

Highline Public Schools | School Board Regular Meeting - October 16, 2024

Want to welcome everyone. Thank you for being here. So excited about all our families being here.

[SPEAKING SPANISH]

So thank you, everyone. Welcome, welcome, welcome. We're just giving Adriana one more minute.

I think I'm good.

All right. So with that, again, welcome to our regularly-scheduled board meeting. And with that, we-- I'll ask is Giovanni here? Yes. If he could lead us in the Pledge of Allegiance, please.

I pledge of 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.

Roll call, please.

She needed the extra minute.

I will need-- there we go. Director Tidholm.

Present.

Director Hagos.

Here.

Director Van.

Here.

Director Petrini.

Here.

President Alvarez.

Here.

And the gentleman to my left is our superintendent, Dr. Duran. And with that, I'm going to call for any changes or additions to our board meeting agenda this evening.

I'd just like to make a quick-- I don't know. It's not a motion, but to add to our school board meeting minutes from last meeting, just about which just my director report about where it didn't reflect my comments to the robotics team, and a call for a meeting with the Maritime High School. And so I just wanted the record to reflect that ask. Thank you.

So in order for us to-- I just want to seek advice, but I think if we're needing to change any of the minutes, we would have to pull them out. We can't-- unless we can approve them with some additions. So we're going to then need to pull them out. So you need to make a motion.

OK, I make a motion to remove item 6.1.2 off the consent agenda.

We don't need a second, do we?

Yes, we do.

[INTERPOSING VOICES]

There was to pause, so I thought we needed something.

Thank you. So with that, we have pulled out-- the minutes from regular school board meeting. So September 28?

October 2.

October 2.

6.1.2. Thank you.

OK, so just for the record, we're pulling off 6.1.2, the October 2, 2024 regular school board meeting minutes.

Yes. Thank you.

And then with that, we go on to recognition. So I'll ask for Gaye Bungart to come to the podium, please. And then Director Petrini.

How are you?

I'm good. How are you?

Good. Would you like me to read this first? Or--

Yes.

OK, thank you. So whereas the Washington State legislature has designated October as Disability History Month, and whereas people with disabilities in our district, state, nation, and world have made significant contributions to our society, and whereas recognizing disability history will increase respect and promote acceptance and inclusion of people with disabilities, and whereas recognizing disability history will inspire students with disabilities to feel a greater sense of pride, reduce harassment and bullying, and help keep students with disabilities in school.

And whereas studying disability history in the context of the larger Civil Rights Movement will provide important civic learning, and whereas Highline Public Schools affirms that learning about disability history and people with disabilities an essential part of the complete and basic education of all students. Now therefore, the board and superintendent of the Highline Public Schools do hereby recognize October 2024 as Disability History Month in Highline, and call upon all Highland citizens to celebrate and promote quality educational programs that include instruction, awareness, understanding of disability history, and people with disabilities.

Thank you.

Thank you. And with that, we'll give you or anybody else to put some words.

Thank you very much, Dr. Duran and school board. I appreciate that you read all of that because I was going to try to capture that in my statement, but I won't now. But I will say that I'm very proud of the work that Highline does in honoring students with disabilities, with and without disabilities, actually. We go beyond just celebrating one time a year Disability History Awareness Month, and really look to honor all students in their variabilities, and how we approach them, filling a part of their school communities.

We do that through universally-designed learning experiences, evaluating-- validating and appreciating learner variability in each learner, and presuming competence for all of our students. So we've gone beyond thinking about deficit-based thinking when it comes to students with disabilities and learners that are different, to really accepting them and thinking about their potential, and how they can grow in the learning environments we create. And I'm just very proud of the support and the work that we've been doing in Highline to think about inclusive opportunities for these students, and all students. So thank you very much.

Thank you. Thank you so much. Please come up, so and let's-- it's picture time.

Thank you.

[APPLAUSE]

And with that, it's my honor to ask Lolita O'Donnell to come up to the podium. And you can bring as many people as you want. And then I'll read this and then you can introduce them. Lisa.

Thank you. Senora Alvarez.

[SPEAKING SPANISH]

So first, I'll read the proclamation, and then I'll give you a time so you can say a few words.

[SPEAKING SPANISH]

"Whereas parents and family members are their child's first and most influential teachers, and whereas family involvement in a child's learning is critical to success in school and life, and whereas the role of families in supporting the success of Highline students from preschool through college cannot be overstated, and whereas family engagement in a child's schooling is a legitimate element of the education system, and whereas when schools, parents, and communities work together as partners, our children benefit.

And whereas Highline's educational leaders and staff are developing programs and resources to support stronger partnerships between families, schools, and communities, and whereas the vision of public-- Highline Public Schools is to graduate all students prepare for the future they choose, now therefore, the board and the superintendent-- superintendent of Highline Public Schools do hereby recognizes October 2024 as Family Involvement in Education Month in Highline, and urge all citizens to join in in this observance."

Muchas gracias. [SPEAKING SPANISH]

Thank you so much. Board President Alvarez, board directors, and Superintendent Duran. Before I have Senora Alvarez share a few words, I would love to have family and community engagement team, our school leaders who work so closely with our families, and our families, stand as part of this recognition.

Come on, y'all. Stand. Whoo.

[SPEAKING SPANISH]

Hello. Good evening. My name is Ellie. I have three children, two in Glacier, and one in Hilltop. I wanted to talk about why I'm involved in my children's education and schools. I as a mother, like to know about my children's needs. This is one of the reasons I began involving myself in my children's schools to know how I can support them outside and inside of school. I started getting involved when my oldest son was in kindergarten. I also do it to, in some way, help my son's teachers in school.

I am still involved. The reason being, my children are older, and they go to middle school. And I have a daughter who is in kindergarten who I want to and I'm going to support, like I have supported their siblings. That is why I am thankful to my children's schools for giving me the opportunity to be a part of my children's education.

Thank you. Gracias. [SPEAKING SPANISH]

It's a-- thank you for being here tonight. And it's a pleasure. Yeah, so, [SPEAKING SPANISH]. Let's get up and let's take a picture, all that support. Our families, please stand. And come to the front. Let's take a picture.

Mona, that means you too. You hiding in the back, I see you, Mona.

Yeah, a little bit.

Can we get folks a little bit closer?

Say what?

[INTERPOSING VOICES]

Good.

Thank you, everyone. Muchas gracias. [SPEAKING SPANISH] The next recognition is I'll ask Isuzu Nisuma Arambula to come up to the podium, please. And it is Anti-Bullying Month. And I'll pass it over to Director Hagos.

Thank you, President Alvarez. I'll wait until everyone's at the podium so we can see your fabulous faces. OK, all right. I'll get going. Here we go.

"Whereas bullying, intimidation, and harassment in schools are persistent detractors to a healthy educational environment for children to learn constructively, and whereas bullying consists of a variety of actions and behaviors intentionally designed to infringe upon the harmed party's physical and mental well-being, targeting characteristics of the harassed party, whether it's real or imaginary, and whereas the actions have effects on the well-being of students to a point where they lose the desire to engage in and connect with their school, classes, classmates, and adults.

And whereas bullying continues in schools and with these-- with those students connected to schools in the Highline Public Schools, and whereas the face of bullying has changed to include cyber bullying, where the act of such bullying, intimidation, and harassment has changed to be conducted over such media, including, but not limited to the internet chat rooms, electronic mail, blogs, social networking sites, cellular phones-- cellular phone calls, and transmissions, and more.

And where it is recognized that the acts of bullying, intimidation, and harassment can result in damage of property, physical harm, mental distress, and the death of a child. And now therefore, the board and the superintendent of Highline Public Schools do hereby recognize October 2024 as Bullying Prevention Month in Highline, and urge all citizens to join in this observations." So all right, guys. Ready for a photo?

So--

Oh, a few words. A few words. Sorry. I've just-- I know that we have a lot of those photos coming up. Sorry.

That's OK.

Hit the bullet too fast. Go ahead.

Good evening, board of directors and Superintendent Duran. Every year, we select one school to receive the anti-bullying proclamation in recognition of the outstanding work they do preventing and addressing bullying. And it's my honor to present today this amazing team from Parkside to receive the proclamation today.

Thank you. Yeah. Thank you, [? Azieb, ?] and Dr. Duran, and the school board for acknowledging our work. When the phone rings from my good friend Isuzu's extension, I'm like, uh-oh. Somebody's not feeling happy, and we need to figure it out. I don't do that work alone. The first person who usually receives that phone call is my fabulous office manager, Sarah [? Hougsey. ?] So I'd like to give her a huge recognition, please.

And then I'm very blessed to have Dylan Koutsky as my assistant principal. And I would like him to say a few words. But before I do that, I just-- the thing that really honored me that Isuzu acknowledged us is that we really take that seriously. Our kids have a right to come and feel seen, heard, loved, and valued for who they are. And we take that very seriously when they don't feel that way, or their families don't. So it really meant the world to us. And I would like Dylan to say a few words as well.

Thank you. Yeah, I echo everything that Bobby said. I think that we really take it to heart whenever a student is not feeling safe or supported at school. We want to ensure that all students are feeling that way so they can learn and show up to be their best selves every single day. But I think all the work that we're doing at Parkside was not possible without our fabulous team that we have supporting all of our students. And that means our family members, our staff members, our teachers, everybody who's at the school all chip in together to ensure that all students are feeling safe, and supported, and happy when they're at Parkside. So thank you for the recognition. I truly appreciate it.

OK, now, we can come up to the picture.

And with that, it's Principals Appreciation Month as well. So I'll ask Clint, Kevin, and Amy to come on up.

And Rick.

Oh, and Rick as well. I'm sorry, Rick, how could I have missed you?

Emily.

And Emily [INAUDIBLE] please.

Emily. Sonny. You've been invited.

Come on, guys.

Yeah, Emily, Sonny, Bobby, Dylan, get up back up here.

Yeah.

Oh yes. All the principals, come on up. I'm sorry if I didn't name you. Come on up. It's *The Price Is Right*. Come on down.

Whoo-hoo. Whoo.

Oh hey, award winning.

All right. Director Tidholm.

"Whereas principals and assistant principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with our young people, the most valuable resource.

And whereas principals set the academic tone for their schools, and work collaboratively with teachers and teachers leaders to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives.

And whereas the vision, dedication, and determination of a principal provides a mobilizing force behind any school improvement effort, and whereas the celebration of National Principals Month honors elementary, middle, and high school principals, and recognizes the importance of school leadership, ensuring that every child has access to a high-quality education, now therefore, the board and superintendent of Highline Public Schools do hereby recognize October 2024, as Principals Month in Highline, and call upon all Highline citizens to honor and recognize the contribution of school principals and assistant principals to the success of students in Highline.

Thank you. Few words. Whoo.

Thank you, Director Tidholm. Thank you, Dr. Duran and school board members. It's my great honor as president of the HAWSP to be here to accept this honor on behalf of all of our principals. And I heard you shout out for assistant principals. So I will-- I want to shout out Sonny and Dylan as assistant principals. We're going to make them get in the picture as well, because those of you as a high school principal know that all the really tough stuff I delegate to them.

But it's my great honor to be here as the head of the association to just to shout out principals and school leaders. It's an incredibly complex job, even in the best of times. And it's been especially complicated in the last month. And there's actually two school leaders who are really excited to be-- to shout out even more because both Kevin Takasaki and Amy Carlson, like I said, this is an incredibly complex job, even at the best of times. And to have to deal with your school building burning down, and I just remember having conversations with both of them, having visited that site, that home that they built at the Southern Heights campus for both of their schools.

And then a traumatic event, and to have to lead through that, and then to start the school year, and then almost immediately be hit with our tech challenges, it just speaks to the work that school leaders, principals and assistant principals do to keep the trains running on time, and making sure our kids can get a quality education even in the most difficult times. So they're a little mad at me because I don't think they appreciated that they'd have to get their picture taken. But I do want to shout out Kevin and Amy. And if you have a couple of things to say, you can come on up to the mic.

