans. We began work on two of our high schools, Tyee and Evergreen, which is helping us to ensure that we fulfill our promise to our community.

We deepened our work on MTSS to ensure that we know our students by name, strength and need, especially in the areas of academics, mental health and well being. Our redesign teams at our middle school and high schools talked with students, families and staff about how to create more engaging school experiences, and five of those schools piloted their innovative ideas this spring. And I look forward to that continued work to think about how we can change the experiences and outcomes for our students.

And we began our journey into imagining how artificial intelligence can effectively and ethically revolutionize education and our work, knowing that it's here and it's not going away. We also experienced challenges, and we met these challenges based on the values and mission codified in our school board policies and the leadership that's provided by the Board.

As districts across the state saw increasing costs and declining enrollment, we fared better than most. We were able to fill an \$8 million budget hole by making strategic reductions, mostly to central office expenses, with fewer personnel cuts than many other districts. Everyone know what tomorrow is, right?

It's the last day of school. Our teachers sure know that date. Thank you to our students, our teachers, our staff, our families and guardians for all the work this year. I hope we can get some-- all of you get time to recharge over the summer and look forward to seeing everybody next year.

A reminder for everybody, the district office will be closed Wednesday, June 19th, in observance of Juneteenth. I also want to acknowledge my contract extension is on the agenda tonight. I'm incredibly grateful for the opportunity to serve in Highline the last two years. I am proud to work alongside our students, staff, and families as we live our Highline promise to know every student by name, strength, and need [INAUDIBLE] students graduate prepared for the future they choose.

I am dedicated to the Highline community and I'm excited to share that my son, Mateo, will be starting kindergarten at an elementary-- at a Highline elementary school this fall. So I'm doing my part to increase our enrollment and demonstrate that our schools are great places for our kids.

So now, I'd like to invite Jeb Binnz, the President of Highline Education Association podium for labor partner Update. Welcome, Jeb.

Good evening. You took like half my speech, which is OK because I didn't write it down, so it's good. And it was really funny because I was pulling out my-- when you started talking, I was pulling out of my pocket a Living the Promise pin, the thing that we went around. And I was just thinking that one of the things that I heard from all the speakers that began [AUDIO OUT] the concept of having the ability to meet and to have time.

And one of the things that we, my leadership team and I, appreciate is our monthly access to you and to senior cabinet directors, where we can go through and talk, and you're there to listen to what are the things that are happening, both from a leadership standpoint and from folks who are doing the work every day in classrooms. So appreciate that time and access.

I do want to actually give a living the promise award. So, Chris Larsen, if you are going to remind this person at 6:55 on the clock, because when the speech starts-- so she can tune into it. So this is actually for Laura Castaneda, who works in HR, and she is the Leaves coordinator, HR specialist, guru, wonderful person who helps all of our members in areas of excitement, and sometimes crisis, and definitely need to ensure that they get the correct leave that they need.

I remember a few years ago, a tornado went through Rochester, Minnesota, of all places, where my father-in-law lives. And I was able to figure out a way to use emergency leave to go out there to grab a chainsaw and be a logger and to clear his entire driveway there. And I was able to access emergency leave, and Laura helped me out with that.

She has helped countless members this year. And I just really wanted to thank her with a Living the Promise pin, and I will deliver it to her tomorrow in person. But again, always in public. It doesn't get much more public than recorded forever on the internet, so I've kept the spirit of this going through.

[INAUDIBLE].

Yeah, absolutely.

[APPLAUSE]

As we continue, I just wanted to, one-- the opportunity this year is for us to go around and to see all the schools and to build those relationships. And my first year as president, getting out to every single site and knowing where the place was, it was absolutely unbelievably helpful to me as well. And to go through and to listen and to see the wonderful things and to meet great and wonderful people, see their students as we came in.

Right as school was dismissing, we're all walking in. It was just a real joy and a treat, and I appreciate the partnership going through there. I really love the work our peer mentors are doing and going through, and it's an honor to support that great work with a line item. We also do all of our meetings with food.

There's something about food, and a meal and sitting down that just that brings the humanity of folks out there. We're wrapping up the school year. Katie will tell you how many. Hours left?

Three.

There you go, but who's counting for that? But it's been an exciting year. Our job isn't done yet. It won't be done for many more years, but I appreciate the opportunity and the partnership this year. So thank you very much. Have a wonderful-- I don't know-- summer? That sounds strange, but have a great summer.

Thank you, Jeb.

[APPLAUSE]

And now, I'd like to invite Jackie Bryan, our Chief Financial Officer, to the podium to share an update on the capital bond projects. Welcome, Jackie.

Thank you. Good evening. I'm here to give an update on capital bond projects, but before I get started, I want to say thank you to Scott Logan. He really helped me this year as we've gone through transitioning capital projects over to my leadership, and I couldn't have done this without him.

And hopefully, he's not going far, because I'm still going to have a lot of questions for him. So thank you, Scott. So as we presented at the last Board meeting, we have a capital projects fund. So that's a separate fund for bond and non bond projects.

Our capital projects fund next year projection, you can see, is \$145 million-- is our beginning fund balance. And then we'll have revenues and expenditures come in, and we'll end up with an ending fund balance of roughly \$51 million. So there'll be a lot of construction work and changes happening next year, so I'm very excited to present some of those to you tonight.

So our first project to review is Evergreen High School. You can see our projected overall budget is \$206 million for the whole project. Construction costs are a little bit less than that at \$173.6 million. The difference in there, I've quickly learned, are things called soft costs.

So it's things like permitting and project management support and all of the other pieces that go into the construction of our schools. So as of today, Evergreen High School project construction is on budget and on time. As you know, there was a vandalism that occurred at the Evergreen site May 23rd, and we are working with our insurance adjusters currently to minimize the impact on the schedule and on the budget.

We are planning to have-- insurance adjusters were on site last week a few different days, and they are supposed to give us their report within the next seven days to present to you. So we don't have a final number tonight or final projection. What I can tell you is that they are working to minimize impact to schedule.

And for the cost portion of that, our deductible-- our insurance deductible for any damage done was \$50,000. So anything over and above \$50,000, we are expecting to collect from the insurance. So evergreen-- new Evergreen site. You can see the picture.

It's going to be a beautiful school. 210,000 square feet, so bigger than our current Evergreen site. Space for classrooms, labs, CTE, support rooms, common spaces, gym and fitness center, auditorium, performing arts center, library, food service, production, kitchen, administration and office spaces.

In addition to all of that, there's also going to be four new tennis courts, a new baseball field and a new softball field. And as I said, we're still on target to open that up for September 2025. So just some pictures of some recent progress in the building.

You can see we're adding the brick facade to the back to the outside. Lots of windows and doors going in. We're installing drywall throughout the first level of evergreen. And as I said, we're doing a lot of work in minimizing the impact of the vandalism at the same time.

So construction has not slowed down. We're still moving forward with construction as we do some remediation work as well. Tyee High School-- so our overall project budget for Tyee is \$183.3 million. Construction cost is \$153 million for Tyee.

We are on time, on budget, on schedule with Tyee currently. Very exciting to see that structure kind of build up as we drive by. So you can see our progress. There has been a lot of work done at Tyee this year.

First thing we did was demo the 120,000 square foot school. So that was-- the first few months of the year was doing the demolition of what was Tyee High School. And now we're going to build a 210,000 square foot building.

