

Highline Public Schools | Regular Board Meeting - November 6, 2024

Well, good evening, everybody. Welcome to our regularly scheduled board meeting on Wednesday, November 6th. Can we please stand up for the Pledge of Allegiance?

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

Thank you, roll call, please?

Director Tidholm.

Present.

Director Van.

Here.

Director Petrini.

Here.

President Alvarez.

Here.

Director Hagos is going to be a little bit late. And to the right is our superintendent, Dr. Ivan Duran. [INAUDIBLE] move up any calls or changes to the board meeting agenda?

I have one. I'd like to move-- to have action item 8.3, motion to approve the 2025 state legislative agenda, either to an intro item again because I think there's either amendments or notes or discussion I would to still have about it. So did I do it right? I feel like I--

OK, so that is a motion to move 8.3-- to remove that from the action item.

And back to maybe an intro item for further discussion?

I'm looking at Holly and Erin. I believe for actual action items, we do need a vote to move it out of the current action items. Erin is coming up to the podium to confirm.

So I just wanted to clarify. Are you asking to move it to intro tonight? Or are you asking to move it to Intro to a future meeting?

Move it back to an intro for tonight, so that we could have it as an action, perhaps, our next meeting.

And so, you would just make the motion to move. 8.3--

8.3 to the introduction section. I just wanted to note, even if it is on action tonight, there still can be discussion and other motions, amendments, and things like that. So if that was part of the question. But yes, if you just want to move it to intro tonight, you just make that motion.

Yeah, I'd like to move it to intro. So I moved to make-- if I have to do this right, right? I move to make item 8.3 from action items to intro item.

OK, thank you, so I have 8.3, moving it to intro.

There would need to be a second and then a vote.

Yeah, can I please have a second? OK, I hear none. OK, so we can most definitely speak at it, speak to it and make any comments during that time. So at this point 8.3 cannot be moved. And we'll have that discussion.

Any other changes or additions to our board meeting agenda this evening? OK, I hear none. We're going to move to our recognitions. Can I please have-- is Jeb in the building? Come on up, bud.

Well, we have American Education Week. And I would just love to read this proclamation here. "Whereas public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality, and whereas by equipping young Americans with both practical skills and broader intellectual abilities, schools give the hope for and access to a productive future. And whereas education employees, be they substitute educators, custodians, teachers, bus drivers, librarians, clerical workers or food service professionals work tirelessly to serve our children and communities with care and professionalism. And whereas school encourage community bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise.

Now therefore, the board and superintendent of Highline Public Schools do hereby proclaim the week of November 18th to the 22nd American Education Week in Highland and further encourage all citizens to extend their commitment to public education and to the future of our children by supporting the community schools through the contribution to their time and energy." So like to say something there, Jeb?

Such a broad, such a broad and wonderful award and recognition of all the work that goes through it. And I think actually, to expand it to anybody who is a certificated educator, regardless of their role, playing a part in the education of our students, including our central office administrators who are here to my left, who are working every day for the betterment of our community. And hopefully they will continue in the near future with the Department of Education to support them as well.

Awesome, thank you, can we give them a hand, please?

[APPLAUSE]

Yeah, I want to do a picture.

Sure--

And invite some of your colleagues come up.

Yeah, and anybody who is a certificated educator come up, too, please.

Come on. You all have your certificates?

Love it.

That everyone? 3, 2, 1, thanks, guys.

So alongside the recognition showcase tonight, we have many more throughout the month of November, we invite you to visit our website calendar to explore these additional recognitions. There's American Indian and Alaska Native Heritage Month. November 8th is National STEM Day. November 11th is Veterans Day. There's no school that day. November 11th through the 15th is National School Psychology Week. November 13th is World Kindness Day. And November 22nd is Substitute Educators Day. So please, get onto our website. And explore these recognitions with us.

All right, as we are completed with our recognitions, we're going to move to our scheduled communications. On behalf of the board, we would like to thank you for coming and speaking to us this evening. Our norms and rules are posted on the screens. Please be mindful that you are here to speak to the board, and that there may be students here or watching that are paying attention to your words. In addition, the board will not be able to respond directly to you about your testimony during the meeting. Thank you for coming and speaking.

And, Adriana has the timer on the desk over there. So our timer up top is not working. First up is [? Lachlan ?] [? German. ?]

Hello. All right, hello, my name is [? Lachlan ?] [? German. ?] I'm a senior at Highline Big Picture, here in the Highline School District. I am the student leader for Tree Team, a student led cohort that maintains the urban forest planted on our campus in March of 2022. This forest was researched, designed, and created by students and continues to be student led.

We work on site an hour a day, once a week throughout the school year. During the summer, we utilize community volunteers for the green [INAUDIBLE] partnership. My objective today is to raise awareness of our forest and ask for assistance in moving it through the school district process. Urban forests provide services to the people and the surrounding ecosystem. They are increasingly recommended by national and state Environmental Protection agencies to mitigate the harmful impacts of air and water pollutants, harmful emissions, and the negative effects of urban heat and noise.

Research shows that students with access to nature show improved mental health, decreased stress, and higher test scores. Our forest provides learning benefits such as hands on curriculum, environmental literacy, increased attention span, and improved academic performance. The climate crisis impacts children's health and well-being. Schools across the country and around the world need to adapt their grounds to respond to climate change and protect valuable children and youth.

Through a grant from the Department of Natural Resources, we are currently working with both the Snohomish and King conservation district to build an outdoor classroom and an ADA accessible trail so that every student and community member can access the benefits of the forest. The time frame of our DNR funds expires in May of 2025. And we need help for this forest to thrive. Thank you all for allowing me to speak on here.

Thank you so much, [? Lachlan. ?] I appreciate that.

[APPLAUSE]

Next up is Alex Myrick.

Good evening, directors. I've been a mental health professional for over 30 years. Please consider a couple of questions. Is there a right way to be a girl? Is there a right way to be a boy?

When I was a teenager, one of my friends was a beautiful young lady who could have been a model. She wanted to be a carpenter. I have a friend who has many skills, but he has supported his wife and children for decades by working as a hairdresser. For over half a century, progressives and conservatives alike have worked to free us from dysfunctional stereotypes.

Just last week, in order to maintain my professional license, I had to take a course and pass an exam on the damage of stereotypes. With this history, it is bizarre that a new ideology has taken over our schools, which has, as its foundation, resurrecting previously discredited regressive stereotypes. I am speaking, of course, about the transgender fad.

If a child rejects toys games or activities typically associated with their sex, or has a preference for playmates of the opposite sex, and shows signs of depression or anxiety, which may have a totally different cause, there are activists in the district only too willing to encourage that child to transition socially and refer them for puberty blockers and later cross-sex hormones, while hiding this behavior from the child's parents. This is not only absurd, but also irresponsible, unethical, and tragic.