[INAUDIBLE]

I do want to thank this community. It is such a relief to lead in a district like this. And at no point during this tragedy when the building burned down did we ever lose hope. And it was because of the people that serve on this board, serve on cabinet, everybody that had our back throughout the community. We felt the love, the care, and the hard work that went into making sure that our students feel-- felt valued the day that they stepped on campus. So thank you so much for the support.

I know that in any given day, or week, or month during the school year, it's easy to get bogged down by the technical, and those things that pop up that might rub us the wrong way, or be annoying to us. But when it comes down to it, this is a beautiful community that I'm so proud to be a part of. So thank you.

You want to say anything? Before we take the picture?

I'm not sure how I follow that, but I echo what Kevin said. It was an incredibly difficult start to the year. And the Highline community just wrapped their arms around us, and made our students and staff feel so loved and valued to the point where students were saying to us, we need to make sure that Highline knows how much we appreciate them, we need to thank the board, we need to thank all of the directors that prioritize this work. And so the fact that the students felt that, and felt all of the love, just hope you know how much we appreciate that. So thank you.

Thank you. OK, picture time.

I just, I want to say something really quickly, if that's OK, Angelica.

Really quickly.

Thank you, Angelica. Having babies under administration of two of the schools we have represented here now, I appreciate all of our principals. But just personally the experiences that I have had and definitely recognizing that middle school has all of the fun. Here is my middle school right here. I appreciate you, Sonny and Emily, more than you know. And yeah, all of you are appreciated. I don't know if I could do the work that you do. And I see you.

Yes, we see you all. Thank you. Come on up.

[CHEERING]

Close, close, close, close, close, close, close, close, close, close. Close. Squish, squish, squish, squish.

You guys ready?

OK.

Good job.

[CHEERING]

Doing the work. Doing the work. Good job.

Last but not least, I'll ask Maria Juarez. It's bus safety week. So excited. And your team. Absolutely. Absolutely. And with that, Director Van.

Well, this is a great honor because a few weeks ago, we were able to come and support and say hi to all of the bus drivers. So, "Whereas each school day in Highland Public Schools, more than 90 school buses provide more than 13,000 student trips with transportation between home and school, safely traveling more than 6,500 miles, and whereas school bus drivers must complete initial and ongoing annual training, and provide the highest standards of care for their students they transport.

And whereas the school bus inspection program ensures the safety of school buses, and exemplifies outstanding interagency cooperation between our school district and the commercial vehicle division of the Washington State Patrol, and whereas each bus driver, instructors, shop personnel, supervisors, and support staff perform vital functions in ensuring the safe operation of student transportation system, and whereas ensuring motorists adhere to the rules of the road around school buses during the loading and unloading of students is critical to maintaining safe conditions.

Now therefore, the board and superintendent of Highline Public Schools do hereby proclaim October 21 through the 25th, 2024, as School Bus Safety Week in Highland, and urge citizens to join in this special observance."

Thank you.

Thank you. I just-- I want to say thank you to the board members and superintendent for acknowledging this safety week. Even though it's not just one week, it's throughout the whole year that our drivers take pride and their buses to maintain it, that it's safe, but also not just the buses, that their students are safe on and off the buses, that they keep an eye, and they know their students when something is out of place, that they recognize it and they call and let us know to double check on that.

And I appreciate that recognition. And I have one of our bus drivers, Theo, here in support, and Conley [INAUDIBLE] as well in support of that too. I don't know if you guys want to say anything.

Go ahead, Conley.

I love it.

Well, I came here 14 and 1/2 years ago. I said-- when somebody said, you're going to be a school bus driver? I said, no. I would never drive them [INAUDIBLE] around. I've been here 14 and 1/2 years. The thing I've learned is that some of our students have some enormous challenges at home. The one thing I picked up here is that the first person they see in the morning is the bus driver. When they go home, and they got to go face those same challenges, the last person they see is the bus driver.

So we continue to make a difference in their day, we can matter to them, and like I said, it's taught me patience. It's taught me to be safe. And I'm still here. And I want to thank the board because we are in-- our break room is old military barracks. We are getting a new building that's going to start being built, and it's going to be done by August of 2025. So thank you very much, because we're all going to be in one building, even management. And it's going to be incredible. So thank you.

Thank you. All right. Come on up for a picture.

One more. No?

No.

No. [INAUDIBLE] Looks good.

Well, it was a meeting full of recognitions, and I think we could have more. And I hear time after time people talking about it's not just this month because it's all year long, but it's at least we get to do it once a month and acknowledge you publicly. So thank you to all of those who are here and for your dedication, not just to our students, but to each other in this district.

And with that, we continue on with the presentation. So I'll ask Mr. Parson to come on down. The price is right.

Yes.

There you go.

Hey. Good evening, President Alvarez, Superintendent Duran, members of the board. For the short moment, I am up here, it is my distinct honor and privilege to welcome to this podium for tonight's school presentation the very proud principal of Cascade Middle School, Ms. Emily Feldtmose. Welcome her up here, please, to this podium, y'all.

Come on down. Not that there's a couple up here that have a little bit of bias or anything, but we're just so happy that you're here. We're happy that all principals come, but especially because my grandbaby. Had to get that out there.

Thank you. No pressure. Before we get into the show, I want to invite some really important people who are going to help tell our story. First, Olivia Hollenbeck, our leadership and seventh-grade science teacher. Yep, yep, yep. Alexa Wayman, our counseling department lead and sixth-grade counselor, Kimberly Tracy, our DL coordinator.

Wow. Yes.

Luis Escamilla, our ML coordinator and ML teacher.

Yes.

Melissa Mafua, one of our amazing parents of one of our amazing eighth graders. Last but not least, Sonny Sinco, our awesome AP.

All right.

We are so honored to be here that we have practiced, test run, done a dress rehearsal, and we're really excited with everything that we have to share with you today. This promise, the Highline promise that is in front of us, is our guiding light. And so we hope as we go through this presentation, you can see those explicit touch points as we go.

Oops, sorry.

As all schools do over the years, we have done many iterations on our mission, our vision, our core values, and how that shows up in our work. Two years ago, we actually took a very important question to our community, which was, what does it actually mean to graduate successfully from Cascade? And we took all that input to develop our profile of a Cascade grad, thinking about where our kids would be in 10 or 20 years. So you can see our community feels like it's really important that our students are able to develop strong relationships with both themselves and others, rise to high expectations, and big learning goals, while also feeling really comfortable in that space of productive struggle.

And something that's really important in the White Center setting, act on a commitment to their communities to become their best selves, and to give back. So it is in service of this profile of a Cascade grad that all of our work extends. Sorry, I forgot.

Good evening, everybody. We have three priorities that we're targeting this year at Cascade. We aim to, one, continue our support in academic and social language growth for our ML population. Two, we aim to continue the growth and development in literacy skills for all our kids. And three, we aim to continue to instill a sense of belonging and community in all our babies, but especially those receiving special education services.

We just named some big goals and priorities. And one central tenet for us at Cascade is we believe that student outcomes are most highly impacted by our adult behaviors. And as such, we invest our most precious resource, which is time, into our adult development, which means weekly planning in teams, bi-weekly individual coaching sessions, and classroom walkthroughs of all staff into all classrooms, and then experiential learning processes.

So obviously, I'm not Mei Mei Tang. She is our class president. And she couldn't be here tonight. But I do have a really nice quote from her to share with you. "What I think everyone should know about being a student at Cascade is that our school offers programs to help you grow, and explore more about your interests. We also have a supportive counseling team, and we have a variety of events that help bring us together." And so I hope that gives you just a quick picture of what our students at Cascade really value, and what they experience day to day.

From here, we will describe some really exciting aspects of our work that we're really proud to share with you through these kind of streamline of the strategic plans, the strategic plan items. Culture of belonging.

Our Cascade family is fiercely dedicated to creating a safe space for learning and social-emotional development. We achieve this through our commitment of time, thoughtful intention, and innovation to our advisory curriculum and practices, and increasing inclusion in general education, and our standard practice of bringing in families at every opportunity, constantly deepening these partnerships. And all of this leads to a significant decrease of disproportionality and discipline incidents, and a huge 42% decrease in fighting over the last year. So yeah, that's really cool.

That's great.

We also believe that it is important for our students to feel inspired, and to feel included, and seen throughout the course of their day. And we know that a traditional schooling experience, like many of us had, is not it. And we need to bring them something that is suited to what they believe in, what they're excited about. And so as a result, we work really hard to bring a lot of diverse learning experiences to our students. So just this year, we expanded levels of orchestra and choir. So we've got levels out and offer-- we now offer dual language and single language CTE offerings.

And we have included dance, leadership, and mariachi based on student request. Something that helps us make sure all students have access to those things is the adoption of our alternate bell schedule this year. We have moved into a block schedule with eight periods, four per day. It allows students to get double the time in math and ELA classes, and it increases access to those diverse classes. So they're not needing to make a choice about this or that.

And some successes that we are looking to build upon are from last year, 50% of our students met their growth goal in reading, and 55% of our sixth graders met their growth goals in math.

Hi, everyone. This bilingual and biliterate goal is crucial at Cascade because we know that our students are multilingual, and they're the center of everything that we do. It highlights a huge strength that they bring into our school. So alongside a really robust language program, as a dual-language school, we've also really worked hard to make sure that our students new to the country, our newcomer students, are welcomed in, and feel included from the first day that they register at Cascade.

And we do that with family meetings, intentional class placements, and also an advisory student connections. And then we're making sure that we're also providing experiences for students outside of the academic setting, or in a content class, where they can use their language in a really intentional way, and an experiential setting. So for example, just recently last week, we had author Sandra Cisneros come to Cascade. And she spoke with our eighth-grade Spanish language and culture students, inspiring them to continue learning their language skills, and also to follow big dreams and big goals.

So we make sure to layer in multiple supports across the student setting. And we know that more multilingual learners can face a lot of barriers coming to school. And so this data point right here celebrating the success is that 85% of our students feel comfortable asking for help, and getting the help that they need at Cascade.

So in middle school, we only have our students for three years, and it really is, like, them trying to figure out who they are. We know that. And so we at Cascade really try to give them as many experiential learning experiences as possible to be ready for their future. We provide multiple off-campus learning experiences that meet students where they are at. And we also help our students develop real-life skills through our digital PBIS system, which includes a financial literacy component.

And to celebrate our successes, we have seen a 78% decrease in truancy, and 77% of our students report having a supportive relationship.

One of the things that we fundamentally know is that we are just one piece of the vast network that supports our students throughout their day. And so it's really important that we have strong relationships with those partners so that we can keep that network dynamic and responsive to the needs of our kids. So some of our community partners are highlighted here. And it is these groups that you will often see not just tabling at our lunches or in our events, but co-hosting advisories, or running re-engagement and restorative action work.

They are an important part of who our kids are outside of the school day. And so it's important that they are present within it as well. I'm sorry. In the spirit of community partnership, I would love to bring forward one of our parents.

So that's my son, Champion, right there on the left. Thank you. So he actually is started orchestra. Really excited about that because he would not have had the opportunity or even I would have never even thought to put him in orchestra, had he not been at Cascade. And as somebody that graduated from Cascade myself a long time ago, we never had those opportunities. There's so many more opportunities at Cascade. And when we first went there, he's an eighth grader now, but when we first went there, we were welcomed.

The teachers showed up, did extra work, did extra things to make sure that the kids felt welcomed. My son is also part of an affinity advisory class, the Pacific Islander one, and I think that's a great thing because it's multi grades in the same affinity class, or advisory class. And it allows them to make friends in other grades also. But they just had an opportunity. My son came home and I was really excited because Christian Tautua brought the first Samoan judge in Washington State in to speak.