So that new building will feature classrooms. Pretty much everything I just mentioned for Evergreen will also be included in Tyee. The existing football field track and grass field will remain, but we'll be doing some updates to all of those. So if you look at this, the blue kind of area that you see on the screen is the performing arts space, and then you also can see looking down into it is the gymnasium. So it's a little bit hard to imagine, but those are the structures that are there right now.

So Tyee High School progress-- 75% of the structural steel has been installed as of the end of May, so that is a really big milestone to reach. And crews are currently installing timber beams and the interior and exterior features of the building. Pacific Middle School is our third school on this current bond, and it's projected at \$137 million.

We are currently on budget and on target for opening that in September 2027. And so we will keep you informed of the progress of that as we go through and finalize plans. Some of the smaller projects we're working on with bond dollars, the first one is our transportation building.

So we talked through this at the last Board work session for the budget, but this is a new transportation building for our bus drivers and Transportation Department. It is scheduled to open next summer, August 2025. We'll start construction on it in the fall, and it is anticipated to cost roughly \$5 million.

Two really exciting projects that you've probably seen as you drive around the district-- first is Sylvester Middle School field. So this current track-- and I'm sure you saw the track before we started the work-- it's going to be replaced with state of the art asphalt track, brand new synthetic turf for the field. It also includes some comprehensive drainage, including stormwater detention and filtration system to protect Miller Creek that's right next to Sylvester.

And we did encounter some surprises as we started digging up the field. We found a lot of really large tree trunks we didn't know were under there, and we found a lot of construction materials that we think are from when we built Sylvester. And so all of that had to be removed.

We didn't anticipate any of that work having to be done, but it's all been removed. And we're still on schedule to open it and have students be able to use it beginning in September. So you can see this is the drawing of what Sylvester will look like-- the field.

In addition to the field itself, there is a mini pitch field that was donated by the Sounders, so we'll have a celebration with them in the summer as the field is opened. So we're looking forward to that. And we also are installing modular restrooms there as well, so it's pretty exciting for the students.

And then finally, we have Memorial Field. And so some of you may have seen we had a kickoff celebration. We're replacing the synthetic turf at Memorial Field. And we had a large donation made by the Seahawks and the local initiatives support corporation and the NFL Foundation for \$250,000 to replace that field.

It's going to be beautiful. You can see on the four corners, there are names of the schools and their colors to incorporate all of the four comprehensive high schools. And then we'll also be the first to have permanent flag football-- women's flag football markings on the field.

So safety and critical improvements, these will occur this summer. Our biggest project that we're using bond dollars for is roofing. So we are replacing or-- sorry-- or restoring four different schools this summer. And then we're also working on some of the older buildings that are currently-- transportation is housed in security.

And so we'll be working on that this summer, and they'll have new and improved roofing when they come back. We'll also be doing some painting projects, some security projects, camera installation. Lots happening over the summer.

And finally, I just wanted to mention, and thank our two groups that we have that support capital projects. The first one is CFAC, and its Capital Facilities Advisory Committee. We met twice this year. It was the first time I got to attend those meetings.

And looking forward to working with CFAC next year. We will have four meetings scheduled next year as we start planning and thinking through a potential bond and what that looks like in the future. And then we have our capital projects oversight committee, which is made up of community members who really dig into the finances and the budget and the construction around each of our projects and then give us feedback and support and questions. So thank you to both of those teams. I look forward to working with both of those committees next year. Any questions?

Directors, any questions?

Hear and see none.

OK, thank you.

Thank you, Jackie. And again, I just want to thank our community for all the support for the bond and fulfilling our promise to ensure that we have amazing facilities for our students and our community. That concludes the superintendent's update. Thank you.

Thank you, Dr. Duran. Next up are our school board reports. First up, legislative reports. Director Tidholme, Dr. Petrini, any updates this session?

Just kind of more of a comment. So I was a big proponent of Initiative 2081, which was the Parents' Bill of Rights for notification and transparency. It passed with strong bipartisan majority of the House and unanimous in the Senate earlier this year and received nearly 450,000 signatures of Washington voters who also felt it was very important.

But this last week, state superintendent, Chris Ragsdale, put out a statement saying-- asking school districts not to implement the policies. So I'm hoping for further discussions and understanding what that means for our families and parents who sign that, who are looking for more transparency and more input on things that are happening in their kids' classrooms. So kind of more of a comment for the moment.

Thank you.

And regarding that, yeah, my understanding is there's some conflict between some federal regulations and that one. And it's also not something that the board for Highline was supporting, but excited to see what OSPI directs us to do in regards to that and how we can not only adhere to that, but also adhere to the current regulations that are federally set. And that's all we have for our legislative reports.

Thank you. We'll move on to our director's reports. I'm going to start on my left side over here.

Ah, well, we had quite an eventful week of graduations. I was able to attend four graduations myself. Tyee, Highline Virtual, Big Picture, and Choice Academy. It was definitely wonderful to celebrate with students and their families and just to see the pride of the teachers and all the things that they've accomplished with their students and just hear some of their stories.

One of them coming from Big Picture, talking about just reflecting on-- these are the students that were doing distance learning their first year in high school and how hard that must have been. And we kind of heard that same theme, I think, at every graduation, talking about the rough start that they all had.

But it was kind of fun to hear how they were able-- that first day of distance learning, that one of the kids played a prank and started doing the rickroll, and that kind of became their anthem for the whole week-- or for the whole year that helped get the students involved and turning on their cameras and engaging with each other and what a big difference that made when most other teachers talked about how detrimental it was to teach to blank screens and muted students.

So just to hear how it went for a lot of our students, but hearing how they persevered and how they really bonded over that. I really appreciate hearing those stories. And just also hearing some of their future goals and some of their educational plans or career ambitions was really fun to hear. So I just loved being a part of the process. So that's all I have for today.

Thank you very much. Director Hagos?

I also have a graduation message, but I think I'm going to save that for our next meeting along with the end of school message. I want to make sure that I have some time to reflect on what happened. I was at the graduations all day from 9:30 AM to just about 9:30 PM on Saturday and got the chance to participate and celebrate with our students, our school staff and families.

And it was wonderful, but I do want to have some very specific words I'd like to share with folks. So I'm going to hold off on providing more now. I think I'm going to go back to a couple of things that I attended this week. I was at a school board and alumni tour of the new Tyee High School.

Director Van and Director Tidholme joined, and it was-- the tour included pointing out safety and security enhancements and how the designs match some of the educational specifications report that was co-created with current students, staff, family, and greater community members.

It was really nice when the team got to point out how those pieces came to play in the development of what we're seeing now for Tyee. I'm delighted to have had that opportunity to tour the new space that's going to improve learning environments and support diverse learning needs. In addition to that, there was another piece of significance for this tour that I went on for Tyee.

It is the first project with our pilot community workforce agreement that's in place, a policy we hope to adopt as Board members and increase employment opportunities for workers who reside in King county. Really to help increase employment opportunities for the residents in construction trades through priority hire, apprenticeships, and preferred entry programs and could potentially enhance-- potentially enhance-- open pathways to careers for our students.

So I learned about one of our Tyee High School alum. I think his first name is John. I didn't catch his last name. One of the alumni were sharing the story with us. But he's a skilled laborer, having received an opportunity to have a role in building the new Tyee High School.

He's a part of the largest construction trades union. It's Local 242 right in Des Moines, so a little shout out for that. And he takes a lot of pride in his work. He's visited with students in one of our construction classes, along with upstart construction companies. I think it was the project manager. I didn't catch the name of the project manager.