No child has a gender that is different from their biological sex. There are an infinite number of personalities. But there are only two sexes. And you don't get to choose.

You pride yourselves on preparing each child for the future they choose. I ask you, who would knowingly choose a future of infertility, and a need for lifelong off label hormone treatments, the side effects of which are still not known?

The Highline School board literacy work session, on October 16th, did not show promising signs for the future literacy of Highline students. The meeting opened with a pronouncement that participants were to decolonize their thinking. This is code language for throwing out tried and true traditional methods to institute new and proven ones.

The plan is to train the principals in methods that will be promoted as the latest, greatest, up to date innovations. Then principals will be expected to act as academic leaders in their schools. The problem is, principals are not academic leaders because they already have full time jobs as administrators of their schools.

They are not teachers. Many have not taught for some years. And they certainly have rarely taught in the grades and subject matter they are being charged to lead academically. However, when tasked to be academic leaders, the principals will likely comply to preserve their careers. Because creative, conscientious principals already have very demanding positions, the best they can do is pretend to be innovative leaders, and enforce whatever nonsense they are being told to do by out of touch upper management.

But because the principals are rightly insecure in their inappropriate expert academic roles, they may operate as rigid enforcers of ineffective methods. As a teacher, I witnessed this fruitless approach firsthand.

You already have experts in your district. They are the seasoned teachers whose students perform at higher levels year after year. They are the ones who should be the academic leaders to advise and mentor other teachers. Thank you.

Thank you, next up, Councilmember Stephanie Mora.

Hi, I'm Stephanie Mora, deputy mayor of Burien. Today, however, I'm not here to speak as deputy mayor. I'm here to speak as a robotics team mom. I'm here to ask the board for a resolution to at least return to the MOU as a starting point until new agreements can be reached. I also request that the coaches of both Tekerz and Skunk Works teams be included in the negotiations, as they are the ones who work directly with the students. While WSU is deeply involved in liability coverage, they are less knowledgeable of the larger needs of running the robotics program.

This program is open to all demographics. And by reducing or removing full support of the robotics team, you are doing a great disservice to these students. Robotics offers invaluable opportunities for kids that your other programs or sports don't offer, but are essential to our rapidly evolving world.

We need to foster a generation of children who are passionate about technology and STEM, as these are the fields of the future. Who knows, one of these young minds might be the next innovator who leads us into the next technological revolution. By diminishing support of these programs, you are crushing the dreams of the students who are already interested in these robotics fields. You limit their potential to explore their careers. And that can shape their future.

For many students, robotics is not just a hobby. It's a pathway to discovery, growth, and success. Taking this opportunity away would be a disservice not only to them, but our community as a whole. And as a side note, giving the kids only five days notice that they had to vacate Beverly Park was pretty messed up. Even squatters get treated better than you guys treated these students, especially considering that you guys evicted them from Salmon Creek only a month later, thank you.

Thank you, next up, Jared [? Mata. ?]

Good evening, board members. You may remember me from the last time I was here. But if not, my name is Jared. And I'm with Tekerz Robotics. We're not asking for money, only a building we can use. At the very least, we ask that you go back to the MOU. Perhaps we can come to an agreement. And if so, it would be crucial for the coaches of the Skunk Works and Tekerz teams to be included in discussions to ensure that we are properly understood. Thank you for your time and consideration.

Thank you, Jared, next up, [? Thomas ?] [? da ?] Silva.

Hello there, everybody. So that might be a tough act to follow. But I want to give just a little bit more context about the previous MOU that they're referring to. We had an MOU that was established between 4-H and the Highline School District in 2018. And it was renewed in 2021. It expired in January of this year because it has a three year renewal period that requires both parties to resign. But we were not informed of its expiration until July, when we were told that we had to leave Beverly Park.

So I think the reason that this is being brought up is that we're not totally clear on why it is that MOU can't be renewed because we had it for six years. It had been renewed once before. And there weren't really any problems we were having with it, as far as we know. No one's really explained to us the rationale for not renewing it.

So I would also appreciate it if we could talk about getting that MOU back on the table because it had already been cleared by the relevant legal teams and signed off on, had been in place for a while. I'd also just like to reiterate that the vast majority of our students have been Highline students. They've-- until this year, we've had a single digit number of graduates from anywhere but Aviation High School, now Raisbeck Aviation High School.

So I would just to get back to being able to work and provide this great program to your students. Yeah, going through 4-H is a little bit slow. They provide our liability insurance. They provide our mentor background checks. But all the questions about what we actually need to run this program just come back to us eventually.

In my line of work--

[BEEPING]

Sorry, thank you.

Thank you so much, Thomas. And that concludes our scheduled communications. Thank you, everybody, for coming this evening and speaking to us. Next up, our superintendents update. Dr. Duran?

Yes, thank you, Director Van. So I understand that emotions are running high following the election. And I want to acknowledge a range of feelings that everyone may be experiencing. And I encourage everyone to take the time necessary to care for yourselves and each other. I want to ground us in our shared goal in Highline to create a culture of belonging where all are welcomed, valued, and safe. This goal is grounded in our promise, and is part of how we get to know the name, strengths, and needs of our students.

We have the profound privilege and honor of working in public education. Our roles allow us to make a meaningful impact on the lives of our students. Education is the foundation of democracy. And our students are our future. We have the great honor and privilege to influence this future. And now, more than ever, we must reaffirm our commitment to equity and antiracism.

We must focus our energy on the positive change we can create within our schools and our community. We must protect, advocate, and reassure our students and each other. The work we do here in Highline is an example of the power of unity and collaboration that is needed right now. By working together, we will ensure every student graduates prepared for the future that they choose.

If you are feeling impacted by the election, please let someone. For our staff, speak with your supervisor or trusted colleague or seek support through the employee assistance program. For our students, teachers, counselors, and trusted adults are here to listen and support you.

Last Thursday, I went to White Center Heights for a literacy and language visit with Dr. [INAUDIBLE]. We spent time reviewing the school's annual action plan, and then visited classrooms looking at read aloud practices and instruction. Once again, I value the collaborative approach to having central office team members working alongside school based staff to improve literacy outcomes for our students.

I have some exciting news to share about Tyee High School. They're getting ready to launch a specialized health science career pathway in the fall of 2025, which will coincide with the opening of the school's new state of the art building. This program will be available to students both within and outside Highline who choose to enroll in the school.

Students will have access to guest speakers, job shadowing, internships, and work based learning opportunities. We're currently working to finalize an industry partner to support the development and launch of this new program. And I'm really looking forward to the opportunities it's going to create for our students and for our staff.

A huge congratulations to our Highline's Nutrition Services Department for earning the Healthy Meals Incentive Recognition Award. The department was recognized for their incredible achievement of elevating school nutrition through our school food authority program.