And so my son was really excited about that because when-- where else is he going to see that? And it was because of the opportunities. And I would say the leadership that they have at Cascade that allows the teachers to be creative, and to think outside the box. I really like that they've expanded orchestra. My son made first chair, proud of him. And the varsity one. So I'm really excited by that. And I'm just, I'm really also just excited to see string instruments in White Center. I would have never thought to see that. So I'm just really excited and grateful that my kid goes to Cascade. And it's sort of full circle for me too. So thank you.

So I'll open it up for questions and or comments. Director Petrini.

I do. I just have a comment, and just commending you for the great work that you're doing at Cascade. To see truancy go down so much shows that you guys really are doing good things there, that kids feel safe, they feel accepted, and they're excited to go to school. All the different opportunities that they have is huge. I love hearing about the strings, the orchestra, dance. Dance was a huge one for me when I was growing up. It just was, like, my passion and what helped me stay in school, I think, sometimes.

So I think having that athletic and artistic outlet is just really important time for people to-- for kids to be able to decompress and just let that out. So I love hearing that. So I just want to commend your efforts. Congratulations.

Thank you so much. Thank you.

Director Tidholm. OK, Director Hagos.

Great job. My nephew, also-- one of my nephews went to your school. And that was the biggest thing that he had shared with me is the personalized learning and support that he received was by far something he's never experienced before coming to your school. So I know you are doing the hard work needed to support our kiddos, and help them reach the goals that they set, you guys all set with them.

So just a quick comment around that. And then I have a question around, as I was looking at the slides and you guys were chatting about the future ready component, there was a-- the Puget Sound Educational School District, or service district, put on some sort of a update around high school and beyond planning.

And I missed it. I went to-- I had signed up for one of their sessions. I was excited about it. I mean, obviously, professionally wise, it's interesting to me, but also personally in terms of our students. And so I wanted to go to-- it was Monday night, and we had something come up at the district office. And so I missed the meeting. But more so, I'm curious about what you all do, and how it plays out for you at Cascade when we're talking about preparing our students so that they have what they need to be successful, and obviously high school and beyond.

But seriously, just the ninth-grade part of getting to high school. So I guess that's my question is, how does the high school and beyond plan play out at Cascade?

I think one of the most important parts of this is the student agency-- the development of student agency. And for us, we have invested a lot of our time into our advisory work. Our students are in advisory four hours out of every week. And within those times, those are-- we may be developing social-emotional learning skills. We also may be setting goals. We may be progress monitoring where we are and considering future options of where we need to be.

Eighth-grade year, especially, is looking at what are the high school options available to me, how do I get there, and who needs to be on my team to get me along that process.

Thank you. Director Van.

Yes. Thank you so much for being here tonight. What really sparked me was your innovative learning in regards to having orchestra and choir, but also dance, leadership, and mariachi. The alternative bell schedule really intrigues me. Tell me some successes, but some opportunities that could help support our other middle schools that could help us improve by 50% of our growth in reading, and also in math.

I will first say, for any other person who is considering adopting this schedule, it is a Rubik's cube times 10 to the millionth power, especially considering all the things that layer onto make it that way. But I think we-- it starts with having commitment from your staff. We knew that we wanted to lean further into the block schedule. We knew that having longer class periods allowed students to go deeper into learning experiences. And we knew that our students had diverse interests. And in order to accomplish all those things and to have our language, and literacy, and all those things met, we had to expand past six periods.

And I think that has been the move that has kind of opened doors for us. We are-- this is our first year. So we are still learning, and like, tweaking how we're using our extra math and ELA time so that we are pushing and supporting at the right amount. But it's only the second month. So I feel-- feel like we're on a good track.

That is awesome. Thank you so much.

Director Tidholm.

OK, I'll go first. Well, I want to say thank you, again. I mean, and it just shows-- my grandson Ezekiel is-- I'm always picking his brain about what's working, what's not. I get to drive him to school every day, and think it's some of the best learning for me as a school board director because he's been real, what he likes, what he doesn't like. And that sense of belonging he feels like, it's just-- because we thought for a little bit. I said, well, let's move you closer to where your mama is at work, which would mean-- and he's like, grandma, don't.

And he would, you don't love me anymore? I'm like, it's not that. But I was trying to make it for him easier. But he's like, he wouldn't give it up. And I think it just goes to the staff. But it all starts with leadership. I will also-- want to say that I know we're going to take a picture right after this, but I have a pin for you, Emily, for your leadership. And just-- it all starts with leadership. And I want to say that even though when times get tough, we lean on our staff, but then our staff get to lean on us.

And so thank you for all that you do. And I mean, it takes a team. So I don't want to steal any more thunder because I'm already getting bad side eye over here. So all right, Director Tidholm.

Thank you, President Alvarez. I just want to thank you guys again. I mean, as I previously noted, my baby obviously goes there. And although he can do no wrong, I'm just very grateful and appreciative of the coordination, the collaboration, the responsiveness, the grace that's given, and just fulfilling the promise of knowing our babies by their strengths, and needs, and their names, and really meeting them where they are.

And even Daniel Calderon, who was at Cascade prior to Emily, was the principal when my older son was there. Just greatly appreciative of the experience that we have had, and really just embodying the Highline promise. And I have a pin for Sonny.

So come on up, guys. Let's take a picture.

Close, close. Close, close, close.

All right. So now, we'll move on. Thank you, everyone. And please, for those that came with the presentation, we won't feel bad if you leave. Thank you. Thank you for being here. Go enjoy your night. We move on to scheduled communications. And just to let you all know, the timer is going to be set here on Adriana's desk. Of course, that one's still not working. So just a reminder that the timer will be set-- it's on the desk over there on the iPad. And the first scheduled is Alex Myrick.

Good evening, directors. We all know that there's a substantial amount of indoctrination going on with our students. Some of you are very proud of that. You have a fervent belief in the value of SEL, DEI, and other ideologies. We can agree to disagree on the value or danger which those represent. However, let's look together at the cost of these.

Your own teachers have stood at this microphone and told you that there are not enough school hours to teach everything they are expected to. Let's look at what is being shortchanged. An international survey is done every few years of 15-year-olds in nearly all the advanced countries. With all our resources and educational expenditures, there is no reason why the US should not be in the top five in reading, math, and science. We are not. We are ninth in reading, 16th in science, and 34th in math. In Washington State, only half the students meet state standards in English arts, 39% in math, and 42% in science.

Here in Highline district, the record of achievement and improvement is abysmal. It has little to do with funds. We spend \$3,000 more per year per student than the state average. Highline third graders in 2024 are on a very different trajectory than the pre-COVID third graders. The rest of the state in Seattle are recovering academically. Highline is not.

I looked at your presentation and I looked at the goals. If one looks at the converse of the goals, it's obvious that we are ready to accept half of the students not making a year of growth in a year. This is a very low bar. It describes the crisis and demands aggressive action. Thank you.

Thank you for your comment. Forgot to state at the beginning, on behalf of the board, we would like to thank everyone for coming and speaking this evening. Our norms and rules are posted on the screens. Please be mindful that you're 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. Thank you, again, for coming and speaking.

And with that, our next scheduled speaker is Patricia Bailey.

Good evening. October is Bullying Prevention Month. This is an excellent opportunity for community conversations with people of faith who feel bullied by the transgender agenda promoted in Highline Schools. It's well known that many people of faith believe that it's impossible to change one's gender or sex, and they warn against altering one's God-given identity. These people, likely a majority of the Highland population, do not want their children indoctrinated with this new point of view.

The most important and well studied book on Islamic theology is the creed of Imam al-Nasafi. It begins, quote, "Things have fixed realities, and they can be actually known." Unquote. Traditional Muslims, as well as traditional Jews and Christians, believe that objective knowledge exists, it is not subjective, made up, nor merely a social construct. Boys grow up to be men, and girls grow up to be women. This is also verified by science, which maintains sex is determined at conception.

In contrast, Highlands policy and procedure 3211 promotes the idea that knowledge is relative, mutable, and subjective, and that gender can be changed depending on one's feelings. Students of faith are expected to use ungrammatical pronouns at the behest of others, which is compelled speech and is unconstitutional. They are also supposed to accept individuals of the opposite sex in their private spaces, an intrusion on traditional modesty.

Anti-bullying month would be an excellent opportunity to bring the Highline community together to discuss these differences, to find common ground, unite for kindness and acceptance, and create a culture of inclusion, free of institutional bullying. Thank you.

Thank you. Thank you for your comments. With that, our next scheduled speaker is Deanna Shuck. I'll call her name one more time. Deanna Shuck Our next scheduled speaker is Grace Kelp, Kelps, Kelps. Hope I'm-- one more time, Grace Kelps. And our last scheduled speaker is Thomas de Silva.

Hello again, everybody. For those of you in the room who don't know me, I'm Thomas de Silva. I'm one of the coaches of Skunk Works Robotics, the first robotics competition team for high school students that's currently operating out of the Salmon Creek Elementary School. We're sorry that we didn't see you at the girls generation competition this weekend. We had a pretty exciting lower bracket run, ending up in fourth after knocking out the first-seeded team. So it's very busy but pretty fun for us.

I would still like for you to get the chance to come and see our kids at work. So I would like to invite you all to come visit us at a meeting at Tuesdays and Thursdays at Salmon Creek. We meet 6:00 to 8:00. So just swing by. Come say, hello. But other than that, I did want to get down to brass tacks a little bit.

I didn't see any surprise Girl Scouts on the agenda today to rattle off all the issues that we're having. But we're a bit stalled out on them. We haven't seen any progress in the last two weeks since the last board meeting. And we're not really sure why. So just a little bit of help getting things moving would be nice.

One of the main issues that wasn't brought up at the previous board meeting was that we've been directed not to use any of the machines in our machine shop, pending an investigation of our shop safety practices, which we're happy to share information on. Our team has won the FRC Industrial Safety Award five times. So we've got plenty of great documentation that we're willing to share. But it's been about a month, and we haven't heard anything about this investigation.

So we would just like to know if we can start using our tools, because this is the time when we would be training our students on how to use them safely. If we're not able to do that, then it's just going to be more dangerous for them in the long run. But that's all I've got. Thank you.

Thank you. And that concludes our scheduled communications. And it's our superintendents update. Dr. Duran.

Yes. Thank you, President Alvarez. I want to first start off with talking about our cyber incident update. So as many of you know, on September 7, Highline identified evidence of an unauthorized activity on our network. In response, a third-party cybersecurity forensic specialist was engaged, and an investigation was launched, which confirmed that the unauthorized activity was a form of ransomware.

We notified the FBI of this activity and we are working to support the investigation. Due to the nature of this investigation, we cannot comment on any potential law enforcement investigation at this time.

This week, we took an incredibly important step forward when our digital transformation team began resetting all staff passwords and reimaging district-issued Windows devices. To date, literally meaning over the last three days, they have reimaged over 2,100 devices, and the work will continue this week.

One of our signs at one of our schools at Seahorse Elementary School probably named it the best on their billboard they had outside, technology loading. And that's exactly where we are right now.

So this has been challenging and stressful time for students, staff, and our Highline community, and just really want to appreciate-- deep appreciation for everyone's patience, resilience, hard work, and dedication remaining focused on [INAUDIBLE] learning over the past five weeks. I also want to share my deep, deep gratitude towards the digital transformation team for their commitment to secure our network systems and getting us back online as quickly and safely as possible.

But we are moving forward. Please know there are many more steps to be taken. And thank you to everyone for their continued patience and support. Please continue to review the Highline FAQ web page for the most up-to-date information. Anything what we've shared with the board previously is that as we deal with these types of situations, we look at the fire that happened at one of our schools earlier this year. The fire was going full blaze, and we put it out, and the-- it was extinguished. It was over.