And the students were able to learn from him, but also share some of the things that they've been doing with their CTE classes in terms of building animal houses and chairs and benches. The alumni from Tyee were really thrilled. And I don't know how they know John. It's the friends of Tyee, people I-- I forget her name, but I know you know who I'm talking about, Director Van. But anyways, they were absolutely thrilled to hear about his participation in what we've done, and that's all through the pilot community workforce agreement. So I'm excited about that.

Another event-- I went to the South King Fire celebration. It's the 75th anniversary and an open house. They had a fire safety-- they had some fire safety demonstrations, and kids got to go through a firefighter obstacle course and all other kinds of firehouse fun.

And I got to meet some students that I think they're called firefighter cadets. I want to say that's what they call them. They may have another name, but they were so good with the younger kids, and we just appreciate the service that they provide in our local communities.

And then this past Thursday, I attended the Des Moines city council meeting and gave a quick comment about our Board community conversations event that was held in Des Moines. And then I stayed for the reading of the Juneteenth proclamation. I was really impressed with our city leaders, having spent the time not only to read the proclamation, but also share some personal stories about what it means to them.

I plan to attend the Juneteenth celebration at a local restaurant called Dat Creole Soul. So if someone's looking for something to do that night, it's a fun spot. The PSESD also put out a list of other Juneteenth events across Puget Sound on their events calendar. Please go take a look when you have a moment. There's some pretty exciting things happening.

It is-- the day is a powerful symbol of freedom and resilience and the journey towards equality. I, myself, am personally uniquely situated to be grateful to those who worked to afford me and people like me an opportunity and life that I have now. As educational leaders, we have the profound responsibility to ensure that schools are places where every student feels valued, heard and empowered, where diversity is celebrated and where all students can thrive.

I know personally I didn't necessarily-- my family didn't necessarily grow up here. My parents and I-- and we were in East Africa and immigrated here. And the stories of those who came before-- the ancestors of the lands that we have now, I think those are the stories I did not hear growing up.

I heard a lot about the wars in East Africa, I heard a lot about the situations that were occurring to our personal families in tribal conflicts and all kinds of things. And I heard about ancestral history of the countries in East Africa. I did not get the opportunity to hear about those stories that we had-- that has caused some grief in our country here, now in our nation, in America.

So for me, this is a very special moment to be able to go and celebrate and honor those who provided-- freedom fighters who have provided-- some have gave their life to have the opportunity to be free. So for me, it's a personal night that I'll be celebrating and welcoming to honor those who have done the work before me.

So I've got a couple more things to say. On a personal note, we spent time with our Father-In-law yesterday for Father's Day. And we are happily surprised to hear he has finally decided to retire. I didn't think it was going to happen. I did not.

It was a surprise. He is a current fourth grade teacher in Seattle Public Schools, and he has worked as an educator for about 29 years. I thought he was going to get to the 30th year. He did not. But immediately after congratulating him and celebrating his surprise retirement news, when I asked him about what his plans are next, he said, of course he's going to take a vacation.

He's heading out of the States for a little while. And I said, great-- what are you going to do when you get back, dad? And he says, I can't wait to substitute teach in the classrooms.

[LAUGHTER]

So I'm not the least bit surprised at all that he would say that. But I told him to just save some time for the grandkids. So congrats, dad, if you're watching right now. Some future events I'd like to share.

The annual Waterland Parade in Des Moines, complete with the Seafair Pirates and a kids pirate parade is happening this year on July 20. If you're looking for something fun to do or if you're not the parade kind of person, but you do want to volunteer or have even teens that want to volunteer, check out the Destination Des Moines website for more information.

An opportunity I've heard about for new graduates-- so Mark your calendars-- the South Side Leadership Conference on July 19 at Highline College is happening. It's an opportunity for youth to engage with industry leaders and enhance your professional- - their professional skills. It's one of a kind conference.

It offers a day of learning and networking, featuring sessions led by industry leaders. The idea, of course, is to build a stronger community, and it is a unique event designed to help emerging professionals in our region. It's happening on July 19, and it's going from 8:00 AM to 6:00 PM.

It's at Highline College. And for our new graduates who are looking for a way to participate, there are scholarships available, so please don't let cost be a barrier. The email contact that I have is to contact staff at seattlesouthsidechamber.com to learn more about the scholarship program.

Just a couple more things. There's-- the summer reading program is kicked off today, and there are some other summer library programs as well. I brought some program flyers. I think Adriana was talking about how they'll probably be in the Family Resource Center.

I'm pretty sure folks have them, but they're here now. They're activity logs and just a whole list of youth activity. These are all free if you can-- anyone can look up KCLS and locate your local library resources. They'll find lots of things around literacy, multilingual literacy, but not just that.

STEM activities, such as rocket making-- some sort of rocket thing. There's a 3D design and makerspace groups, and even some social activities like magic shows and concerts. I know I'll be at a lot of events with my children as I usually am each summer, so please take a look. They are fabulous events. And I think I'll stop there. There's more, but I'll stop there.

Thank you, Director Hagos. Director Tidholme?

Yes, I had the pleasure of chaperoning Cascade Middle school's field trip to the StormFest, which was a rainy, windy day, true to its name. I got to go with my baby and his class, and it's-- I mean, he's too old for me to be a cool mom, so he wasn't super excited.

But I had a grand old time. Got to do some *Fortnite* dances with his friends, embarrass them a little bit, but it was really cool. We got to wander around the beach and find crabs and different things, and learn about how the rain water goes into our drainage system and the chemicals that we're using and all the different things-- how we're polluting the environment.

Really fun educational trip. I also had the pleasure of attending supporting Partnerships in Education and Beyond's end-of-year celebration, which was really great. I got to go there last-- this time last year, I was there actually getting an award for being in the cohort with my babies, and then I got to speak to the families this year. So it was just great seeing things come full circle, just speaking some life into the community, encouraging them to be active in their baby's education.

I also had the pleasure of going to Shorewood field day. That was chaotic. It was a bunch of first graders playing handball with the ball that was bigger and heavier than them. I had about 20 heart attacks, but a grand old time. And then they fed us afterwards, so that was great.

I attended Mount View's fifth grade promotion ceremony, which was beautiful. The staff there were just so deeply, deeply, deeply involved in the community, and you could just tell. They were crying and they made me cry. They genuinely care about the babies, and that just-- that was beautiful.

I really appreciate that. It's hard to find good teachers and people that genuinely want to be there. I also got to attend Raisbeck High School, Evergreen High School, Innovation Heights High School's graduations as well, which was great. Some of those kids know my babies.

I get to see them grow up and running track with my kids as well as PSSC's end of year celebration for the RACP program. And some of those kids, I actually got a mock interview, so it was really great seeing it. And they were just so happy, and their families there celebrating them. Really just beautiful to see. And that is all that I have for today.

Thank you very much. President Alvarez?

I'll first say that I've been just watching a lot of videos of-- thank you to Mel Ponder, a big shout out to her for always posting selfies with many of you, but also just watching the kids before they get on stage and how excited they are. It's been such-- just it fills my heart to see how excited they are and to see them even before and some after pictures of them being goofy and just excited about all that they've accomplished. So I don't have much to add, but how exciting and what a blessing it is to be able to see those memories being built. So thank you, Vice President Van.

Thank you very much. And I'm up. So just quick-- couple of quick topics here, the Tyee tour-- thanks to [INAUDIBLE] for the walk along. Director Tidholme and Hagos said-- and my wife-- were able to go and tour the new Tyee High School. It's pretty cool. I'm really excited. My son won't be able to attend next year because that's-- he's graduating next year, so tough for him.