I am also excited to announce the Highline communications team earned nine awards from the Western Schools Public Relations Association, including three best in category distinctions, one perfect score, and seven awards of excellence. This reflects an incredible work and dedication of the entire team. Congratulations, communications.

And finally, on the robotics program, we are continuing to work with Washington State University on a possible use agreements for the use program at Salmon Creek. We believe a use agreement best addresses the district's liability.

And now, I'd like to welcome Jeb Binns, president of the Highline Education Association, to the podium to share a few remarks. Welcome again, Jed, good to see you.

Thank you, Doctor and directors. Brief remarks tonight, I think we're all up in our feels, one way or another. As some of my colleagues said, it's a-- Washington State is a best of places anywhere to ride out what is to come. And I'm happy also that, with the failure of initiative 2109, we're also not going to be worried about where \$5.2 billion of education funding is going to come from. So that's a positive. And we're not all reeling, come the spring and come next year.

So I appreciate your comments and remarks around supporting educators, supporting students. I know that last night was impactful for many. I don't think that my daughters were alone in their concerns and worries for the future of this country. And I think that-- appreciate that to be there and to provide people the space that they need to come to grips and to focus and to find their support groups and move on the best we can.

A couple of related things, I just want to, again, express my appreciation for the technology and innovation department, for their work of getting all of the staff laptops back up and running and reimaged and passwords changed and student passwords changed. And on that same thing, I want to thank my librarians who worked their butts off to get that going through on top of things.

We also need to I think, recognize I think we also additionally found some new problems in the midst of fixing things, of finding that devices are not able to be updated to Windows 11, which is causing significant impacts in many classes, including our computer science classes, many of our CTE courses where staff doesn't have the tools to be able to teach their courses. And the students aren't having the access to get the certifications that they're working for that. So I appreciate the fact that is being prioritized, appreciate Dr. Benitez for responding promptly and working hard with the CTE teams around that. But that's kind of going across the board for anybody who's needing those kinds of machines.

And I think also some of the machines that we thought were new, were kind of new light and maybe put into some fancy pretty boxes, but unable to be upgraded. So I think that's going to be a challenge. And I appreciate the time that's going into to working on that one.

And with that, I also want to thank our veterans for their service, and that we should take some time to reflect on their service and sacrifice. I know that I had lunch with a good friend of mine growing up. My best man, I was his, Navy aviator, is a United pilot now, and just sort of talking about what it meant to serve the country and to put others in front of yourself. And I still-- I also feel that way with educators, putting others in-- the good of others in front of always what's best for you. So appreciate it, thanks a lot.

Thank you, Jeb, that concludes my update.

Thank you so much. We're going to move on to our school board reports, any legislative reports?

[? No ?] legislative reports at this time.

Thank you so much. And then we're going to move to our director's report. So I'm going to start with Director Hagos, to my right.

OK, so I've got a couple of things to report. I wanted to talk a little bit about the CFAC meeting. I attended the October CFAC meeting. I'm one of the board liaisons for CFAC. And it was really nice to see-- we had a student representative. And we were looking for a student rep to lead alongside the cochairs. And the room was quiet for a little while. And then the Mount Rainier kiddo was like, I represent myself. [CHUCKLES]

And Ana was pretty confident about that. And she had talked a lot about having been on CFAC for a couple of years and being dedicated to bringing student voice to the group, which she believes is essential. And I think, just seeing her confidence at that meeting, I believe she'll do it. So I'm excited to have Ana. She's one of our Mount Rainier High School's-- I can't remember if she's a senior or junior off the top of my head. But we've got a student rep for CFAC, and self-appointed. So I'm really excited about her.

There was just a quick update around capital projects being on-tracked. We talked about Evergreen, we talked about Tyee, and I am also excited about the project that features the marketing and health science classes that's going to help expand some CTE opportunities. It's very exciting for Tyee. And Pacific Middle School is scheduled to continue working through what they're doing, and open up in the fall of 2027. They've talked a little bit about some sustainability features like solar panels, and separate traffic loops for safety, and other pieces.

So it was good to hear some updates of what's going on with those projects. And a little prior to that meeting, I think it was a week or two before, there was just a little bit of some news around locally-- the local hiring success at Tyee High School. Tyee High school is-- the construction project has generated around, I want to say, the press release or the newsletter read 1.4 million and priority higher wages, and covered about 27,000 hours worked by local individuals. And those are local individuals, which living right in the zip codes of our construction projects through our pilot community workforce agreement program.

And to me, this is a strong reflection of our commitment to prioritizing residents and giving them the opportunity to help build schools right in their own neighborhoods. I do love hearing those kinds of stories. This approach strengthens our projects, but also invests directly in our community by creating jobs, and supporting local talent, and demonstrating our dedication to ensure that residents have a meaningful role in shaping the future of the schools in the communities that we live in.

So that's all very exciting news. And CFAC is going to reconvene in February, February 24, and they'll continue to [? refine ?] some of those recommendations for our bond package suggestions that best serves the needs of our community. So that's kind of one thing that I've attended. And sorry, I'm a little off tonight. But let's see. I want to make sure I've covered all the things about CFAC before I move forward.

OK, Yep. So that was everything for CFAC. So I also have had the pleasure of visiting Skunk Works robotics, a Highline-based team affiliated with 4-H. And it welcomes students from all schools. And so the team does have some space over at the Salmon Creek location. And the work in the first robotics competitions typically does just, kind of like what we heard tonight, fosters not only technical skills, but also critical thinking and teamwork. And I believe this program is an inspiring example of how STEM opportunities can prepare for students in careers.

So I was excited to see some of the work that they were doing. I do continue to engage in support violence prevention efforts in our communities through prevention work groups. And there'll be more information on that as the work group continues. And just my time out and about. I'm typically out and about each week, whether I like it or not. I do enjoy being out there, but my kids drag me out even if I do want to stay home some nights. But some of my recent experiences in the community have typically been joyful and meaningful.

I attended the Diwali festival, which marks the triumph of good, hope, knowledge, joy, and light. Recently, one of the neighborhood kiddos showed me a mandala they had created at recess. And they had used some nature elements. They had used, it was pine cones, and fallen branches, and colorful leaves, and wild flowers, all of these things that had come tumbling down on a very, very particularly windy day.

And to me, it was a reminder of how children can typically make the best of their circumstances. And it was just nice. I bumped into a couple of kiddos that I knew at the Diwali festival. So it's nice to have been there. I also joined the Día de los Muertos in the city of Burien with my three-year-old goddaughter. She currently only speaks Spanish. Her family prioritizes retaining her heritage language. And she'll be building in English proficiency soon.