With this fire, we're still in the middle of it. So there's a lot of moving parts to it. And we still have more work to do to get all of our systems up online securely and safely.

I want to talk a little bit about literacy. And as previously shared, you all heard during the work session this afternoon, for those who were able to come, literacy is one of our big four focus areas for the district. And although this is not new work, our concentrated focus this year on tier-1 high-quality direct instruction for students is really important in the work that we're really keying in on. I visited Glacier today with our Deputy Superintendent Reinig. And we were able to observe our central office team partnering with the school to support our literacy focused based on the school's annual action plan.

I'm gathering student data on how much time they're spending reading across the content to observing engaged and explicit vocabulary instruction, we were able to see how literacy focus is supporting students and our educators to be more successful.

So I left today knowing that we continue to calibrate on what high-quality, engaged instruction, is in literacy. We will have an impact on the lives of our students. Superintendent student leadership team. So I'm so excited that I'll be looking forward to our first meeting, which is coming up this Saturday. This group works directly with me, and brings student voice to district-level decision making. I will share with the board what was discussed and what our plans would be for this year. So I look forward to having our students back, and having some of our new students, who had to apply and be accepted into this team.

As you heard in the meeting, October is Principals Appreciation Month. I want to personally add my thanks to all of our school leaders for everything they do to support our students and our schools. And I'd like to welcome Clint Sallee, our president Highline Association Washington school principals to the podium to share a few remarks. Again, welcome back. I heard you've been back and forth because Highline High School also has an open house. So thank you for doing double, triple duty tonight.

This will be my fourth time at the mic. If we try-- if we count two times here, and two times with our parents, it's my fourth time on the mic. But for those of you who know me, I never pass up an opportunity to talk. So I want to echo everything that Dr. Duran just said around thanking our digital transformation team for all that they've done this in supporting us to get back online. It's been, yeah, that first step of getting our district devices reimaged and back connected to the internet has-- feels like a real weight lifted just on the day-to-day work of our teachers and our administrators trying to do some of that sort of non-negotiable technical work.

And actually, what I wanted to say this evening was really interesting over the last month is it's been incredibly trying time. And then there are some times, ways in which if you can't work on something, you can't work on it. And what are you going to do with yourself? So if I don't have internet in my building, I can't schedule my observations. So what am I going to do? I'm going to be in classrooms. I'm going to be in hallways. And so never waste a good crisis. And as school leaders, we try to lean into the silver linings, and all those sort of moments of gray.

And one of the things that we-- we've learned in schools is, yes. So much of the required jobs of principals and assistant principals were pushed to after hours, which was incredibly trying. But then during the school day, we did have some more opportunities to be in classrooms when we might have been working on other aspects of the job. And so there's going to be so much ramping up now that our tech's coming back online in terms of our ability to sort of engage with systems that we have to engage with to meet all the deadlines that come with state evaluations and things like that.

But I don't want to lose sight as a school leader of some of the learning that we did have over this last month, like one being even today, I check in with kids. They like pen and paper. When we focus on our literacy goals, they like a tangible book that they can put a post-it note on. And so one of the things that our school leaders are talking about is, even as we get our resources back to make this job more doable, we can't lose some of the learning that-- we went to-- when we went to the pandemic, we went entirely online, and then we came back, and we still did a lot of stuff through our devices.

And so how can we take some learning over the last month and not lose those lessons to say, hey, our kids are telling us they like engaging with physical text. They like pen and paper. And as school leaders, how do we not let the sort of technical required work bog down and distract us from the kind of meaningful engagement with our students, and our classroom instruction throughout the day?

So there's always an opportunity in the toughest time. I have the utmost faith as president of the HAWSP and our school leaders in leading through this challenging time, and then also learning the lessons that this-- that come along with this opportunity to do stuff a little different the last month. So thanks again.

Thank you, Clint. That concludes my update. Thank you.

Thank you, Dr-- Dr. Duran. I normally try to give everybody doctorates, but you actually already have one. So I don't have to give you one. All right. All right. And with that, we move on to a school board report. So we'll start with Director Tidholm.

When the colors on the leaves begin to turn and the air gets crisp, we're reminded it's election season. And as an elected board member, I want to remind everybody how important it is to vote, not only in the presidential election, but our local elections as well. Very important, if not more important, because it decides a lot of things that happen to us directly, and our babies for that matter. Today, King County Elections mailed their ballots for registered voters. Whether you have voted for years, or you are a first-time voter, there are a few simple steps you can take to increase voter turnout.

First, decide how you plan to vote by mail at a voting center, or using one of the 84 convenient ballot drop boxes in King County. Second, make a plan on when you will vote, and put it on your calendar so you don't forget. You have until November 5 at 8:00 PM to get that done. Third, get to know your ballot before you cast your vote. Visit the King County Elections website, look at your little handy dandy voters pamphlet that they send out, go to the different panels and conversations that are happening. Ask a friend and get different perspectives. Talk to these candidates as well.

Where was I? My apologies. I went off script. And don't forget to remind a friend to vote. People are more likely to vote when encouraged by someone they know and trust. And that doesn't mean bullying somebody into your preferred candidates. Also, it is not my announcement, but happy Hispanic Heritage Month. I will only say a little bit because Angelica has been having some eyes at me today.

I went to Cascade's Heritage Month celebration and I got to see my baby officially become a mariachi, and have his very first performance. Very exciting. Evergreens band, also-- I'm sorry, it's not a band. I was-- I apologize. I was very clearly schooled that it is not a mariachi band. It is just a mariachi. Also joined us, so that was lovely. And then my friendly reminder, White Center Heights Elementary School has their Family Resource Center every Thursday, 9:00 AM to 10:30 PM. And every Friday, 2:15 to 3-- I'm sorry, 9:00 to 10:30 AM, and Friday, 2:15 to 3:45 PM ran by the PTA.

It is open to everybody in the district. They have fresh produce, fresh vegetables, they have household items, the clothing bank, they have shoes, games, books, you name it, they have it, or might have a resource to direct you to. Please utilize it. Our lovely family members work very hard to keep that running. And that is all that I have.

Thank you, Director Tidholm. And I just want to apologize. I skipped over the legislative report. So before we move on to the rest of the directors report, do you have any-- any legislative report?

We do not have any legislative reports at this time.

No? Well, see? I just kind of knew it. No, I didn't know it. I just skipped it. I missed it. I own it. I missed it. Director Petrini.

Thank you, President Alvarez. I want to take a moment to share my appreciation for the Highline Schools Foundation and highlight some opportunities for staff. Each year, the foundation provides Excel and Impact Grants to help staff bring their great ideas to laugh-- to life. It's getting late for me, I guess. These ideas could be for projects, new tools, or fun initiatives [AUDIO OUT] learning as it aligns with the Highline strategic plan. These grants provide funding above and beyond what the school budgets can provide.

And last year, more than \$75,000 was awarded. More funding is expected this year. So staff, if you have a great idea, and need some funding to accomplish it, now is the time. In fact, applications are open now, and close Friday, November 15 at 6:00 PM. So thank you to our staff for always thinking of ways to enhance our learning, and to the foundation for making these dreams and ideas a reality. That's pretty awesome to hear.

I wanted to say I was really excited that we were able to meet together just before this for a work session about literacy. It's something that's really near and dear to my heart. And just appreciate for all those who put the work in and strive to find the things that work for our students. I definitely think that literacy is the most-- teaching a child to read is the most equitable thing we could possibly do. And so making sure that every student has the ability to read, and write, and to write with expression, and comprehension is the most foundational thing that we can provide here at Highline.

I want to also encourage our parents and caregivers to do everything you can to read with your students. And a huge thanks to our hardworking teachers who support our students through literacy. Lastly, I just want to reiterate, I'd love to see some concessions made on behalf of the robotics team so that we can have some action and get these kids back to what they should be doing, which is building, and innovating, and competing on behalf of Highline, and winning some awards for us. So thank you.

Thank you, Director Petrini. Director Hagos.

OK, so I do have a couple of updates. As usual, I'm out and about. And I was-- I had a lot of fun. I was over at the Brat Trot fundraiser this-- I think it was October, the weekend of October 4, I want to say. So I had the pleasure of attending. I thought it would be helpful if I took my little four-year-old daughter and her small legs. That would encourage me walk and not run. Boy, was I wrong. The bell rang and she ran. And I had to run after her. So I ended up running quite a bit, and was incredibly sore.

But the weather was amazing, and the crowd was also just as spectacular. And I do want to note really quickly that there were several of our district departments, and other schools out there, just to provide some moral support. And for those who are running, and-- I really did need that moral support as I was chasing my little daughter. But the high fives, and the way to goes, and just the spirit of our people, to me, that was a special touch that provided more of the connection side of that event.

And there was some music going in some areas. And I just got to tell you, it was a wonderful event. It's the first time I've attended. It's one that I suggest others attend as well in the coming years. The sunshine and the crisp air made it a perfect day for running, and walking together as a community. More than about 700 students, families, and community members participated in both the 5K and 1K events.

Together, we raised an impressive \$42,000 to support Highline students and families through the Highline Schools Foundation. A huge, huge thank you to everyone who participated, donated, and volunteered to make this event possible. And congratulations to the Highline Schools Foundation for organizing yet another-- they are doing so much work. Yet another successful Burien Brat Trot. So thank you for all you do to support our students and staff. And I look to support and encourage it next year as well, and make it bigger and better.

And along with that, there was another event that I attended. It was I had the opportunity to attend a public library and Dr. Brendan Felder's colab event on October 15. It was a thought-provoking book talk with author Patrick Flores-Scott, who is a young adult novel writer. So he wrote a book called *No Going Back*. And he has a couple of other books as well. And all of the books-- I was surprised. I didn't know. I just-- I attend quite a bit of KCLS's events.

But all of his books are set in our own backyard. The scenes are in-- come from Des Moines, they come from Normandy Park, they come from Tyee High School area. He was a Highline teacher way back when. And now, he's an author. And what I found to be incredibly exciting was the discussion highlighted the power of using literature that reflects the experiences and settings of our local community, our very own local community in these books to engage students, build a sense of belonging, and help raise awareness of our students' lived experiences in our hometown areas.

So I was beaming. I was so proud as a school board director, having grown up in the South King County area. I just thought, how else could we explore ways to leverage these types of hyperlocal stories to support literacy, and reading engagement, and building efforts across our schools.

Again, it was a surprise. It was a-- just happened to be that this author is one that comes from our own communities. I just, I typically attend as many KCLS events as I can. They're usually high quality and high content. So to have heard his stories about this place that he lived in as well, and that he taught in, and the lived experiences of our kids, I thought, oh my goodness, how can we get this book, at least our kids aware that there is books out there that relate directly to their lives?

So that was exciting to see. I did plan to go to the robotics invitation as well. That, it just it happened to be my children's great grandmother passed away. And one of the things that struck me with that situation is that as a kid of the, what we call an African diaspora, when you are set out of your continent or your space, not by desire, but by need, having been in these different spaces, I was-- I took a moment and I thought, oh my goodness. I never knew my own grandparents.

And I know several of my friends who don't know their own moms and dads, and their own great grandparents. And so to have such a special, to me, a privileged opportunity to have a great grandmother living, and have my children have the opportunity to know her, and take some time to just respect her life, and have that opportunity of a memorial for her, I took that as a deep privilege that my children get to experience.

And that comes with the opportunities that I have here now. So anyways, it just, to me, it was a very special weekend. But I do try to-- I got to say, I love it when board directors get invited to things. And I do want to-- I want to see if I can make it to the next event that we were invited to.