[CHUCKLES]

But too bad. I just want to also do a quick shout out to our college and career team for graduations. What a fun event to be able to see our kids, our students, as well as the parents just celebrating the accomplishments of our kids.

I had the honor to hand quite a few diplomas to my kids that I coach for soccer, for club ball. And to see those kids go across the stage and knowing how they are on the field, it is a success. And it made me a happy coach, a happy dad, a happy Board director. So that was great.

One last thing is that last few weeks we've had some really long executive sessions. I just wanted to thank you to our Directors. Great long exec sessions, and they were good conversations. So I just want to thank you so much for the honest conversations and just all of that and the time put in.

That is-- that concludes our director's reports. Consent agenda. Can I please have a motion to approve the consent agenda?

I move that we approve the consent agenda.

I'll second.

Second that.

All in favor?

Yea.

Aye.

Any opposed? None. And we move 6.6 to our consent agenda. This motion is for the Highline School Board Adoption resolution 09-24 to fix and adopt the '24-'25 budget. Any comments or questions? I'm going to open that up.

I know I'm the one that pulled it off the consent agenda. I think some of us might have felt that it was a little too rushed, because there were still conversations happening around the budget, and we still have some time before it needs to be approved. So I was hoping that if there were anyone else had questions on top of myself, that we could open that up for further discussions.

Yes, cool. Yeah? You can go ahead and start with any open discussions right now.

OK. [CHUCKLING] Well, some of the things that continue to pop up for me are wanting to understand-- obviously, we have a huge deficit that we're working with, so there's been a lot of cuts that have been made. But trying to understand with our new focus on literacy and also just strengthening that learning loss.

I know we don't have those COVID dollars anymore-- the ESSER dollars coming in this year. But wanting to see where are we still continuing those efforts towards tutoring, towards that learning loss. Because as we see, we still have a lot of children who are significantly behind.

So some of my questions were around where we're kind of putting those dollars as far as our learning assistants programs. It doesn't look like we've budgeted much more this year than we did last year. So I'm just trying to understand, like where are those dollars to show that we're striving to help get our kids caught up, where we're at.

So there were some of those questions. Other ones I had were about-- I can't even read my own writing. Goodness. I've asked for budget breakdowns by the strat plan, because that's really important to see where are we putting those dollars and in supporting this strategic plan.

So I know that that's not something that's just easily, poof, that you guys have that. But just even a better picture of where those dollars are going and how they're supporting those different pillars. Kind of looking at things like curriculum, how little we're spending on curriculum compared to a couple of years ago. Different increases in budgets in certain areas towards administration.

I don't know. I have a lot of different questions. So I don't even know. Again, that's why I think this should be pulled off for further discussion for the review so that we're all on the same page, I guess, with that.

I'll respond to a couple of them. So as we've shared before, we are working on a dashboard for our budget. So we actually will be able to report how we are investing our money aligned to our strategic plan. So something that's a work in progress that I've shared with the board earlier.

We expect to have a version of that done by the end of June. So I think when you all come back next year, we definitely will be able to be worked through and share with you how we are aligning our dollars to our strategic plan goals. So that's definitely a work in progress.

We didn't receive any of these questions prior, so we're going to probably have to try to wing it tonight if you want to have some of these specific questions answered. But I'll have Jackie come up if you want to take on a couple of these. In particular, with the curriculum one, can you-- which dollar amount are you referring to? Because prior, we had a lot of ESSER dollars that we were using to spend for curricular dollars, and now money is running out here at the end of August.

Well, just seeing that-- I know that we have-- those ESSER dollars are no longer available, where are those dollars picked up to continue-- I mean, which areas are we continuing that we thought are really, really important?

So curriculum adoption, specifically, we used a lot of our ESSER dollars because we knew that we had the money at the time to do additional curriculum adoptions that we wouldn't have-- we would have had to space out instead. The amount of the curriculum adoptions going into next year is the same as it was prior to COVID. So we're going back to what we were before ESSER. So that large influx that you see for curriculum adoptions was all ESSER dollars.

What about the learning assistant dollars? It's-- we really haven't increased much in that area, and I feel like that's where-- is that--

Do you mean the LAP?

Yes.

So LAP is driven-- it's a state grant, and it's driven off a variety of numbers. The number right now-- the amount that we are receiving from the state isn't fluctuating because it's a four-year cycle. If you mean specifically how we're allocating those dollars, no, it hasn't-- as far as I know, those dollars are allocated mostly to schools specifically. So each school receives an allocation both of LAP and LAP High Poverty, and it's up to those schools to decide how best to use those dollars.

Where do we see an increase in funds going towards-- whether it's tutoring, or we've talked about mentoring programs for reading or assistance in that aspect. Are we putting any more dollars towards academic help for students?

Yeah, I'll let Jennifer answer the specifics around that one.

Thanks, Jackie. So use of LAP and other supplementary learning assistants resources do continue to go to things like summer schools. So we are excited to be offering opportunities. We have, I think at last check, close to 700 students enrolled for additional learning opportunities this summer.

That currently, and for the last couple of years, has leveraged ESSER dollars prior to COVID and moving forward. LAP will be a significant resource to support that need. So that's one particular example. And I'll just elaborate a little bit on the curriculum pieces. As Jackie named, we were intentional about leveraging one-time funds for ESSER to do multiyear investments and to purchase materials or have contracts, whereas historically, we may have had to extend an adoption over several years.

So start with some schools in one year and add other schools, or start with particular grade bands and build up. We really did invest more holistically during that time period. We did that with real knowledge that those monies were going to be going away, and set ourselves up to be able to continue implementation, to strengthen existing implementation with existing resources, purchasing things due to loss or anything else like that, with the existing monies, as Jackie described.

So what have we put aside coming up with our new focus on literacy and things like that?

So we-- our teaching and learning department has been working in partnership with school leaders to develop a literacy plan for next year. A lot of that will be focused on training. So we feel confident in the materials and resources that we have. Really, what we're thinking about is how we can expand and build upon intentional literacy instruction across all grade levels and across all content areas.

So we're working to align professional learning that includes our school administrators, teacher leaders within the schools and teachers themselves. We have contracted with national experts to support that learning, and it will be a holistic system-wide focus beginning as soon as August as we welcome teachers back for their dib days prior to the start of the school year.

Do we have those funds set aside for the extra training in this budget? I was just having a hard time--

The cost for that plan have all been accounted for. Yes, they are-- we are moving forward.

That's all I have for the moment.

Directors?

Thank you, Director Petrini, for bringing that back off the consent agenda around \$397 million, I think it is-- should never be on a consent agenda. So I do appreciate that in terms of being able to provide opportunity for comments and discussion.

One of the things that I-- I guess it's not more of a comment. It may turn into a question, but really it's more of a comment. Some of the indicators for Board success talks about Board providing guidelines and priorities for budget development.

And I'm curious to know what that's going to look like moving forward. I think that's an important piece that I haven't felt strongly enough this going through this process this year. The other part is another indicator of success is, does the board regularly monitor the budget and fiscal status of the district?

And without having had an opportunity to sit down and review the line item reduction report, I don't think that that was-- I think we can do better in that department as well moving forward into next year.

Those are the two things that I have been looking at in terms of the Board's input and parts into how we go along through budget and/or budget reduction type processes. And those two have stood out to me this entire time, and I think those are the two pieces I'd like to see some improvements on for next year.