But for now, she's making me use all of my high school Spanish class skills I got. And I get to communicate with her in that way. And it's a delight. But together, and more importantly, we did honor her grandfather's memory on the ofrenda. And it was a beautiful way to keep family connections alive across generations. So that was over in the city of Burien. I took part in the PTA-hosted trunk or treats. And I did enjoy hearing from my neighbor who had stopped by and told me all about the Highline Teamsters, and how they had this whole fall festival.

And it brought together some employees, and families, and students, and they talked a lot about how much family fun they had that night. So it's always good to hear those kinds of things. I also did attend the 2024 winter warm-up fundraiser organized by the Highline Schools Foundation. And so that was really-- it's essential to support kiddos through the Highline-- for Highline Public Schools through the foundation.

So overall, though, I do appreciate-- and I thank our cities and communities for organizing and hosting these events, and making them free and open to the public for all. I truly-- I think about the Zaretta Hammond quote when she talks about culturally-responsive teaching in the brain. And there's culture, it turns out, is one way that every brain-- is the way every brain makes sense of the world. And I truly believe by honoring and recognizing heritages, and these different celebrations, and cultures, it's-- marks important moments in our kids' lives.

And then we validate and honor our students' identities, and enriching their learning experiences. So I always find a sense of belonging, no matter what city I am in, no matter what event I'm going to. You can feel it and it's strongly there. So I just appreciate our cities and our communities for doing that, and seeing our kids, and families, and staff there.

OK, so upcoming, there's a couple of things that families and students, I do want you to know that your voice matters in shaping healthy and sustainable futures for our own community. The Port of Seattle's Sustainability Airport Master Plan-- it's called SAMP-- it's open for public comment at the moment. And our cities are getting briefed on kind of what that report all means. But really, ultimately, we get to, as a city, airport cities, we get to share our views on topics like air quality, and noise, and environmental impact-- impact factors.

And all of these things can influence our students' learning environments and overall well-being. So our cities have recently had the chance to hear about these things. And now, it's our turn. As folks, I encourage our youth and family to go out to the town hall. There is a town hall on November 13 from 6:00 to 8:00 PM, and it's at Mount Rainier High School.

And so go out and make your voice heard around those changes that are coming. And I think that I can stop there. There was one more thing happening that's usually a big tradition. And I can't remember. Oh, I'm forgetting the date, but there's a-- annually, there's this thing called Squid-A-Rama, and it's in the city of Des Moines. And it's all about marine sciences. And they have this beautiful display of the Marine animals, and kids get to engage in that. But then, they also get to dissect squids, and they have a lead expert biologist that helps kids and families do that.

And it's all about just bringing a fun way to engage kids and families in marine sciences during what they call a squid release of some sort. And I'm not all about the dissecting part, but-- that's not me. But I do like going because our student artwork is usually up. They have student competitions around marine artwork. And anyways, I find it fascinating. So we've been going. And it's now the 12th year. And we only missed one year as a family. And I can't remember what it was, why it was-- I think it was virtual or something like that.

But we enjoy it. And I just encourage people to go. I'll have to find the date. I want to say it's November-- November something. Let me get that date really quickly. November, gosh, 23 is off the top of my mind. But well, it's on the city of-- if you look up squid-- Squid-A-Rama, you can find it. But I believe it's November 23. But I'm not-- I can't remember the exact date. Just some fun things for families and people to do. So that's kind of what I have for now. Thank you.

Thank you, Director Hagos. Director Petrini.

Thank you, Director Van. I had such great feedback last month when I held my favorite book event at the Burien Library. We had a great turnout of over 70 participants, 30 kids, lots of adults, eager to share the books that they enjoy, and ones that made impacts on them. So I-- per request was thought I'd put together another literacy event of my favorite book in December, tentatively Tuesday the 17 at the Burien Library. More details will come.

But I hope to see more people come, and bring their favorite books to share. And what was great is people really did exchange the books that they had. And sharing those ideas, and things that had an impact on you, is just, I think, really powerful. And our kids were just so excited to attend that. I also attended the CFAC committee a few weeks ago in lieu of Director Van, who was out. So thank you for letting me sit in on that, and just to continue to see how things function in our district and the involvement we have of our community, of parents, and different city leaders was just really cool to see just that variety of people that are put on that committee.

Third, there was-- there's an OSPI at the direction of state legislature. The Office of Superintendent of Public Instruction is collecting questions, comments, and concerns from Washingtonians related to the implementation of the Parents' Bill of Rights. The legislature has further directed OSPI to share these questions, comments, and concerns with the legislature on a monthly basis.

So you can go to the OSPI website, take the survey as a teacher, as a parent, as a student. And they're collecting these comments, questions, and concerns so that they can continue to see how they're going to implement the Parents' Bill of Rights. So I wanted to put that out there.

Fourth, with myself and Deputy Mayor Stephanie Mora, we went and visited the robotics team over at Salmon Creek, I think, a week or two ago as per the open invitation from our robotics teams. And I was absolutely floored at what I saw. The kinds of innovation that they have of the robotics that they're making, I did not know existed, honestly. I'm pretty new to all this. But looking at their prototypes, and how they were building them, and designing them, and actively solution seeking with each other was really cool to watch.

The excitement of the kids, just amazed at our volunteers that give of their personal time to come and help. I know some of them have been doing it for over a decade, which I think is just amazing. And just to see the diversity of kids that it serves, especially more young women, which probably in our lifetime long ago, didn't have those kind of opportunities. So that was really neat to see.

But also, seeing that I think I was in the middle school room where they have a competition coming up in a few weeks. And their prototypes are nowhere near where it should be due to the lack of time. And so I will continue just to petition that we continue to have these conversations, bring all the players to the table so that they have that information that they need, that they get their questions answered, and that we continue to show our huge support for STEM and robotics, and to show our students how much we believe in them, and our appreciation to those volunteers for providing that service to our underserved kids of this area.

So that is-- that's my robotics plug there. And I know that they have some competitions coming up. So hopefully, a lot of us will get a chance to go out and see that. Lastly, we're looking for Highline family members to join the Superintendents Family Action Committee for the '24 through '26 school years. So this committee regularly meets to give feedback on policies and inform our family engagement efforts.

So if you're a parent, a guardian, sibling, aunt, uncle, grandparent, or of any family member of a Highline student, we encourage you to apply. I just see that the nomination form closes November 8. So you've only got two days. So this is pretty intimate if you'd like to participate. So don't wait. A link can be found on the district home page. And that is all I have for today.

Thank you very much. Director Tidholm.

I had the privilege of attending the Winter Warm Up a few weeks ago with Director Van and Superintendent Duran. It was hosted by Highline Schools Foundation. And the event raises money to cover costs of basic needs for students and families in Highline. And that includes the cost of school supplies, food, clothing, transportation. And at that event, more than \$70,000 was raised. So that was really exciting that all that money will go back to our students.