OK, so a couple more things. School principals deserve heartfelt recognitions for their tireless efforts to create safe, supportive learning environments. I applaud. As I was talking, I work directly with a couple of principals. And one of the things that have come up is the organization's effort to advocate for meaningful change. So during School Principals Awareness Month, rather than tooting their own horns, and saying, way to go, we're doing so great, the organization decided to spend energy to advocate for many meaningful change through Title I and Title II funding.

I just felt that their leadership, and thoughtfulness, and commitment to student success have a profound impact, ensuring every child has the opportunity to thrive and grow in school and beyond. So as someone who works alongside these types of leaders every day, I have nothing but the deepest respect, deepest respect, for their talents, their tireless efforts to create a positive, secure environment where students and staff can flourish, and grateful to those who work in our own Highline public schools in this capacity. So just a quick thank you for that.

One last thing, maybe two. OK, so it red-- Ribbon Week is coming up next week. And in connection to that, there is something I thought was incredibly interesting. There is the safety study hall that was launched through a collaboration between the Department of Health and the Office of Superintendent of Instruction. It was a part of House Bill 1230. So things like this, when we work on legislative agenda items that directly support students, I get really excited to see and learn about these things.

And so this resource provides key safety information. It includes opioid overdose prevention, secure medication storage, and firearm safety. It's a tool that helps us address critical safety issues and provides practical, accessible resources to our entire community. So that's safety study hall. I'm geared to learn more about how we can learn about that, and what it can do for us here.

A couple more things. The swim team at Mount Rainier High School is making a splash this season, and had a swim meet last week. There's a spectator section at the Mount Rainier pool. It's now open for visitors, and I encourage everyone to stop by to support our student athletes and cheer them on as they compete, grow, and grow both in and out of the pool.

And then just the last one, my-- one of my nephews was talking about homecoming week, and wanted me to chaperone one of the dances. And I'm not doing any of that. But it is so, so fun. I got to see students. I was out at the local mall and the kids were talking about the formal attires they're buying, and how they're trying to put in their efforts to dress up during Spirit Week, and how they're going to look and what they're going to do. I had a lot of fun talking with our kiddos about that. It just happened to be I was in the mall and they caught me there, a couple of the kids that knew my own nephew.

But homecoming isn't just about fun events. It is a powerful reminder of the pride, spirit, and belonging that makes our school special. So thank you to everyone from students and staff to families and alumni for fostering such a strong sense of community. And I hope that this time is filled with joy, connection, and unforgettable memories and moments. I remember homecoming and it was all that. So hopefully, that's the same for our students. I think I'll stop there. Thanks.

Thank you. Director Hagos. Director Van.

One of my favorite events is coming up at the end of this month. Highline Schools Foundation will be hosting their third annual Winter Warm Up at the Normandy Park Cove on October 24. Please come enjoy a delicious buffet dinner from local restaurants, along with silent and live auctions, a dessert dash, and more. The event raises funds for basic needs first-- or programs in Highline. Tickets can be purchased at the Highline Schools Foundation website.

You can also-- if you can't make the event, coat drop box-- coat drive drop boxes are around within our communities, also right here at central office. So all coat and winter wear donations will be distributed to the students before winter break. So consider buying tickets, donating, and supporting our students.

The Brat Trot was fun. You were talking about just being there to support. I was an awesome course monitor, if I say so myself. I was able to play music, and give high fives, and see our teachers, our students, our community, out there just run and running for our kids, and just having a great time. So being out there to support and having that orange vest on made me feel good, and saying hi. So that--

[INAUDIBLE]

I'm not running next time.

[INAUDIBLE]

I'll walk. So that concludes my report.

Thank you, Director Van. And again, thank you, Director Tidholm for stealing my thunder. It is Hispanic Heritage Month recap. But actually, it ended yesterday. But for the record, it goes on every year, all year, all the time, 24/7 in my household. So [SPEAKING SPANISH]. From September 15 to October 15, Highline proudly celebrates the rich and vibrant culture, history, and contributions of the Hispanic community in our schools. Our community came together through potlucks, dance, and musical performances, art projects, and engaging class lessons, all focused on deepening our understanding of Hispanic Heritage.

Or my local elementary down this block, one of the parents called me and said, come eat some tacos. We're on our way to church because on a Thursday. But it was happening. There was a lot of people there. And also, did you all know that approximately 40% of our students come from Hispanic backgrounds? To all of-- that's a change. When I got here 26 years ago, I think it was 13% Hispanic Latinos in the area. And to see that it's 40%, it's an amazing enrichment to our community.

To all our Hispanic families, students, and staff, thank you for sharing your unique traditions, stories, perspectives. Your culture enriches our culture, enriches our community. Check out our Highline social media channels to see some of the events of highlights, and highlights that took place in our schools this month, along with some educational content about Hispanic Heritage Month, including the incredible impact and achievements of the Hispanic community.

Just yesterday, someone sent me. And I've already watched it twice. It's a long hour. I just forwarded it a little bit ago to Dr. Duran around it-- there's this through PBS, his-- it's just the history. It goes back to, like, 1800 and like about the pyramids, about-- I mean, it just goes in deep. And it-- I think there was a quote that he said at the end that said that it's so sad that some of us don't even know our own rich history, because it was kept from us in school.

So it's an amazing-- it is an hour long. But you know what? It didn't even feel for an hour last night. And then I watched it early this morning again. So just proud to be his-- I am Mexican. So proud to be celebrating the Hispanic Heritage Month recap. And with that, that concludes our directors reports. And we move on. So we'll need a motion to approve our consent agenda for this evening, knowing that we did remove 6.10.2. So approving the rest. So I'll need a motion.

I make a motion that we approve the consent agenda removing 6.1.2.

I'll second.

So all in favor?

Aye.

Aye.

Aye.

Any opposed? No opposed. Our consent agenda has been approved. So now, we can talk about the minutes from our regular school board meeting on October 2, 2024. Director Petrini.

Yes. I just wanted to have the record reflect my director notes when I had talked to the families of Maritime in saying that it would be wonderful if we had some kind of community meeting to make sure that everyone is on the same page of the information that they need for their students. And also, there was no comments reflected of my comments to the robotics team, and the concessions that I wanted to see the district make on behalf of our community. Thank you.

Thank you. So then with that, go ahead, director.

I'm just curious. It sounds like sometimes the notes are paraphrased, and sometimes, they're given verbatim. I'm curious to learn, like, what's the difference in terms of making decisions on paraphrasing, what I thought were board meeting transcripts? So it's a transcript, and I would think it would be just transcribed. But sometimes, it's shortened and condensed, and sometimes it's expanded. And I don't understand the rhyme and reason of that. I guess I'm just curious. It doesn't have to be answered now. I know that this is-- we can talk about it later. But just more, I'm just I'm curious about that.

I think Holly is on her way up.

That is always, like, the longest short walk in history. Director Petrini, we would need a motion from you to make any amendments, but Director Hagos, to your question, minutes are not a transcription. We have the audio and usually video that we are able to have online. That's considered our transcript. The minutes are just a high-level overview of the topics that were taken, or discussed. So in the superintendent-- or excuse me. In the school board director reports, we would try to hit the topics that were discussed.

We don't always hit all of them, because sometimes there are quite a few. And then the difference-- one of the differences would be if there's a motion reflected. So if Director Petrini were to make a motion, that would be reflected because that's an actual motion on the floor that then gets acted upon.

So just to clarify on Holly, our transcripts, our actual transcripts, are the voice and video that is on our website. So there it is exactly based on what is said. And this is-- because if we were to write everything, we'd have sometimes, especially some of us talk for a long time. We'd have a stack of papers. So just hitting the highlights. But making sure we hit the motions is what I'm hearing.

Correct.

Thank you.

And can I just make an addition to that? We also do have a transcription of the video. We have a third-party company that we send the video to for our regular school board meetings. So our regular school board meeting transcript is posted in our agenda archives.

So you can read it or watch it.

OK.

Thank you.

So I'll just make my motion. Is that all right?

Yes.

Sorry. OK, I motion to add my comments to Maritime Highline parents and to the robotics team about the concessions and meetings that people are looking for. Is that-- did I do it right?

Is there a specific comment that you would like to add? I just want to make sure that I--

Just that it was missing. I just wanted to make sure it's reflected. There's times where I go back into our own minutes to look at, like, oh, when did this happen? And I'll go back and look and I'll just say, like, oh, Petrini asked a question. And then it moved on. And I'm like, what was my question? What was the answer? I would love to have that reflected. So then I have found that there are the transcripts. It's a tiny little link. So sometimes, that takes more. But to find at least certain details of a question was asked around literacy as an example, to this point. And this was answered by so-and-so maybe at a higher level. So--

I would encourage anyone who wants that level of detail to go in and look at the-- read the transcript, or watch the video, or listen to the audio recording. There is simply no way we can capture all of that detail in the minutes. That's why we have the transcriptions, and the videos, or the audio. So we-- in this particular case, we-- I do remember that you did say some of those things. We can go back, and what we will do is go back if this motion were to pass, and-- or get a second. We would go back and watch the video-- or we had just a transcript last time.

Transcript--

Just the audio. We would go back and listen to the audio so that we could put this into the right place in your talking point, or in your direct report. But again, I really encourage folks, if you want those details, you've got to go read the transcript, or listen to it.

OK. Thank you.

OK, so is there a second for her motion?

Well, actually, I'll just retract it for now. I think talking about it right here is important, and that we can do a better job of just maybe talking about-- I can always send you an email ahead of time if I noticed. I only noticed it today. So--

Absolutely.

But going forward, I'll do that. So I remove my motion.

Thank you. So with that, we would now have to vote back for that to be back into to approve?

Yes. So that would be a non consent. So it-- motion, second, voice-- or roll call.

So now, we need a motion to approve the October 2, 2024 regular school board meeting minutes. I'll need a motion.

I'll motion to approve it.

And I need a second.

A second.

All in favor?

Aye.

Any opposed? So now, item 6.1.2 October 2--

I think we need a roll call vote because it's not consent. Sorry.

Oh, because I pulled it off.

Correct. And then for the record, will you please state the item number 6.1.2? The director--

Motion.

I remove my motion, item 6.1.2, from--

Correct. But in your motion to approve the item, will you please name that it is--

I'm sorry.

Yes. Yes.

I make a motion to approve 6.1.2 back into the consent agenda.

Not into the consent agenda. We are now voting on the--

Action items. It became an action item, basically. OK.

So you're just moving to approve item 6.1.2.

OK, I motion to approve item 6.1.2 to be moved to an action item.

So I'll need a second.

I still got it wrong?

Correct, because we are on item number seven and this is when we're voting on the item that was removed after the discussion.

So it is not being moved into action item. It is now being voted on. So your motion would say, if that's what you choose, is a motion to approve 6.1.2.

OK, I motion to approve 6.1.2.

And she needs a second.

I'll second.

And then roll call, please.

Director Van.

Yay.

Director Petrini.

Yay.

Director Tidholm.

Yay.

Director Hagos.

Yay.

President Alvarez.

This motion passes five to none.

Thank you. So now, we move into action items. So action item to approve learning assistance program LAP readiness to learn partnerships. Any questions, comments, or discussion?

OK, more so of a comment. Not necessarily a question. I know that the work that goes into identifying, and vetting, and really doing the necessary-- taking the necessary steps to determine if these programs will support our kids, I know that's all been done. And it's been done very well. And so I'm not necessarily concerned about that part of the process. What I am concerned about is that these-- I have asked for understanding how these programs are directly supporting the outcomes we would like to see for our kids on a annual basis.

We have our wonderful community programmers. They come in, and they do the work. And then what does it look like at the end of the year when they've completed that work? And how has it contributed to the efforts that our people are taking in the school buildings to support things that are connected with the learning assistants program, like literacy, mathematics, and writing?