And then more of a-- let's see. I did have-- it's a comment as well. It's the community engagement piece to the budget process. It's typically meant to inform all the things that you all are doing as well as being able to provide informed information to us as a board so that when we get to this point, we get to be able to be-- we get to have an opportunity to have informed decisions on making comments on what's happening with the board reports and so on and so forth.

And I think for me, it's important that board members are either invited and/or present at these district determined budget feedback conversations. They happen through various stakeholders, various groups. And I don't know who puts all those lists together of who's going to be invited to these things, but having a board member present, I think, is also going to be important to me moving forward. So more so just comments about my experience this year and the challenges I've had through this budget process. It's been very hard.

Thank you very much. Any other questions, Directors? Director Tidholm, Director Alvarez, any questions?

[INAUDIBLE].

Thank you very much. There are-- so Director Petrini, was there a motion to move or was that just a comment?

I guess because it's taken off the consent agenda, it's put back as an action item to be voted on. Is that correct?

That is correct.

I guess we just add it back to the agenda, and I'm not sure where it would fall.

Yeah. With that said--

If you would like to make a motion, this is where you would make a motion for that item.

I guess the question is, are we ready to vote on that, or do we need any more time? OK, I just make a motion to add it to our action items. Is that correct?

Yeah.

No, you can vote on it right now. This is when you would vote on this item.

Could we have some help putting the words to the motion together, please?

Yeah, so since we did remove it off of the consent agenda, it moves into our action item this evening. At this point, after our discussions here, now I'm going to read the motion to adopt the resolution, and then we get to vote on it at this point. So I move that the Highline School Board adopt resolution 09-24 to fix and adopt the '24-'25 budget.

Can I please have a second?

I'll second that.

I'll second it.

Roll call, please.

Director Petrini?

Yea.

Director Tidholm?

Yea.

Director Van?

Yea.

Director Hagos?

Yea.

I'm sorry. Was it a yea? President Alvarez?

Yea.

This motion passes 5 to none.

Thank you, everybody. And moving to our action item 8.1. For this item, I am going to start by reading the motion into record and look for a second. Then there will be an opportunity for the board directors to discuss and ask the questions 8.1.

I move that the Highline School Board approve the adoption of the QuaverHealth as new core instructional curriculum for elementary school health and FLASH as core instructional curriculum for a comprehensive sexual health in grades 4 through 12 in the amount of \$227,409 for QuaverEd. FLASH is an open educational resource that is available to us at no cost. Can I-- I'll second. And I have a second. Now I would like to open it up for directors to-- for comments and questions. Directors?

I have some questions. I don't want to always go first, though. Anyone else want to go first?

Well, what I'm hoping to do, actually-- well, I'll ask my questions first, then I'll get to the rest. So thank you. Hi. So some of the questions I had sent were-- I saw that-- so QuaverEd was the one that was piloted, but not FLASH grades 4 through 5. And typically, FLASH hasn't been used previous before sixth grade. Is that correct?

No, that's actually not correct. We have been using FLASH as early as fourth grade for quite some time.

So the curriculum that the sex ed committee had reviewed, was that newer, updated FLASH, or was that the same as previous?

FLASH has been updated over time. Yes, so it's not the exact same curriculum. I think I shared with you recently that I had the pleasure of teaching it as a fourth grade teacher in 1999, so it is certainly not precisely the same. There have been updates over time.

So being that the curriculum had been changed or altered, was that not a reason to-- with the new comprehensive sex ed law to have it piloted again or have it reviewed further by teachers or reviewed by parents, which I don't believe FLASH was reviewed by families?

My understanding of the adoption committee process is that FLASH was reviewed by that team. We annually provide opportunities for families to review the comprehensive sexual health curriculum and also provided an opportunity for families to review, as we typically do, for any new adoption. So that was communicated out through ParentSquare, through publications on our websites, and provided opportunities for review of those materials.

So I know that when you had the review-- the curriculum review for FLASH recently, there was only five in attendance, and then only two people that had turned in a survey to give their feedback. Does this feel like sufficient-- did we get sufficient notification to families that we could have garnered-- because it seems like the previous year, we had-- over 50 people had come to that one that had some concerns.

So a lot of people talked about that they didn't hear about this one, didn't understand that this was happening. And also with the surveys, unlike family engagement surveys that have come through several times, this is also one I didn't see. If it did come through, it was only once then. I usually try to read everything. So just curious if we put in good faith to try and get that feedback from parents and allow them access to the FLASH? Because it's under a paywall, so it's not easy for anyone to actually read the curriculum. Only an overview is only what's been given.

So the full elementary curriculum, including all of the lessons are available at no cost. And there is a bit of an extra step for secondary. It is on the King County website. And if you are a King County resident, then yes, you may access it. We are working to make sure that we have hard copies available and ensuring access for any community member who would like to preview those materials.

In terms of the communication process, I did have the chance to connect with Tova just earlier and confirm that the process that we used for this curricular adoption process in terms of communication and advertising was similar to previous processes. That being said, we are always eager to find more and better ways to engage families and community members and make sure that we're gathering those input, and continue to be open to ideas on how we can do a better job of that.

Just some of my concerns and something that I brought up to the board in just our admonition by state law is that, as we're reviewing curriculum, we should be able to actually review lessons ourselves, especially ones in question. And so being that I do have some particular lessons in question when we're creating or introducing our first information to our students on biology, that it is, as the state law says, medically and scientifically accurate.

The state law goes in to say what is scientifically accurate is something that has been peer reviewed in multiple journals-- oh, goodness-- and that it is supported by research and compliance with scientific methods, published in peer reviewed journals, and where appropriate, recognized as accurate and objective by professional organizations and agencies.

So some of the materials, while we strive to be inclusive in all things as state law also requires, that when it comes to biology, there's only two biology-- there's only two reproductive systems. So I'm asking for an amendment for us to remove and further review FLASH 4 through 5 as a board and then adopt the rest of this proposal as stated.

I am sorry. That's going to need to be a motion. So if you would like to--

OK, I motion to amend this 8.1 to remove FLASH curriculum grades 4 through 5 for further review and to approve the rest of the adoption process as proposed.

Can I please have a second?

I'll second that.

Roll call, please.

Director Van.

Nay.

Director Hagos?

Yea.

Director Petrini?

Yea.

Director Tidholm?

Nay.

President Alvarez?

Nay.

This motion does not pass with a vote of 2 to 3.

Thank you.

So do we now need a motion to approve as stated in the action item?

Yes, so now, since the motion or the Amendment did not pass, we're going to do a roll call on the original motion that has already been made and seconded. So can I please get a roll call on the original motion that has already been made?

Director Hagos?

I didn't necessarily get an opportunity to comment. Can I comment now before I do the vote?

Yes, you may.

Just a comment in terms of-- several of the constituents who have come to me and asked me questions around this. And I know I brought it up last year, and it's the same it's the same comment. More so of just the language barriers to accessing-- reviewing of the curriculum is still a concern.

I've got families constantly saying, I really don't know what this is, and what it looks like, and what this means. And so I don't really know how to remedy that, but I am asking for some sort of remedy or some sort of opportunity for families who can access the material to have a chance to review it, understand it, come to terms with it, and make their decision.

So I think that just in terms of a comment and maybe a request, and I don't know what that request is going to look like. But that's out there. It's been out there for many years, but I've been hearing more so of it lately. So just an opportunity for families to access the material. Thank you.

Thank you, Director Hagos. I think we can make that work. Yeah, roll call, please.