Huge thank you to everybody who attended and donated at the event. And a special thank you to executive director Fred Swanson for everything that he does for this organization and for the district. Also had the pleasure of attending the Council of Urban Boards of Education Conference with Dr. Duran, which was really enlightening.

Great chance to get to network and learn about what's going on in other states and other boards. We got to go on a couple site visits and see a Family Center where they have essentially what we have with our family engagement team, and then also at Center Heights, how we have the resources, and put the two together on steroids to support the family.

And all of it funded by different sponsors, donors, and different grants, which was just amazing to see, and has me thinking of how we can maybe up what we're doing in our district to support our families. But yeah, overall, a really great experience. And that's all that I have.

Thank you, Director Tidholm. President Alvarez.

Thank you, Director Van. Well, all I have to say is we have an amazing event coming up. It's called Future Ready Fest. We're so excited to invite students and family. It's going to be on November 7, which is tomorrow from 5:00 to 8:00 at Puget Sound Skills Center. The event is free. And it's an opportunity for students and families to explore student options after high school, including college careers, and technical training. There are going to be there more than 60 colleges, career programs, community partners, offering valuable information and resources.

Students can also get help with college applications, learn about scholarships, and even complete their FAFSA or WASFA financial aid forms. We encourage all middle and high school students to join us along with their families. Again, this event is tomorrow from 5:00 to 8:00 at the Puget Sound Skills Center.

[SPEAKING SPANISH]

And with that, thank you to all. And thank you, Director Van, for the opportunity to talk about this amazing event. Back to you.

Thank you very much. And it's my turn here. I just want to tell you about a video recently shared about our unified PE program at Highline High School. In the class, students of all abilities come together, they form friendships, and break down barriers, which is great. Highline High School is one of several schools in Highline implementing inclusive education. Inclusive education is an approach where students of all abilities and needs learn and participate in the same classroom and school activities.

These students get the support and resources they need to learn and be successful directly in the same spaces rather than segregated from classrooms or gyms. When I watched the story about the unified PE class, I was truly touched to see and hear our students' perspectives. It's really great. So I encourage you all to take a look at our website and watch the video. A couple other things here. I look forward to being with all of the board directors minus President Alvarez at WSSDA in Spokane. I believe it's November 21 through the 23.

We get to be in the same space as the other 249 districts across the state just to share best practices, learn, just learn. So it's going to be great. So I just want to let everybody know that we will all be there. But we will not be discussing board or district business. We'll be learning and sharing best practices with the other directors. So thank you. And I look forward for that. I know we've had a lot of--

Director Van, could I just add, just quickly, looking at the video, we saw that this young PE teacher, or not young, but Mr. Rice, who is a PE teacher there, it's full circle. He actually went to Highline High School with my son. They played baseball, graduated, and he came back to this community. So I mean, this is what it is to come-- to come and give back to your community. So I felt so proud seeing just the amazing work that's happening, and the kids all being so happy, and supporting one another. So thank you for that.

Thank you. One last thing is around our robotics. I appreciate the students, and the parents, and the mentors being here. I know where this started seven years ago, maybe eight years ago, when we-- when the team broke away from Raisbeck Aviation and went down that same pathway. I feel your pain. I feel what's going on. But there are certain things that we need to do in order to make this thing work. I know that we're working alongside WSU and 4-H to get that finalized.

So I just wanted to share with you guys that we're not going against you. We just got to make sure that our ducks are lined up. And I've been there with alongside you guys, been at your events, and I am proud of what our students have achieved. So give us some time to work alongside the lawyers and all of that, and get that MOU taken care of. With that, that concludes our district-- or directors reports. Now, we're going to move to our consent agenda. Can I please have a motion?

I make a motion we approve-- oh.

Wow.

I think we're lagging. So go ahead, Director Tidholm.

I'll make a motion to approve our consent agenda.

Can I please have a second?

I'll second that.

All in favor?

Aye.

Aye.

Aye.

Aye.

Any opposed?

Aye.

I hear none. Thank you. OK, moving on to action items. This is in regards to Resolution 16'24 for certification of 2025 excise-- excess property taxes. Any questions or comments on this? OK, I hear and see none. Can I please have a motion?

I make a motion to approve the resolution 16-24 for certification of 2025 excess property taxes.

Can I please have a second?

I'll second.

I'll second.

We have a second.

Roll call, please.

Director Van.

Yea.

Director Petrini.

Yea.

Director Tidholm.

Yea.

Director Hagos.

Yea.

President Alvarez.

Yea.

This motion passes 5 to none.

Thank you very much. 8.2, this is a motion to approve resolution 17-24, issuance of bonds. Any questions or comments? I know that we have partial of our men in suits in the audience tonight. So questions or comments?

So I have a comment. I did submit several questions, and they were answered thoroughly. So I do appreciate that. I know that we had a few weeks to look at this. And we're talking about 140 some million dollars. And so it was helpful to have some time to review this. We had an extra week in there. Typically, we get a couple of weeks. But this week, we had an extra week. So it just-- I appreciated having the chance. I think I asked around eight or nine questions. And I probably had another 15 to go.

But those were the most pertinent questions. And so I appreciated the responses on those items. I learned quite a bit about the work that's being done by our financial advisors, and our supporters. So I do want to say that I have a lot of gratitude for the work that that's been done, the entire team that's been involved in that work. I know just reading the questions and the responses, I can see the cost-saving measures and the attention to market conditions, and really allowing us to maximize available funds while also ensuring long-term financial stability.

That was big for me in those questions. And I got to read that. So just, I value your expertise. I don't know where they're at. There they are. I do value your expertise. And thank you for putting in some time and effort into answering my questions. Thank you.

Any other questions or comments? Directors? OK, hear and see none. Can I please have a motion?

I move that the Highline School Board approve resolution 17-24, for the issuance of bonds.

Second, please.

I'll second.

I'll second.

Director Hagos. Seconded. Roll call, please.

Director Hagos.

Yea.

Director Tidholm.

Yea.

Director Petrini.

Yea.

Director Van.

Yea.

President Alvarez.

Yea.

This motion passes 5 to none.

All right. Thank you very much. And moving to our last action item, this is motion to approve 2025 state legislative agenda. I know that there's questions and comments on this one. So Director Petrini, I'll let you kick this one off.

Thank you. I was looking over this. I think a lot of these measures that we want to represent at a legislative level to be advocated for on behalf are really important. I was hoping that it would also maybe, if we could add literacy as being also one of our measures, that was really-- there was like a 95% agreeance at our WSSDA legislative meeting of all the school districts coming together saying, literacy is one of the most important things.