And I'm still not-- I'm not getting-- I'm not really understanding what that connection looks like. And so that is something that still continues to give me pause. I know that when we talk about working to close opportunity gaps, and things like that, every single-- to me, every single dollar that comes with learning assistant programs, if we can get some of that support directly-- constantly and directly into the school buildings, I think about math interventionists, and so on, and so forth. And I know that \$250,000 is not going to cover the expenses that we need to have these wonderful building supports needed.

But however we can figure that out, I would prefer to see the money being spent with LAP and readiness to learn partnerships directly connected to the academic side of the work that we do. I know that when I'm out and about in the community, one of the things that hurts when I'm out there, and I see-- if I'm at King County Library and there's a program, or if I'm at some sort of community event, there is so much work that our communities put into the social-emotional side of things, the social part of things, the connection side of things, the making sure that our kids have activities out in our community.

And I'm curious to know if our community partnerships that are doing some of that same work, if we can find a way to connect them with our actual cities and saying, hey, here's community partnerships that would work for your cities. That way, we reserve our funding directly to the academic outcomes of our kiddos. That's kind of where I'm at with this. I'm not really sure. I feel-- I'm still paused with the work that we're doing with our partnerships and how it impacts our kids.

Any other questions or comments?

Actually, I have a comment. So I recall with when it was part of the intro that Keisha did share with us that you would provide us with those end-of-year reports in regards to KPIs and things of that sort. Correct? And we would with those continued partnerships, with those six or eight community partners, I mean, could we-- what am I trying to get at is that it is part of the report out. So I think if we can get those reports, and share with the board in regards to what the outcomes are, I think that would be sufficient. Correct?

So good evening. So we can get you reports for this end of year because this is for this years '24-'25 school year. So when we do our state reporting, we can get you copies of that. I just, like, I need to stress that this is a 3% of LAP. And their LAP-- there are other LAP funds that go to the things that you're speaking of. I don't manage those funds. Well, some of them sort of live within my role, but I don't manage all of those. So I just, I need to name that. They're 97% of the funds do go to direct resources in schools. This is 3%.

And I also need to stress when we think about the partners here that we took care to match to our strategic plan goals, schools when they identified a partner, it was aligned to their annual action goals. So plan goals. So when you think about an organization like reading partners, that's a tier-two slash tier-three reading intervention, where community volunteers come to the school. They align with the teachers, and the school staff who identify the students who need those additional interventions.

And they have volunteers come in. So they-- so these are partnerships that do support the direct interventions to our students aligned to schools annual action plan goals. So I just need to stress that these are not every single one because I'm not going to pretend like every single one has a direct connection to. But those are considerations when we put the funds out. And those are considerations that schools are taking. And they're also listening to their communities, to their students, and their families, about what their students need.

So you see city of Burien. While that may not be a direct academic intervention, it's assigned to schools who said that they desperately need after-school program for their middle school students to keep them safe. And they do do after-school homework clubs, and that sort of thing. So there are some that are, like, yeah, we can make a very direct link, and there are some where it might be secondary. And I always need to say, these are correlative, not-- we can't prove that these are the things that pushed a student over because it's part of a collection of interventions that both the schools are taking, families may be taking, and partners in support of a student's academic and social-emotional growth.

Yeah, and I just want to reiterate, I know the expert level of care that you take to go through a protocol to determine which programs are going to best meet the needs of-- I am not questioning that. I think you're doing a great job with that. My only pause is that if I-- say I'm going to City of Burien Library, and there's an after-school program there, and they're having homework club, or tutoring, or math club, or whatever, and our kids are not there. And so the rooms are quite empty. Same thing with the city of Des Moines, if I go to that library and there are programs there.

So really, I guess my point is that these are excellent programs. And they are fulfilling a need that people are asking for. I think that you're doing that well. I'm curious if we can do that part of it in a different way so that we can reserve whatever fund, even I know it's 3%. I hear that. But when we're talking-- when we're talking about literacy earlier, and we're looking at all the work, all the work our buildings are doing to build, to address the needs of our kids at tier-one level, and then closing gaps, any dollar we can push towards those funds, or those efforts and supports to me, is critical.

So knowing that when I go to these different city events, I see that what I would consider to be empty seats, students could fill those spaces. And the community is also working to respond to those needs. So they have comprehensive plan developments, and they talk about what youth needs, and adult needs, and those kinds of things. And then they try to address them through their community programming.

But yet, there's some sort of a disconnect, because when I show up, you don't always see the kids who need that support there. So I guess for me, that's the pause is, how could we shift some of that work so that the cities and the community partnerships can be stronger and sustain the city efforts while we can reserve our funding for the academic parts we're so desperately needing some supports with? That's kind of my frame of thought. Nothing in terms of the work you are doing. It is excellent work. I want you to hear that. It's just more of the part of kind of what I've noticed as my time on the board.

OK.

So any other questions or comments? With seeing and hearing none, I need a motion to approve the learning assistants lab. Is anybody going to make a motion?

I move that the Highline School Board approve the Learning Assistants Program, readiness to learn partnership in the amount of \$250,000 for community partnerships.

And I'll need a second.

I'll second.

Roll call, please.

Director Hagos.

Abstain.

Director Tidholm.

Yay.

Director Petrini.

My microphone is not working. Yay.

Director Van.

Yay.

President Alvarez.

Yeah.

This motion passes four, zero, to one.

Our next action item is to approve the beginning educator support team BEST grant annual approval. Any questions or comments? Seeing and hearing-- so this is-- one more time. Motion to approve beginning educator support team BEST grant annual approval. Any questions or comments? Seeing and hearing none. I need a motion.

I move the approval of this motion. Sorry. Hold on. Wrong page. Let me grab a page that I need. OK, I move that the Highline School Board approve the renewal and acceptance of the 2024-25 Beginning Educator Support Team Grant funds in the amount of \$285,000.

Now, I need a second.

I'll second.

Roll call, please.

Director Petrini.

Yay.

Director Van.

Yay.

Director Hagos.

Yay.

Director Tidholm.

Yay.

President Alvarez.

This motion passes five to none.

Our next action item is to approve Highly Capable Students Program state formula grant, 2024-25. Any questions or comments?

I have a few.

OK. Thank you. [INAUDIBLE]

Hi. So what I wanted to kind of know is as we're moving away from or-- I know we've grandfathered in the challenge program, and that's going to continue and finish off, and this new high cap, the way it's laid out, as I've read, it seems more it's student led, it's more independent. So I guess one of my questions was, we're approving \$600,000. I want to know, how is that being used or distributed? How is that actually going towards helping that student have a deeper learning, deeper understanding? How are they-- yeah, if you could just explain to me first about the costs. Where does that-- how is that being distributed?

Sure. Happy to. The-- one of the pieces, I think we mentioned this last time, is Thrively. So when a student is identified and a parent, they want services, they have a highly-capable learning plan. So an HCLP. And when students start, so we have not started with Thrively yet because it's web based. But each student participates with Thrively. And Thrively is a strengths-based, interest based for each individual student that has an HCLP.

So they will get onto Thrively, do the strengths based, interest based, find out what they want to work on as students. And then during student-led parent-teacher conferences, the family and the teacher, along with the student, collaborate about what they want their goals to be throughout the school year. So Thrively is, a lot of the cost goes to pay for the Thrively platform.

OK, are students going to see or retain gains? Or are they just going to fall back in with the general ed students? It sounds like, how-- it talks about how teachers will do the plan. And as it talked about, I'm like, well, that sounds kind of like what every student should be getting, like what their strengths are, what their needs are, and assessing what they need. And so I guess I wanted to know, how are they going to do that even more for a student that's identified through high cap?

I think you heard when we were talking during the literacy workshop about student and growth. So where we want to take students where they are, and continue to assist them with their growth goals. And we always want to see at least a year's worth of growth, wherever the student begins. And so just because a student starts higher doesn't mean we would keep them where they are. We would want to continue with that trajectory. And so we work along with teachers to make sure that we provide enough professional learning on how to deeper and continue on that learning.

OK, one of the things that talked about is earned honors. That's through the different high schools. So we had at the community event engagement that Director Hagos and I did, we had, or I had at my table, a Mount Rainier student, 10th grade, who lamented that there wasn't any honors programs available to him. Maybe he wasn't identified as high cap. But either way, for ninth and 10th grade, they're stuck in all the general classes. And this student was wanting more, and wanting to know, how come I have to wait till 11th grade to even have that opportunity to get into any honors classes, or go through Running Start?

So is-- are the honors classes that we currently have at through our high schools only available to high-cap students until there's Running Start? Or there's no possibility for a student if they weren't identified in grades two through five to even have honors when they get to ninth, 10th grade?

So earned honors is a comment that students earn during middle school. And so when they get to high school, there isn't an honors, or earned honors pathway. It's very much individualized for what students want. And so whomever that student was, I would encourage them to talk to their counselor, because we already offer AP courses, we have IB courses, we have dual credit. There's a myriad of courses and avenues that they can take.

So my wondering would be if they just haven't had that conversation with the counselor, because there wouldn't be a need for them to have-- there's not a highly capable. This is access for all students.

OK, that would be good. That kind of information, I think, would be really helpful to a lot of people to know what avenues that they have. That's all the questions I have.

Any other questions or comments? Seeing and hearing none. I need a motion.

I move that the Highline School Board approve the Highly Capable State Grant application in the projected amount of \$600,000 and annual program plan for the 2024-2025 school year.

I need a second.

I'll second.

Roll call, please.

Director Tidholm.

Yay.

Director Hagos.

Yay.

Director Van.

Yay.

Director Petrini.

Abstain.

President Alvarez.

Yay.

This motion passes four, zero, to one.

Thank you. Our next action item is to approve central administration building south, tenant improvement approval of contract amendment number 1-POCP240095-omnia efficiency cooperative purchasing contract number 1158. Any questions or concerns?

I have one. So--

Just a second. We'll have Jackie get to the--

Thank you.

Thank you, Jackie.

I know this was a question I sent ahead of time. So I just wanted to talk about this. So this is for the Highline Lanes bowling alley property that was purchased several years ago. And kind of in light of all the things that have happened the last few months between the fires and the robotics teams being displaced to the Salmon Creek location, I found this press release from April 2021 talking about the reason that this was purchased at that time, and what it could be used for. And it talked about being able to clear out different schools' storage, and put it here at the south building.

And one of the last points it had talked about, it said the district will be able to consolidate several operations functions in a more efficient space so that the bowling alley property, and one of the last bullet point that says that this will free up space at the Old Beverly Park site for robotics and STEM center at that location. So this was an opportunity that looked like we were talking about a STEM center, a robotics center at that time.

So being that we've had these adjustments, and we've had to move things around, is there any further conversation about possibly using the bowling alley as maybe a STEM center with all that extra space we have? I know we have a lot of storage that was also at the Salmon Creek and I'm sure throughout the district.

But creating that into a student space, which is one of the things that it talked about in this proposal, is that it would become a student space. And so I'm wondering if that would not be just the perfect location for all of these programs to be able to utilize that huge space for different things like robotics, like more STEM-related clubs throughout the communities, other partners, community partnerships we have our bowling alley and things like that.

So almost kind of like a fun rec center for our own kids to maybe even go to. We can get the Girls and Boys Clubs over there. Just kind of thinking about how are we going to be utilizing that space in the future. And how are we going to also keep to some of these promises or things that we've talked about in justifying purchasing that space when it came to STEM and robotics?

So what I can tell you is for-- there's multiple phases of construction occurring in that building. So phase one was to add some of the HVAC systems that weren't operable when we purchased, and to replace the roof. So we've completed phase one. This Amendment is for phase two of the project, which is really focused on the bowling alley portion of the building so that we can continue to have occupancy permits, and have our bowling team there.

And so you'll see a lot of what's listed in this bar is things that we have-- that are required in order to maintain occupancy. So it's things that the city of Burien and King County Fire Marshal has required of us to do. So it's things like putting up a firewall, replacing some of the systems within the building. Phase three would be the next phase, which would be the other side of the building, which has been tagged as storage, potentially space.