Director Hagos?

Yea.

Director Petrini?

No.

Director Tidholm?

Yea.

Director Van?

Yea.

President Alvarez?

Yea.

This motion passes 4 to 1.

Thank you. That concludes our action items. We're going to move on to--

Director Van--

We have one more. Director Van, we have one more.

I was already jumping. There we go. 8.2-- this is motion to approve purchase order increases for McKinney-Vento qualified students transportations for the '23-'24 school year. Any questions or comments? Hear and see none.

I recommend that the Highline School Board approve the purchase order increase for HopSkipDrive for \$1 million and EverDriven LLC for \$500,000, totaling \$1.5 million increase for Mckinney-Vento qualified student transportation services for the '23-'24 school year.

I'll second that.

Roll call, please.

Director Van?

Yea.

Director Hagos?

Yea.

Director Petrini?

Yea.

Director Tidholm?

Yea.

President Alvarez?

Yea.

This motion passes 5 to none.

Thank you. Now we're going to move to intro and action item. This next item is an introduction and action item 9.1, the superintendent employment contract extension between Highline Public Schools. And Dr. Ivan Duran, this motion is being put forward by myself and board President Alvarez.

Dr. Duran's current contract ends in June 2025. The extension would add an additional two years, so that contract ends June 30th, 2027. The proposed contract does not-- the proposed extension does not include a salary raise, except the superintendent would continue to receive the annual salary inflationary increase that other employees receive. With that said, any questions or comments before I read the motion? Questions, comments? Director Hagos?

All right, I can go. Before I sat on this seat on this dais, I had followed and tracked all of the things that were occurring when the board team was-- had done a search and was looking for a new superintendent. And at that time, I watched every panel type interview, whether it was students or right here in this board room.

I participated on panels myself, and I was really excited with a few things that I heard about Dr. Duran. And one of the first things I got to say to Dr. Duran when I had met him is, you would have been my choice as well had I been in this seat. It's important that he continues to know that.

And so for me, I know that the role of a school board is critical in impacting school and student outcomes. And every meeting that we have has weight, and it's objectively reflective on multiple perspectives and diverse opinions, and takes into consideration impact on all sides of the district.

None of the decisions we come to is taken lightly, and we always aim to foster a positive and productive educational environment. I personally have spent just about 300 hours either in board meetings, work sessions and retreats. In addition to that, I read our board packets, asked questions and engaged with several folks around important topics, which influences the decisions.

On top of that, there are countless-- and when I say countless, I mean countless hours of informal connections when I'm out and about in the community, especially these past two years, but going back to the almost 30 years as a King County resident and 17 years as a Des Moines resident.

And with that, looking at just the contract language that we have set, some of the things that I have-- that has come up for me is that I know that the contract language-- the contract ends in 2024, and we have a decision to make. And so-- not 2024. 2025-- wrong date-- wrong year.

That's right-- 2025. And our decision is an extension to the contract. What are we going to do with that? I believe what we already have in our contract is sufficient and reasonable, meaning a support contract extension currently in place until 2026. I support an extension.

It provides a full three years after the board's adoption of the strategic plan. And I am confident with the current contract options-- I'm confident that we can work together and ensure the best outcomes for our students, local schools and in community. Tonight's agenda item is a request to add an extension on top of an extension, meaning the contract we have is to set to end in 2025.

And we could have decided just to allow the contract-- just to allow the continuation of that contract and reassess on the measures of success in 2026. But the agenda for tonight is not just next year or the year after that. It's an extension on an extension, meaning moving it to 2027.

And again, I want to make it clear that I am in favor of a superintendent contract extending to 2026, full three years after the strategic plan. And it still allows and retains the authority for the Highline communities to assess at that time if the progress we are seeing matches the needs and the expectations of all those within our school communities and its surrounding residents.

It's critical that we be able to retain that authority, especially with some of the challenges we're going to be having moving forward. So that's kind of-- I think that summarizes the comments that I wanted to make around this agenda item. I may-- I don't know if I'll circle back and have more to say, but that's what I have to say for now.

Thank you, Director Hagos. Any other questions or comments?

I just want to add just some comments. I know some of my thoughts are in alignment with Director Hagos in that I had wanted the extension of one year beyond 2025. And thinking that, obviously, it takes usually three to five years to see progress in measurements that we're creating. The strategic plan is really important to give it time to develop.

I only have cautious concerns about making sure that all our values are reflected in all of the things that we are doing, that reflect all of our communities and concerns. And so I appreciate a lot of ongoing conversations I have with the superintendent. I've really been impressed with a lot of the constant out and about that he is in different schools, and in different committees, and in different meetings, sharing a unified message, which I can see a lot of our teachers are very proud of and are really behind and a lot of families who are very appreciative.

I know my first exposure to Dr. Duran was at a listening tour when he first came in, and I really appreciated that effort to hear from the community and to hear from the concerns. And so being a superintendent that I feel like does listen and is willing to engage in conversations, I would like to see that extension to 2026. Being that tonight is about the 2027 extension, I just wanted to put out that I have faith in our superintendent and want to see good things to come and look forward to those future conversations.

Thank you, Director Petrini. Director Alvarez, Director Tidholm, any comments or questions?

I have a comment. I just wanted to say that it is not uncommon, and it is usual, for a superintendent to have three years. I heard very clearly that it takes three to five years to make things happen.

Having the experience of being-- and working with Dr. Enfield, superintendent Welch, and others and having the opportunity to work with other superintendents in the region and in the state, it is not uncommon. Actually, that is the norm. And also the reason for extension is this is right now the time-- and in fact-- where other districts are looking for superintendents.

And the commitment that he's made to enroll his child in our district shows that he's committed to making sure things are happening. And what else can make a greater message to say, you think he's not going to want to improve things for his own son? So what I'm saying is that we're not doing something-- that it is not-- that it's above or beyond or-- because for whatever reason, it is a norm.

And I also want to make sure that he knows that-- we all talked about having faith in him. I also have faith. I have a grandson in my district. I have two more coming up in the district that are going to be impacted by the decisions we all make.

And so I feel that I owe wholeheartedly that I know that he's doing the best that he can. And with all our support, he's even going to be able to do more. And so that is the reason why. Like I said, I'm not extending it. We're not recommending to be extended. Something that it is not out of the ordinary, that is the norm. And I wanted to make sure that people understood that. Thank you for allowing me for my comments, Vice President Van.

Thank you very much. Would you like to comment, Director Tidholme?

Yeah, just like when I-- like I said, just with it being the norm, the three years, I'm comfortable with that and with the autonomy of the board to terminate the contract before then if need be. And having been a mother in the district for some time, I've had a great experience as a mother and a working experience here.

And I know we have room for growth. It's not perfect, but I do trust that his intentions are pure, and we've done really well, and it's going to get better. And having been even in other districts where it was not such a great experience for my babies, yeah, I'm happy to support the three years.

Thank you. Dr. Duran-- I mean, for directors, I support the 2027 extension. That gives us an opportunity, but also allows Dr. Duran and his staff to know that we have-- they have our support.

And I know that you guys did state that you believe in him and also support him. It doesn't state anywhere in his contract that if something were to happen. And I'm not saying anything. But there's language in his contract that states if something were to happen that we can relook at things.

So with that said, though, I am going to stick with the 2027 proposal from my point of view. Since that ends all of the comments and questions, I move that the Highline School Board approved the attached 24-- 2024 through 2027 employment contract between Highline Public Schools and Dr. Ivan Duran. Is there a second?