So I know that WSSDA will also be advocating legislatively for things like that. So when it comes to any type of funding that could be given to districts to help with any remedial or type of interventive-type reading programs, or math literacy, it could really just be across the board. But advocating that we have more ample funding, especially coming out of COVID, and the kind of response that I feel like we should be having to really equitably help our kids get back to where they were.

It's been almost five years. So I feel like we should be rebounding in a big way. And a lot of districts are seeing that those numbers come back. And so anything that we can do to advocate for future funding for any kind of programs and things that we want to see or support. So I was hoping that we could add that, because that was something as a board we also said was really important. So that's one of my asks, I guess. And that's why I was trying to say, I didn't know if we could-- if I could ask for an amendment to have that added.

And before I get to that, one thing-- I really hesitate to even talk about this. But it's-- for me, it brings up something. We put on here simple majority for capital bonds. I don't know a whole lot about that. I know that usually, it's like a 60% pass rate. And we're asking that it's like, what, 50 and 1? Something like that? I know that sounds like it'll help the process go faster. But I also know, as tax-paying citizen, when we continue to add more taxes, the kind of burden that puts on more people, especially people who have property taxes.

So for-- in Normandy Park, Normandy Park, and I think-- I can't even remember what the other city was in Washington State saw a huge increase in our property taxes this last year. Mine included went up 17% in one year with no real explanation. I even called one of my city leaders to say, what happened? Why did ours go up so much? And it was just this catch up of all these different levies and bonds that voters have approved. Rightfully so. We want these funds for our schools, and our roads, and things like that.

But after a while, especially with the rising inflation, it has a huge impact on a lot of people. So I just want us to be conscious about when we're talking about continued levies, and bonds, and things like that, the kind of impact it does have on a lot of families, and to be conscious of that if we do have a majority of people that say they're willing to do that. That's important. So I'm not as supportive of the simple majority, going that direction, just so that we're just, again, being more self conscious of a lot of people, and how this impacts them in their own pocketbooks too.

So those are kind of my asks. I guess, asking if I can amend and say, can we take off the simple majority of capital bonds from our legislative agenda, obviously keeping everything else that we have on here, and then adding literacy and any kind of response that we could have as a district back onto our legislative agenda.

Thank you, Director Petrini. So just to clarify, you would like to have an amendment to add literacy funding, but also remove the capital facilities simple majority. Correct?

That's correct.

Holly, can you help us with the process-- with the process question, please? But before that, though, I would like to ask any other directors if they have any questions or comments. It's a good opportunity to discuss this right now. And then I'll follow back up with Holly in regards to the process.

I'll just note that--

Oh. Go ahead, Director Tidholm.

Are you sure?

Yeah.

OK, I'll just note that we did something a bit unorthodox in sitting down, and having a work session, and going over the priorities, and voting on them per Director Petrini's request, and came to these legislative priorities. So to go back now and revisit them and make amendments, it's not something I'm in agreeance with because we already did take that time, and go over them, and come to an agreement as to what we were going to prioritize.

OK. Thank you. Director Alvarez.

I was just going to mention that I've had a couple people in the community also approach me about, when is our next bond? Because it feels they have mentioned that because now that the bigger high schools, or high schools that are in more affluent communities or whatnot have already built their high schools. And now, when's Sylvester going to be rebuilt? When is Cascade going to be rebuilt? When are all these others are going to be rebuilt?

So if we don't provide an opportunity-- I'm also a taxpayer. I own my own home and I pay taxes. And so I think it's really important for us to think about, what does this mean, not just for property taxes, but for our communities and for our students? We heard for many years Tyee, Evergreen, and Highline, come-- their students coming to our board meeting to talk about, that other schools had been built, for example, Mount Rainier. And they even talked about themselves saying that other people said, oh, your schools are just ghetto. And that's not what we want our schools to be called.

So how fair is it that now that some schools have been built, we don't pass any bonds or at a higher rate? So we're advocating for all-- this is not a problem that-- or a challenge that only Highline is facing, but across the state. And this is not something that Highline put on there just themselves. This is coming also from WSSDA itself. So for that reason, I feel like we need to really think about all our students in our communities, and not just the ones that we live in.

All right. Yeah, thank you. Thank you. That helped me think through some of the things that I was thinking as well. So I do know, just kind of looking over a few things, one of the things that I appreciate so far of the legislative agenda is that there is a proposed focus on securing essential funding. We've got areas like special education. We talk heavily about that, and MSOC, and transportation. So I know that these priorities do reflect a strong commitment to addressing the needs that we see to support our kids and have the resources that we need for our schools.

And I do also see Director Petrini's ask of seeing if we can have in some other things that we've talked about throughout the year as well, like the legislative-- not legislative. Sorry. Literacy. Of literacy-related legislative items. That has been a conversation for a while now. So I know that we've been talking about that here. We talk about our initiatives that we have in our district. And so to me, when I think of legislative priorities that we are setting forth for our district, it should come out of these conversations that we are having throughout the year, and determining what is the needs of our local area.

When we're talking about funding, we're banding together and doing that as a whole. But when we're also thinking through, what do our specific kids need now that we can advocate on behalf of their needs? So when I think of legislative priorities, it goes beyond just the funding, making sure that every single chance we get, we say, here are what our Highline kids need. Our legislators need to hear that and to see that.

And so those specific needs at the local level is also important to me. And I know that we've talked about literacy. And to me, I would also see literacy to be something that we should add onto our legislative priorities. And I've heard a little bit of some of that-- some of the conversations around the tax thresholds. And I hear both sides. I hear the importance of carefully considering how this change might affect our taxpayers, especially even those on those-- in Des Moines, we've got several of them on fixed incomes.

We talk a lot about-- we have a huge community of folks on fixed income. So I know it particularly will affect my area. And then also doing that while balancing the district's needs for sustainability fundings for capital projects. So I would like-- I think that this is perhaps a conversation that needs to be on hold. In years past, we did this, sometimes, we did this legislative priority work in October, sometimes in November, sometimes later November. And I mean, I don't know how far we can put on hold.

But I do want to say that one of the things that I'm struggling with is, we have this space for legislative conversations to happen on our agenda. And each time that I come to a board meeting, almost always, I hear, we have no updates. But yet now, we have legislative priorities. So when do these discussions happen? If we're not having these discussions, or having these conversations, and there's this placeholder on our agenda that says legislative agenda items should come to the board in these-- in this form or fashion.

And it goes back to policy 1225, which is how we as a school board team come up with our legislative programming is having that space and having those discussions to study together, to research together, to have these conversations of what's happening nationally, what's happening regionally, what's happening locally, and how all of these things can shape the needs of our kids, and then coming together and saying, here are our agenda items that will directly impact our kids that we are going to use our platform for to advocate on behalf of our children.