We do have a lot of storage needs throughout the district. So Des Moines has quite a bit of storage there. We have other buildings that are in need of moving storage into that building. So I think we're still trying to decide the best way and the best use of that space. But this particular motion is just to complete the bowling alley side of the building.

Yup. I do see that. When do we expect that phase three to be happening? And would there be community input at that point? What-- how do you guys want to see this space utilized that would better the community?

Yeah, we're working on an overall capital planning plan right now to have a long-term plan for the best use of all the facilities within the district. And that building will be part of that plan. It's definitely something we would come and present to the board once we've worked on that plan and solidified it. It will also be part of our next bond planning with CFAC. So we do have some work to do with CFAC on that as well.

Thank you.

Any other questions or comments? None. I just also wanted to clarify that I was around when that was purchased, and it was never promised for any robotics or center. So I just wanted to make that clear. It was never--

I want to clarify in the press release that it was very specifically says, may be considered, may be used.

Yeah.

I think it's important to note that because it was never designed-- I mean, there was ideas around what it could be utilized. But I think as we think about future use of our facilities, we're going to definitely take in mind, again, the impact from the Southern Heights fire. Now, we have access to the Old Beverly Park campus, figuring out what we could use that for. We have a lot of immediate needs within the district that we'll be considering.

If I just may read this statement one more time, because I don't see where it says may be used. It says, talking about the justification for purchasing the bowling alley, that this will free up space at the Beverly Park site for a robotics and STEM center at that location. So I'm not talking about this location being a STEM center. I'm proposing that that's a possibility for the future, being that we don't have the Beverly Park site. So where is this STEM and robotics center that people have been talking about for a couple years? How are we going to see that come to fruition?

What investments are we making? If we're making all this investment in this building, can we make it more of a student center? I like that we have the girls bowling team in there. And what other student activities could we get in there to best utilize it? So more of a comment, I guess, at that point.

I'll just quickly say that we don't have a STEM robotics center. We have a robotics program within our community that is currently using a facility use agreement at one of our sites. And so that's what we currently have in place. I think if we were going to consider anything, we definitely want to be taking into mind, how are we going to utilize all of our future spaces versus part of the capital work that we do to ensure that we're using our spaces clearly as possible?

And then going back to what Jackie said, phase one was really clear around getting the needs of the bowling alley taken care of. But this particular motion tonight is really to ensure that we finish up that portion of the bowling alley, which was never finished, and it needs to finish up that project so that we can ensure that our students have access to that for the bowling program, and the league that we have started.

Thank you. Any other question or comment?

Just a comment, a follow up as I listen to Director Petrini, I'm curious, as we work on building efficiency plans and determining what we're going to do with our building-- our buildings, how will we encourage or invite and support community engagement, having an opportunity for the community to provide a say in what we're doing here at the district office space?

So CFAC is part of-- will definitely be part of that plan. Our first CFAC meeting is on Monday, and we'll have four CFAC meetings this year, and four next year as we begin our bond planning long term. So CFAC, of course, is the community involvement portion of the capital planning and construction.

Thank you. Any questions or comments? Seeing or hearing none. I need a motion. I move the Highline School Board approve the contract amendment number one, and the increase of purchase order CP240095 in the amount of \$2,561,372.11 to continue with the design and begin construction of the central administration building south tenant improvement project. Can I get a second?

I'll second.

Roll call, please. Director Van.

Yay. Yay.

Director Tidholm.

Yay

Director Petrini.

Yay.

Director Hagos.

Yay.

President Alvarez.

Yay.

This motion passes five to none. Our next motion item is to accept State Transitional Bilingual Program, STPB, funds. Any questions or comments? Seeing and hearing none. I need a motion.

I move that the Highline School Board approve the acceptance of the 2024-2025 state transitional bilingual program grants funds in the amount of an estimated 11.7 million in revenue.

I need a second.

I'll second.

Roll call, please. Director Hagos.

Yay.

Director Van.

Yay.

Director Petrini.

Yay.

Director Tidholm.

Yay.

President Alvarez.

Yay.

This motion passes five to none.

Our next motion-- our next action item is to approve the Afghan Refugee Support grant. Any questions or comments? Seeing and hearing none. I need a motion.

I'll motion that the Highline School Board approve the Afghan Refugee Support grant for public-- for Highline Public Schools.

I'll need a second.

I'll second.

Roll call, please.

Director Van.

Yay.

Director Petrini.

Yay.

Director Tidholm.

Yay.

Director Hagos.

Yay.

Director Alvarez.

Yay.

This motion passes five to none.

And so now, we go into introduction items. We have a couple presentations. So the first one is to the first interaction item. I'm sorry, there's no interaction items. The first introduction item, motion to approve resolution 16-24 for certification of 2025 excess property taxes. Any questions at this time?

Hearing, seeing none. The next intro item is motion to approve resolution 17-24, issuance of bonds. And we have a presentation on that one.

This is the part I like when the men in suits come on up. This is when that happens.

Good evening. We're here to introduce resolution 17-24 tonight, the issuance of bonds to be used for capital projects, construction. On November 8 of 2022, the Highline voters approved the proposition, permitting the sale of up to \$518 million in bonds to be used for capital projects. This includes the building of Evergreen, Tyee, and Pacific Middle School. Our first bond sale occurred in July of 2023, and generated \$280 million.

The next bond sale that we'll be talking through tonight is-- has the potential to generate \$140 million. And that \$140 million will be needed to complete our construction projects, both Evergreen and Tyee, and to complete the design of Pacific and the building of Pacific. So the 20-- 2022 bond funded projects included Evergreen, Tyee, and Pacific, as I mentioned. Both Evergreen and Tyee are currently on budget, and on schedule, to open next fall for students of 2025.

Design of Pacific Middle School continues, and is on schedule to open in the fall of 2027. So tonight, as we mentioned before, we have some guests here to do a brief overview and presentation on the bond sale and the timeline. So I'm going to invite Andrew Burgess, our controller, up, and he's going to introduce our guests. Thank you.

So he's going to introduce the men in suits.

Yeah, suit number one. Suit number two. We've got-- Jackie and are part of the bond finance team. So we gather that whenever we need to prepare for that process. And we have a lot of help. And so I'm going to introduce some folks. First, Mark Prussing with ESD 112. He's worked with the district for decades, districts across the state, as our financial advisor.

With Foster Garvey is Jim McNeil and Lee Marchisio. They offer legal guidance around taxes and bonds. And then Trevor Carlson with Piper Sandler. He will be our underwriter. So he will be going into the market, selling these bonds on our behalf. And so I'm going to have Mark come up, and he will go through a few slides. And then if you've got any questions about any of this, we're all here. Mark.

Thank you. President Alvarez, members of the board, Dr. Duran, it's always a pleasure to be here at Highline Public Schools. I hope that when men in suits show up, it's good news. We're usually trying to bring good news. I don't really need to go through the presentation necessarily. We're just here to answer questions you might have. I could flip through it quickly.

But what we're trying to do with our bond sale goals is make sure that we're, first of all, meeting taxpayer expectations and-- when we're selling these bonds, and that we're getting the district the money when you need it, and to try to minimize the interest costs on the bonds, and make sure that the district's resources are being used in a fiscally-responsible manner. So as Jackie mentioned, this is the second sale of the 2022 authorization. We are really in line with meeting all the goals that we're-- we set out back in 2022.

Interest rates are lower than they were for planning purposes. The tax amounts are in line with the voters we're told to expect. This graph, you see the tax rates actually have moved around quite a bit because everybody knows in King County, assessed values have swung wildly. So we made a decision when talking to voters in 2022 to talk about their tax bills. And so your tax bill will be approximately the same for the average home. And that's what we're hitting that target. So we're well within that target.

And the current plan is to have your consideration of the election resolution. And if you have any questions on that, Jim McNeil, your legal counsel, could answer those questions. If you have any questions on the bond market, I would have Trevor take those. But we'd have your consideration at the November 6 meeting for the resolution.

And then that would put us in place to have a bond sale in January, closing in the February time frame. So you can tell it takes a little bit of time. But so mainly, we're here to answer questions you might have.

Any questions for the men in suit? [INAUDIBLE]

I think I might need just a little bit more time with this. I do have a couple of questions. I was curious, as you were talking about ensuring that the funds that we are using are being used in a fiscally healthy manner, or I can't remember all your words, but something along the lines of that, I'm curious. What are those avenues of ensuring that that happens?

So what I'm referring to is the procuring the bonds, and selling the bonds in the market. So to make sure the district is using best practices for the sale of the bonds. These are-- it's a big amount. And that we follow the guidelines of the SEC, the Municipal Securities Rulemaking Board, all best practices for the sale of bonds to make sure that we're doing things correctly and efficiently. And that's why I serve as the district's financial advisor.

And I sit essentially on your side of the table with a fiduciary duty to the district to use my professional expertise to make recommendations to the administration, who will then make recommendations to you. So that's the first part of that, is to make sure that we're conducting this in a way that upholds the public trust.

I'm going to sit with this for a little while. But thank you. I do have more questions. And I think we have some time. But I appreciate your response. Thank you.

Thank you. Any other questions or comments? No? With that, we'd like to thank the men in suits, all of them.

I will mention just briefly, Jim McNeil has announced he's going to be retiring. So--

No. No.

That man in suit, you won't-- so this might be a little bit of a swan song for him, but he's got a great backup here with Lee Marchisio.

Yeah. Thank you for all your support you've been giving us. It's been--

Congratulations.

Yeah, congratulations. And it's been a blessing to be able to work with you and clear-- we're clear of any questions. So thank you. With that, we move to our next presentation is motion to approve Evergreen High School Replacement project, approval of contractor Cornerstone General Contractors, change order number one, purchase order number CP 240080, and a presentation. Thank you-- again. Come on down, Jackie.

See a lot of me tonight. Good evening. So, tonight, I'd really like to provide an update on the Evergreen project, and where we are. As you know, we had some vandalism that occurred back in May at Evergreen High School, the new construction site. There was significant water damage to a portion of Building B. It was levels one, two, and three was the water damage in the north wing. And so we've really been working diligently to find the best means to repair that damage.

When the damage occurred, Cornerstone, who is our general contractor on site, immediately started remediation of the damage, and from the water. And we did contact insurance right away to begin the policy and the claim process. As you can imagine, this is a significant-- with significant water damage, and a significant amount of money, it has taken a considerable amount of time to have six different insurance companies with two separate adjusters agree on how to approach this remediation.

So the first step that was agreed to was to attempt to make-- to dry the surfaces using hot air and air flow throughout the building. And so Cornerstone brought in a subcontractor, Servpro, who made multiple attempts throughout the summer to really dry out that area. Unfortunately, the moisture readings within those rooms were still significantly higher than our structural engineer was comfortable with.

And so that's when we kind of paused, work on that, and went back to our insurance companies, and our adjusters, and worked with multiple experts to come up with a plan to remediate the situation. We just in the past couple of weeks have had an agreement from all six insurance companies and two adjusters, which is a considerable amount of work. And we've had on site visits with both adjusters now.

And they have agreed that the best way to remediate the situation is to remove the concrete floors that have been poured on the third-- second and third floor, remove the acoustic mat, which is the padding between the flooring, the concrete flooring, and then something called the CLT floor, which is the timber floor underneath, and to dry out that timber floor. So the timber is really what's not drying out, and is the problem. And so we have worked with the structural engineer.

They have begin-- they have begun removing the concrete. We're monitoring the situation to ensure that not only are we removing the concrete, removing the acoustic mat, but we're also ensuring that the moisture readings of that CLT timber goes back to a acceptable measure. And so we're taking readings. Well, not me. Cornerstone and the contractors are taking readings throughout the day as this progresses.