I'll second.

I second that.

Adriana, roll call, please.

Director Tidholme?

Yea.

Director Van?

Yea.

Director Hagos?

Nay.

Director Petrini?

Nay.

President Alvarez?

Yea.

This motion passes 3 to 2.

[APPLAUSE]

Thank you. So that concludes our intro and action item. We're going to move on to our introduction items. Motion to approve-- or this is 10.1. This is motion to approve Highline Public school student proficiency and growth assessment system. And I believe we have presentation this evening.

That is correct.

Chief of Digital Transformation is coming up, and Director of Assessment, Sarah Chandler. Welcome.

So good evening, Board Directors and Dr. Duran. Thank you for this opportunity to introduce our recommendation for a student proficiency and growth tool replacement as a result of the RFP that began in late winter, early spring. So to start, I will bring us back to one of the key points from our strategic plan measure board work session in March.

While tremendously important in the practice of assessing the current state of our students, the growth tool is a single measure that works in concert with other student data to give educators a sense of how to best support the whole child. We hope to continue to build on that concept as we work together to support student success.

So as a result of 20-plus meetings, vendor demos-- multiple vendor demos-- and individual conversations with selection committee district and school staff, we are confident that our recommendation gives us the best opportunity to strengthen our existing assessment foundation. With that, I would like to turn it over to Sarah Chandler, our Director of Research and Assessment, to move us forward.

Thank you, [? Tyshawn, ?] and good evening, Board Directors, Dr. Duran. Before I present the details of this recommendation, I want to highlight a few-- sorry, I'll move the mic a little closer. Not used to speaking in it.

I want to highlight a few key points about the process we followed in coming to this conclusion. One of the main challenges we face is that currently, to the best of our knowledge, no assessment system exists that meets all of our districts needs without inadvertently creating some barriers. As a result, we acknowledge that selecting one assessment tool may reduce some barriers while creating others.

Our goal with this RFP process was to ultimately select a system in student proficiency and growth that minimizes barriers to our students as much as possible. Some of the highlighting-- process highlights that I'd like to provide is that the review team that made this recommendation included membership reflecting diverse individuals and perspectives within Highline Public Schools.

Team members from this review team co-developed strong scoring criteria to ensure that each assessment tool would be evaluated with students best interests in mind. Each team member submitted individual scores based on vendor submission materials and the demonstrations, and that this recommendation is based on a combination of those average scores, submitted comments as well as multiple lengthy discussions.

So after careful consideration, the review team selected i-Ready by Curriculum Associates as the recommended tool for the 2024-2025 school-- and 2025-2026 school years with the intent to conduct the next RFP process beginning in the 2024-2025 school year for implementation in the 2026-2027 school year.

This recommendation is based on the following considerations. Growth data from the alternative vendor submission, STAR by Renaissance, would require a complete overhaul in the way that we measure growth, which would cause significant changes in the strategic plan monitoring reporting that we're currently pursuing. To successfully accommodate a change in growth assessment, our system requires significant additional professional learning and centralized support to achieve successful results.

Second consideration, conducting an RFP process in the school year 2024-2025 for implementation in '26-'27 provides additional time for the RFP process and review period, thereby creating potential for additional vendor submissions as well as a suitable planning time for tool implementation. So that would be greater than 1 year versus a couple of summer months.

In addition, this allows more planning time and alignment to school and district goals and progress monitoring efforts. And then the third consideration is that the i-Ready diagnostic for assessment in grades 9 through 12, which we're not currently pursuing, would be included at no cost through the 2025-2026 school year.

This aligns with the recommended contract timeline and allows for an aligned implementation. Furthermore, this creates the opportunity for a more successful implementation of proficiency and growth assessment in grades 9 through 12 by using an assessment tool already familiar to staff and current students in Highline Public Schools. And then we also received a couple of questions earlier today, so I wanted to take an opportunity to address those.

Question one was, in the board action report, it states, quote, "place special emphasis on growth measurement tools," unquote, as opposed to when we had it as proficiency in growth measurement. Why isn't proficiency part of our special emphasis? And to answer that question, proficiency scores are used in the calculation of our growth data, and so any assessment tools that provide growth scores will inherently provide proficiency scores as well.

The, quote, special emphasis on growth measurement tools was included to ensure that growth data being provided alongside proficiency scores would be meaningful at the student, classroom, school and district levels and enable us to continue progress monitoring efforts with our current growth data. The second question-- there were concerns about the quote, overhaul of strategic plan monitoring and reporting, that language in the intro item.

To answer this, if we were to select STAR by Renaissance instead of i-Ready by Curriculum Associates, we would need to redefine our growth metric calculations moving forward and abandon our i-Ready baseline growth measures for the use of strategic plan progress monitoring. By selecting i-Ready, we will be able to continue our current strategic plan progress monitoring efforts on student growth without interruption or loss of longitudinal data. Thank you for this time, and if you have any other questions, I'd be happy to answer them.

Thank you. Directors, questions? Director Tidholme, Director Hagos, Director Petrini?

Just a follow up. Sorry.

One quick-- I'll just add, Sarah, to that is that also with both proficiency and growth, its alignment with the Washington State improvement framework that is used by the state, where they have both proficiency and growth as measures of school success. So we're in alignment with what the state does.

But I guess that I'm not really understanding what is the big overhaul here then? What does that mean to overhaul everything? Were we already using i-Ready before, so what's-- I guess I'm not understanding.

We were using i-Ready before. The overhaul would be if we were to use the alternative. So I was speaking to if we were to use STAR by Renaissance, we would be changing everything and losing that longitudinal progress monitoring that we've done so far. By continuing with i-Ready we're keeping the baseline data that we've assigned for that and continuing the same growth monitoring while also expanding to the 9 through 12 grade levels to see measure proficiency and potential growth there.

And so what is the special emphasis on just the growth measurement, taking out the words "proficiency," because that's what was being used before?

Not all assessment tools use growth, or they define it in different ways. And so one of the challenges is, doing proficiency is one thing. You get that-- how is the student comparing based on grade level. But for the growth data, different tools will assign it different ways based on different criteria.

And so i-Ready has their norm reference and criteria reference data for measuring students' annual progress towards their typical growth that's targeted for them. Not every assessment tool does that. And so if we were to go with an alternative one, we would lose out on that previously defined definition we're using for our strategic plan monitoring.

Thank you.

Yeah, thank you, everyone.

President Alvarez, any questions?

None for me, sir. Thank you.

Thank you very much. Appreciate the presentation. Next intro item, 10.2. This is motion to approve Graduation Alliance ALE program contract. Any questions or concerns?

I hear none. 10.3, motion to approve revisions board policy 2145 health, physical and wellness education programs. Any questions or comments? Hear and see none.

10.4, motion to approve amendments to board policy 3418, opioid-related overdose reversal. I believe, Dr. Duran, we have a presentation.

We have a presentation for this one.

Good evening. I am Michelle Jervis. I'm the director of health services, and I'm here tonight to discuss the need for a policy change. So policy 3418, which pertains to opioid-related overdose reversal, requires an update. This proposed change aims to expand access to naloxone, ensuring that our district is equipped to respond effectively to emergencies.

Oops. OK. [CHUCKLES] This policy adjustment is mandated by the Senate Bill 5804, which now requires naloxone availability in all public schools. Previously, the bill applied only to high schools in the district with more than 2,000 students. However, the new bill extends this requirement to all schools by September 1st of 2024.