So to me, I think this needs to-- there are some pieces that we still need to work through, obviously. I know we can't wait forever. The session is coming up fairly soon. But can this be something to be placed on hold, and we can come up with some other ideas, or find a way to formulate a legislative priorities that include literacy, and that-- and we carefully, carefully consider lowering the tax threshold for bond passages? I think it's worth putting on hold for just a little while longer.

Thank you very much. Holly, so process question. Adding the amendment one for literacy funding, but also removing the support capital facilities, with those two amendments out there, I need to vote. I need a call to vote for both of those.

So if I may, can I explain why the focus on funding in this legislative agenda?

Question? Yeah.

You had a question. Why?

No, I'm asking president-- or Vice President Van, or President Alvarez, if I may explain the why behind why this legislative agenda is focused on funding.

Yes.

Thank you.

Yes, you may.

So as you know, probably from the *McCleary* decision, and from Article IX in the state constitution, it is the state's obligation to amply fund K-12 education. When we keep our priorities focused on funding, we are reminding the legislature of their responsibility that they have, as of yet, failed to do in terms of fully funding education. About 20% of our annual budget comes from our local levy. Despite the legislature saying after the *McCleary* decision that local levies are for enrichment, not for basic education, our local levy covers basic needs such as nurses, security, instructional materials. None of these are enrichment.

And yet, we are forced to use our local levies for these because the state has not fully funded K-12. If the state were to fully fund MSOCs, special education, and transportation, our local dollars would be freed up to fund local priorities such as literacy, ninth-grade success, future ready, and career-connected learning. So with all of that under funding, we can't focus on our legislative-- on our district priorities. I think the items that have been named are super important. And I agree with you 100% that they need to be things that we're talking about.

But these really aren't items that we need the legislature to act on. When the legislature gets into the details of education policy, they can only craft laws that are applicable to the nearly 300 school districts in Washington State. That means you're going to get either a very, very high-level law that doesn't really mean anything, or you're going to get a very prescriptive law that may tell us to do something that we do not want to do.

So when we keep the legislature focused on funding and filling the gaps that exist in our current system, we will free up local dollars to be able to use for our local priorities, and to allow the board and staff to have the conversations around where we want those monies to go. That is why this is focused on funding, reminding the legislature of their responsibility that they have still failed to comply with after *McCleary*. They have not fully funded education. They need to do their job. That's why we're focused on this.

Now, if you want to have an amendment to add a literacy platform, or plank, you would need to make a motion, iterate what that amendment would be, that would need to be seconded, and then approved by the board. And if approved by the board, the language used tonight would be added into the agenda. The same would be true for striking the simple majority statement part of the Capital Facilities platform. Striking that, I will note, would be a deviation from our historical standard, where we have been in alignment with WSSDA and with other school districts seeking a simple majority for bonds.

Thank you, Holly, for that process question, or follow up. Also, thank you in regards to the whys behind it. I know we had a work session on Monday in regards to that. And Director Petrini, you showed us a graph where our state says we have to be at the 90 percentile by 2029. And to me, that is a pipe dream. And I did ask Dr. [INAUDIBLE], what would it take for us to get to that point?

And you wholeheartedly say it takes dollars. It takes money to get us there. It takes finances to bring in the resources that are needed to get where we need to be. And without that, and I think we went down the same pathway, had the same discussion, around, how can we move our priorities, or how can we do that? And I think the best way is to talk to our legislators about funding special ed, MSOC, all of the things that are part of our legislative agenda.

I am opposed to removing the capital-- the simple majority from that. I am truly opposed. I want to leave it as is. The literacy funding, I think you're right in regards to that, Holly, in regards to if we have the money, we can earmark it towards literacy, and specifically put that as so if we were to get x amount, that could go-- a percentage would go to literacy funding. So that is my thoughts on that. So any other-- I'm going to give the board directors another minute or so to share their thoughts around that. And then I'll move forward. Directors?

Well, I'd like to first say, thank you for that clarification and background information, because it is really important. And there's a lot of these complicated matters that sometimes, the general public doesn't have, and doesn't quite understand. So when something's up on their ballot, if they don't have that type of effective communication, understand what, where is this going, and how is it being used, that's when we lose the voters. And so I would like to see us have huge swaths of people always voting for these things, but making sure that we're always being prudent in sharing that information.

So my ask was mostly around aligning board and district priorities in that we were able to have that discussion as a board, which I thought was really important and insightful into the different needs and priorities that each of us are trying to represent from our different districts. And per WSSDA recommendations, actually, from legislative rep meetings that I attended to get ready for that meeting, this sounds like it was actually a precedent that most districts do get together as board members.

They go through each of the priorities and talk about what they want to see in preparation for those. Some districts also give full autonomy to one person or another and say, go ahead and vote for us. We trust you. Being that we're still kind of a newer board, in every few years, there's transition. So to come sit together and talk about what are the needs right now, maybe not what our priorities were 10 years ago, we should be updating that. But again, I loved the conversations that we had around it.

That kind of shifted my thinking on different things that I thought were priority. And now, I was like, oh, now I think this is a priority. And I think being open to change, and open to different ideas, and learning from each other is really impactful. I will never shy away from that. I think having conversations with each other, again, helps us to better understand, what are you representing, and what I'm representing, and showing that respect for the things that we're trying to bring.

So while I respect the different opinions that were shared tonight, I would still like to hold to having those removed or added. But I see the processes of-- what I guess I just want to see is that alignment. The board has said, literacy is definitely important. Throughout all the districts, they're saying it's important. So can that be a pressure point to the legislature to say, we need more ample funding for basic stuff like this? I know we have the MSOC, but we need more help in this area to recover from what we've been through the last five, 10 years.

So I feel like just having that listed just shows what our priorities are. So if I were to make a compromise, because I'm all about doing that, I'm OK taking off, or leaving the simple majority of capital bonds, as we continue to just do a better job of communicating what the money is used for, and how it impacts all of our students. But I still would like to add literacy, or some kind of amendment to this that we are adding literacy at that point. So that's just-- yeah.

Thank you, Director Petrini. Directors, any other comments?

Yeah, so I'm in complete alignment with our requests for the special education, MSOC, and transportation funding. I think those three big key areas, I will rally behind anyone who will champion those things. And I'm rallying behind those legislative agendas myself. So that to me, I'm not concerned about that. I still am just stuck on the-- even today, it just shows that we haven't had enough time to discuss, and think through, and have something formulated that shows a united legislative priorities list that we can all back and be comfortable with.

And I'm not necessarily prepared to put any proposals of what it would look like for a literacy legislative agenda item. I know that I still do need time. So for me, funding is important. But I do still go back to our policy 1220, which really talks about making sure that as a board team, we are effectively talking about things that are going to affect our students. It says, students of the district. And to me, I would love more conversations of what that would look like, even if it's not in complete alignment with the state, and all those other things.