So what you're seeing tonight is the estimate from Cornerstone to do all of the remediation for this project. So it would-- the estimate includes all the work I just described. So removing the concrete, removing the acoustic mat, drying out the timber, and then reinstalling the mat and repouring the concrete in those buildings and in those classrooms.

So we are still working with insurance. We do have an understanding that most of the costs will be covered by insurance. They still agree to that. If there is any cost to the district, we do have project contingency within the Evergreen project that would cover it. So we're still well within budget, even with this vandalism. And we are still on time, because part of what you're seeing tonight is an acceleration. So we will be having crews work almost around the clock within the next-- from now until August when the school is ready to have teachers and staff move in.

And so that is really what we're presenting tonight. The \$7 million that you're seeing, again, the majority of that will be covered by insurance. We just don't know an exact amount yet.

Thank you. Any questions or comments?

Yeah, I have a comment, and then a question to follow up. One, just Jackie, you always explain things in ways that just helps me to really understand what's going on in layman's terms. And I really appreciate that, because these are things-- contractors, and all this pieces of-- this is not my area of expertise. So I just want to say I appreciate you explaining in ways that I clearly understand what's going on. And one of the questions that I have is I remember a conversation around the timber, and the timber was sourced in a innovative way.

There was-- it was some sort of sustainability type sourcing for this wood. Is the type of wood causing us to have delays in the drying out of the timber?

No. So this type of timber has been used, and this type of construction that we're doing has been used in many districts in the area. And we have not-- we have contacted them. There's been no problem. This is definitely a result of the vandalism, and the significant water damage. If you see some of the pictures, it is puddles of water, standing water, that was in the building. And so it is-- and it was running down the walls. And it was running through electrical outlets. And so it was a significant amount of water.

Thank you. That's helpful to know.

Any other questions or comments? With that, our next-- I don't know if you want to stay up there, but it's the motion to approve Evergreen High School Replacement Project approval to award contract for purchase of furniture, fixtures, and equipment to KCDA. Questions? Comments? Seeing and hearing none. The next intro item, motion to approve Tyee High School Replacement Project approval to award purchase of furniture, fixtures, and equipment to KCDA. Comments? Questions? Concerns?

The next interaction-- I mean, I keep saying intro. Intro item, motion to approve ratification of tentative bargaining agreement and salary schedule between Highline Public Schools and the Teamsters Local 763, representing building maintenance, bus drivers, bus monitors, nutrition services, custodial services, grounds maintenance, warehouse, and delivery, and driver trainers teamsters three. And we have a presentation.

So good evening, directors. President Alvarez, thank you for taking a moment to allow me to speak to our-- it's actually Teamsters 2 agreement. We got an extra little--

Little stick there.

Little-- yeah. Stick there.

Make sure to remove that.

Yeah, so this is as it describes in the title, this represents all of our support staff with the exception of security. So bus drivers, nutrition services, facilities. And we're very pleased to say that while it had a little bit of a slow start in that we had some scheduling issues, so they didn't really start having their negotiations until early August, they did come to a fairly rapid agreement about a number of things. Most of the changes that you'll see actually have to do with the way that we have put things into practice.

But because the language was a little bit vague, or it was so old that the people at the table didn't necessarily remember what the intent-- the initial purpose of the way things were worded was about, we decided to add some specificity to that language so that the way that we both agreed the contract should be implemented was actually how somebody from the outside might read that language. We also-- you'll see that we've managed to apply the salary increases so that our Teamsters 2 will enjoy the same increase that most of our other, or parts of our organization have already enjoyed.

And they will be retroactively applied to the beginning of September. So we also had one little place in our salary schedule where due to previous years' increases, we had a group that was actually lagging behind. I don't quite understand it because there's so many different groups there, but they weren't seeing the same amount of increase. So the discrepancy between what they were earning and a similarly-situated role was earning was actually increasing. So we did give one little group of people, I think there's about 20 max in that group, an extra little bump to help close that gap.

But we're just really pleased that we're staying competitive, and that people are wanting to work for Highline because they feel like this is a career that they can make for themselves. Any specific questions I can answer?

Any questions or comments? None. Thank you, Chris. Thank you so much. And our next intro item is motion to approve 2025 state legislative agenda. And the famous Holly from the longest walk from the shortest distance is coming up. Oh, she cut.

I did.

She cut.

I saw an avenue to decrease that distance. Thank you very much. So this is an annual item, our annual state legislative agenda. I just want to say a little bit about what this is and why what's on here is on here. And Director Petrini, you had a couple of questions. So hopefully, I'll be able to answer those throughout this. I also, I am hopeful that this is the last handwritten board action report that you have to read. I'm sorry for my handwriting.

So this year's legislative agenda, you can see on there, there are five items fully-- and we have built this based on what we've done in Highline in the past, as well as what we've seen come out of state agencies, other school districts around our area, the ESD, Wausau, as well as what you all did in your voting around the WSSDA legislative agenda. So this will direct Highline Public Schools during the session that starts in January.

So the three that you'll see across the region fully fund the cost of special education services. We know that there is always a gap between what our students need, and what we are funded. So we are asking the legislature again to address that gap and fully fund the services that our students need, and that they are entitled to, by state and federal law.

Comprehensively fix the per pupil-- the pupil transportation formula. This is something that has been up in front of the legislature multiple times over the last few years. They keep saying they're going to fix it. It has not happened. So we're continuing to advocate with our districts around the region to get the transportation formula fixed. And a lot of it is just updating it to be reflective of today's world and transportation needs.

Addressing the underfunding of MSOCs, Materials, Supplies, and Operating Costs, in Highline, our insurance alone between last year and this year jumped 20%. MSOCs is supposed to cover those types of things. And it's simply not keeping up with inflation and with our needs. Again, the legislature knows this. Districts have been advocating for it. So hopefully this is a year where we can start to see some movement on that. That's going to really help our bottom line.

The next area supporting capital facilities, Director Petrini, I think you had a question on kind of how it works now. The big ask with this one is currently, capital bonds require a 60% supermajority to pass by the public before we can actually get-- pass a bond and build some new buildings. So what we are asking is that they're-- the legislature act to reduce that to 50%, a simple majority, same as Levy's are. That will require a constitutional amendment.

So the legislature would have to act. Then it would come to the people for a vote. But that's, again, something that we're continually asking about because it just does not seem-- it's the one thing that would require-- that requires a supermajority. Everything else we vote on is simple majority. And the other part to that is fixing the-- excuse me, the-- I never remember the acronym for this, but the K-12, the funding formula for space.

You think about the buildings that you walk into now. You walk into Highland High School, next fall when we walk into Evergreen or Tyee, those buildings are dramatically different than buildings used to be even 10 years ago, 15, 20, certainly when I graduated from high school. Technology has changed. And again, construction costs have increased. We need this-- these funding-- this funding, these formulas to reflect those costs. And then the last one is kind of a Highland-specific one of mastery-based learning programs in the state.

Director Petrini, you had a couple of questions on this one. It has nothing to do with pathways, but the state has multiple different funding models. And the one you hear the most about is the prototypical funding model that's based on students being in class every day with certificated teacher in front of them. Our other models that might include students going out to be on internships, doing worksite learning, not necessarily being in school in front of a certificated teacher every day, have different funding models, kind of depending on which model, which type of learning you're doing, changes the model.

But what we're asking for is that the legislature and OSPI recognize that models that don't have a student in a seat for six hours a day with a certificated teacher in front of them are also expensive models to run. And the work that our certificated teachers do in those mastery-based models is just as robust as in those more typical schools. It just looks different. So there's been movement over the last four years about recognizing the value of mastery-based learning, recognizing that it's not cheaper than kind of more traditional learning.

And we're hopeful this year, you can see this is one where we're asking either the legislature to do a funding formula themselves, or they direct OSPI to do that. I do want to say we're already seeing movement on this from OSPI. I've been in two meetings this week where they have recognized that these schools doing these non-traditional models are different and do deserve funding equivalent to other schools. And so I've been really pleased with working with them this week in some of our principals, specifically Jamila Gordon, and Amy Carlson, and Kevin Takasaki.

And they're going out and getting school input on these models on what the schools would need to be supported. And so I am really hopeful that between the legislature and the work of OSPI, we will see some changes for next fall. And I'm happy to answer any questions that are not already covered in the handwritten bar.

All right, I just-- sorry, y'all. I'm going to jump in first real quick. Thank you for answering those questions. That was very helpful. And before I ask my next question, I just want to say thank you for all the people who are still here. I know it's almost 8:30 and you want to be home with your families. So I'll keep this really brief. I guess I want to know, the first thing, we have legislative reporting time that we can use. I want to know how we can better use that, being that there's times where we don't have legislative things happening that period.

So that's one question. Actually, I'll keep that to the side. Don't worry about that. I'll send you an email. But that's not for now.

OK, great.

The second one, though, is, can we add to this legislative priority list being that priorities, there are a lot of things that aren't reported just yet? The legislative session starts in January. And there's always last-minute ones. What if there's something that our board is like, hey, we want to get on that one? Can we add it? Can we amend this at any time if we feel like that there was something in there?

Great question. I should have started with saying, session starts in January. This is a long session. So we'll end in May, fingers crossed. And the reason we do this at this time is so that we can get it in front of the legislature before they start to meet so that they understand what our priorities are. So I'm going to answer your question two ways.

You could do that. I wouldn't recommend it because then you'd end up with multiple legislative agendas floating around in front of the legislature. And that kind of gets confusing. But we absolutely respond in the moment when something happens at the legislature. And that looks different depending on what the thing is and what the timeline is. But I think that what we would want to do, what I would want to do with our legislative liaisons, is sit down and talk about what the session's going to look like, and how we want to work.

And do you have a list of legislative items you already saw that this was also chosen from? Or this is just like, hey, these are our top things based off-- I saw you based off of what the board had talked about through our WSSDA legislative priorities, which I thought was awesome. And I think having that yearly conversation too, because I know through policy 1225, it talks about that we should meet as a board to talk about different priorities that we have, and discuss different issues so that we can help develop this-- the priorities that we have for the district. So I appreciate that you took the time to look for that.

Absolutely. Yeah. And unfortunately, they don't give me a list of potential bills in advance.

OK, I was curious. I'm like, is it out already?

If you can make that happen, that would be awesome. It's really just in the moment, watching what's being dropped, having our lobbyists touch base. And we're very clear here what our policies, what our strategic plan is, what our big four items are. When those things drop, we know how to act because we already know the direction of the district. But I think legislative liaisons and I will sit back-- sit down and talk through that.

Thank you.

Thank you.

Thank you, Holly. And that concludes our intro items. So any items that you all would like to add to the consent agenda?

Yes. I would love to move the next-- these four intro items to our consent with the blessing, or with the blessing of the board here. 10.3, this is the motion to approve the Evergreen High School Replacement Project. 10.4, this is motion to approve the Evergreen High School Replacement Project for the purchase of furniture, fixtures, and equipment. 10.5, this is for the Tyee High School Replacement Project for the purchase of fixtures, furniture, and equipment.

And then this one right here is what I would love for us to move to consent. 10.6 is to approve the ratification of the bargaining agreement, and salary schedule for our Teamsters 2. Looking at 10.6, that that is an average of about 1.8% to 2% increase per year for the next three, four years. Then for these support staff, I think that's well worth it. So that is my recommendation is to move 10.3, 10.4, 10.5, 10.6 to the next consent agenda.

I second that. Let's do it.

So all in favor?

Aye.

Aye.

All right. It's been approved. 10.3, 10.4. 10.5, and 10.6 has been moved to our consent agenda. And with that, I need a motion to adjourn.

I'll make a motion to adjourn.

I need a second.

I'll second.

All in favor?

Aye.

Aye.

Any opposed? We've been adjourned. Thank you, everyone.

Thank you.