Currently, all our schools already possessed naloxone supplies, which each school's maintaining two doses. My department, health services, monitors and restocks these supplies promptly when used. Every nurse, LPN, RN are trained in naloxone administration in addition to secondary administrators, safety and security and some selected athletic staff members.

They've also received training. And this fall, elementary administrators will join the preparedness effort as part of their annual life threatening condition training. So whenever naloxone is administered by trained district staff, detailed naloxone administration report form is completed.

This data is very crucial, not only for our internal records, but also the inclusion of the annual OSPI assessment of district student health services report. This ensures transparency and accountability in our approach to student health and safety. I also like to highlight the ongoing efforts of our substance use abuse prevention and intervention work groups headed up by Val Allan.

This team is actively analyzing data and identifying best practices to formulate a comprehensive district-wide substance use prevention and intervention plan. Their work will help strengthen our response to substance use issue across all grade levels. So in conclusion, expanding access to naloxone to all our schools and our district is a crucial step towards safeguarding the health and well-being of our students. And by adhering to Senate Bill 5804, implementing these necessary changes to our own policies, we are reinforcing our commitments to provide a safe and supportive environment for all our students. Thank you, and I welcome any questions.

Questions or comments? Director Petrini?

I do. Sorry. So if we now have the use of Narcan in all our schools, will parents be notified? And when they're registering their students at the beginning of the year, will there be a new waiver of some sort explaining the side effects or that this could be used on their student?

I know that we had a few weeks ago a student who had passed out, and it was unclear, as I was told, whether it was drug related or perhaps they had a seizure or something had happened, and Narcan was used on that student. So if we don't have sufficient information to know what's happening to that student, such as something else happening, we have-- there are side effects to using Narcan that could-- if a student already has cardiac issues, it can cause a heart attack in a student or a person.

It can cause hypertension, arrhythmia. There's all kinds of different side effects that can happen. So two-part question, I guess, is, A, are we notifying parents of those risks and side effects along with asking for a waiver for us to be using that in the event of emergency? And second, where does the liability lie when something goes wrong?

So Narcan or any other opioid reversal drug is only used in case of emergency and only when a person is exhibiting signs and symptoms of an opioid overdose as opposed to giving it to them when they aren't-- when they're having some other type of medical emergency. The procedures and training that we give, they cover risk factors and identify signs and symptoms of opioid.

And parents are not required to sign a waiver or otherwise receive notice that Narcan is now in all schools. However, if Narcan is administered to their student, we would promptly call 911 and the parents would also be notified.

Any other questions? Director Alvarez?

Thank you.

That's it. Thank you very much.

OK, thank you.

Move on to our 10.5 motion to approve resolution 12-24, delegating authority to Kinko conference for inter-school athletic activities for the '24-'25 school year.

We have Scott Logan, Chief Operation Officer. This may be the last time you come to the microphone, so why don't you come up here and give a little background on this, make sure we clarify the difference between WIAA and our work with King County. Thank you.

Thank you for the--

King County, Kingco.

Kingco, yes. Thank you for the opportunity to share some information around this one. I believe it was at the last board meeting where we did the WIAA board action. But WIAA is the overarching governing body for the athletic programs. Our region is divided into nine different districts.

Kingco is one of them, NPSL. Kingco stands for King County. NPSL is North Puget Sound. So those are two different regions that we are divided up into-- two of the nine. When planning, putting together schedules for athletic competitions at the middle school and high school level, there's a lot of consideration that goes into that.

We want to look at, first of all, equity in competitiveness so that we are-- you're not going to win every game, you're not going to lose every game. But you're not going to be on the 0 to 70 sort of world in youth sports. We also look at the amount of classroom time that-- how this is going to impact classroom time if we were in the wrong league or not the best choice of a league.

We have students traveling one in two hours to a competition as opposed to competing with our neighbors. So we try and put our teams, our schools into the appropriate league or sub-league to address both favorable outcomes, positive learning coming out of the athletic programs, but also the least amount of time away from the district.

We have schools-- we have-- we're in a unique opportunity here where we have schools in four different divisions. We have-- Tyee is in 1, Evergreen's in 2, Highline High School 3, and Mount Rainier is in four. And those are based-- the majority of that is based on enrollment in that school so that we're competing with equally enrolled schools. Happy to answer any additional questions if you have them.

Directors, any other questions or comments?

[INAUDIBLE].

Looking over it. No questions, comments? That's it. Thank you, Scott. 10.6, motion to approve purchase from B corporation, a.k.a. Charlie's Produce, in the '24-'25 school year. Any questions or comments on that one?

Just a question, Vice President Van. So I'm assuming 10.6, 10.7 and 10.8 are just renewals of our annual contracts?

That is true.

I guess that's a question.

That is true. Thank you. 10.7, motion to approve utilizing USDA commodity foods in the '24-'25 school year. Comments, questions?

Hear and see none. 10.8, motion to approve purchases from US Foods Inc in the '24-'25 school year. Questions or comments on that? Hear and see none.

And our last intro item, this is 10.9. Motion to approve resolution 13-24 for the 2024 to 2029 capital facilities plan and propose impact fees. Authorization to submit for school impact fees and continuation of exempt of impact fees for King County Housing authority. Any questions or comments on this? Director Petrini--

I have one.

--come on down.

[INAUDIBLE] answer my question.

Jackie?

Just reading when we're talking about-- it talks about the decline in enrollments over the last couple of years and what we're continuing to see over these next few years. But attributing it to small birth cohorts, slower regional population growth, the influence of charter schools and reduced new home construction as being reasons.

I still would like to know why we do not fully attribute-- I mean, we do talk about charter schools, but public-- or private schools and homeschooled students. We have about 4,000 students still in this district that are not in Highline Schools, so why do we not attribute that decline? As our demographer had several pages all about that data, why do we not state that as data?

So the language that's in the bar is directly from the demographers report, and so that's taken directly from his report to us.

And so why the words, "influence of charter schools?" Why is that the only one that's kind of singled out in this one?

As I mentioned, it's from the demographers report. So as we go through and create this plan, we pull directly from his information, and so that was his wording for this plan.

And what do we think is going to, in the next five years, suddenly have a bump in enrollments to have to do these filings and fees?

Yeah, so the demographer is projecting in the next-- well, 5-plus years, so this is a six-year plan-- in the sixth year-- fifth and sixth year that we will start seeing enrollment increasing slightly. It's never-- we're not anticipating it to ever come back to the levels it was back at 2017.

But we are projecting enrollment to increase in those kind of out years. The things he takes into account are birth rates. So he's looking at birth cohorts, he's looking at development in the Highline area, and migration in and out. And so he's using those factors to make those projections.

Thank you.

You're welcome.

Any other questions or comments? That concludes our intro items. Any items that you would like to add to the next consent agenda?

Hear and see none. Can I have a motion to adjourn?

Oh, just a second, Vice President Van. I'd like to add just our annual renewals, 10.6, 10.7 and 10.8. into our consent agenda since those are annual renewals.

I have a motion--

Filing a motion.

I have a motion to move 10.6, 10.7 and 10.8 to the next consent agenda. Can I--

I'll second that.

[CHUCKLING]

Thank you.

Roll call, please.

This is just a voice vote, please.

Just a voice vote.

Oh, all in favor?

Aye.

Any opposed?

Thank you. Can I please have a motion to adjourn?

I make a motion, we adjourn.

I'll second that.

All of those in favor?

Aye. Any opposed?

Thank you, everybody.

Good night.

[CHATTER]