I still think the platform that we have as a Highline Public School school board team to use our platform to identify things that our kids need, and to say, this is something that we are going through. And this is what our kids need. I still think we need time to discuss those things. So I'm not necessarily prepared to bring a proposed legislative agenda item to the table today. I still would like to pause, but that's kind of just my two cents and where I'm coming from at the moment.

Thank you.

So I guess my question is, is it better for us to make a motion to table this for a future meeting so that we have time to deliberate? Send in our questions? Or are things the way we want to amend this? Or can we just amend and add literacy onto our legislative agenda, just as a show of, this is what's really important to our district?

So right now, there are two requests. One is to remove it completely from our action item, and the next one from you is that you want to have an amendment to add the literacy funding, and that you were OK with leaving the simple majority where it was. Correct? So there would be two asks tonight that we're going to be voting on.

If there's a motion.

If there is a motion.

I move that--

And I'll just reiterate, we've had these-- we've had months to go over the legislative priorities, and we sat down and discussed them. And at that time, it was my understanding that we were in agreement and voted for the priorities for WSSDA. So for this to come up now, wanting further discussion, when we're ready to have it an action item and vote on it, I'm not prepared to give it more time, because again, we have had months to go over this, and conversation. And additional conversation wasn't asked until now.

OK, thank you, Director Tidholm.

I move that we put this on hold. We've had no legislative agenda topics brought up throughout the year. My motion is that we put this on hold and see if we can formulate good language around literacy agenda, a legislative agenda item. I move that we put it on hold.

OK.

So is that good enough? Or do I need to change my language?

That's fine.

There's a motion. Director Hagos have moved that action item 8.3 be removed from our action item. Can I please have a second?

I'll second.

All in favor?

Aye.

You need a roll call.

That needs to be a roll call vote.

Roll call, please.

Director Petrini.

Yea.

Director Van.

Nay.

Director Hagos.

Yea.

Director Tidholm.

Nay.

President Alvarez.

Nay.

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

Thank you.

Then I make a motion that we add the verbiage to number 8.3 that literacy-- funding for literacy or interventive type of funding. I don't know how to say that eloquently, but yes. That's what I'd like--

OK, so Director Petrini has a motion to add literacy funding to our legislative agenda. Can I please have a second?

I'll second that.

Roll call, please.

Director Tidholm.

Nay.

Director Hagos.

Yea.

Director Van.

Nay.

Director Petrini.

Yea.

President Alvarez.

Nay.

Motion does not pass with a vote of 2 to 3.

Thank you very much, Holly. So this is on 8.3, motion to approve 2025 state legislative agenda. Can I please have a motion to approve as is?

I move the Highline School Board approve the 2025 state legislative agenda as is.

I'll second that.

Roll call, please.

Director Van.

Yea.

Director Tidholm.

Yea.

Director Petrini.

Nay.

Director Hagos.

Nay.

President Alvarez.

Yea.

This motion passes 3 to 2.

Thank you.

Thank you. Now, moving to our intro items, 10.1. This is motion to approve the school office assistant principal and central office technology purchases. Any questions or comments on this? And I know that Jeb Binns earlier was discussing about a lot of our devices aren't able to get upgraded to the necessary things to protect us. So a lot of this, that's what it covers is making sure that we have devices that we protected. So with that said, 10.2, motion to approve the Highline Public Schools Perkins grant for 2024 and '25 school year.

I know that Dr. Benitez was going to come up and present on 10.2 and 10.3, because one is for our public schools, and the other one's for Puget Sound Skills Center.

That is correct.

You're on.

Thank you. Good evening, Superintendent Duran, President Alvarez, members of the board. My name is Andrew Benitez, and I'm an executive director in student learning, and also CTE director. And I'm joined today by [? Elizabeth ?] [? Palo. ?] She's an instructional specialist in CTE, a former CTE teacher at Chinook Middle School, and is currently training to become a CTE director.

So I'd like to share a little bit about items 10.2 and 10.3. The Carl Perkins grant provides federal funding for states to improve both secondary and post-secondary career and technical education programs. The Highline Public Schools CTE Department and PSSC apply for the Perkins grant annually to supplement programming. PSSC applies for the grant separately from Highline CTE because they operate specialized programming and serve as a consortium school, and are led by their own principal, Juan Lozano, who also serves as CTE director for the Skills Center.

For both items, you'll see a four-year plan. A board review of this plan is required for our annual end-of-year reports to OSPI. You'll also see our Perkins applications, highlighting CTEs in the amount of \$144,314 and PSSCs in the amount of 94,627. Both applications focus on professional development for our CTE teachers, as well as costs associated with industry-recognized credentials, as well as dues associated with career and technical student organizations such as TSA, DECA, some of you may be familiar with.

I want to pause right here and allow for Elizabeth Palo to share a little bit about the impact that Perkins grant funding has had on our student learning.

Thank you. Many of our programs, we have a very unique situation where maybe one teacher teaches the program. So it's very important that we are able to send them beyond the district so that they can get professional development with other teachers across the state that teach what they teach in our unique programs. So that's really important. And Perkins supports that. As well as field trips, which Andrew didn't mention, but many of our programs are dual credit. And so our students earn college credit by taking CTE courses.

So our students are able to go on field trips to the colleges that they're receiving dual credit from. They're able to go to industry-specific sites, for instance, Northwest Carpenters Institute, to see the pipe fitters. Our teaching academy can go to elementary schools in Waskowitz and various competitions like DECA, FFA, and whatever competitions our teams are participating in.

Industry-recognized credentials, these are really, really important, and are sometimes a barrier to our students entering into different careers. Some of them are really important for them to have right now, like food handlers. They can then get a job at a local restaurant, or fast food. And so some of these are really, really important that they get right away. And some of them are advanced certifications. So this is all funded through Perkins. So thank you.

Thank you. Your approval of both of these grants would guarantee that CTE programs, both for Highline CTE and PSSC would be supplemented and would allow programs, and many of which you've heard about tonight, including the CTE Health Science program emerging at Tyee High School, continue to grow and improve. So we are happy to share about the wonderful things happening in CTE, and also happy to answer any questions you all might have.

Thank you so much. Directors, any questions or comments on 10.2 or 10.3?

Just that I'm really excited about what's going on with Tyee. I may have some other questions down the road. But right now, just thank you for the information. And these grants are incredibly important for us to pass.

Awesome. Thank you so much for the presentation.

Absolutely.

Vice President Van, if I may just ask for you to read 10.3 for the record, please?

Done. 10.3, this is motion to approve the Puget Sound Skill Center Perkins grant application for the '24-'25 school year. And our last intro item. This is 10.4, motion to approve the revised salary schedule for unrepresented professionals technical employees effective September 2024. Any questions or comments on this? All right. I hear and see none.

Well, that concludes our intro items. And that also concludes our meeting this evening. Can I please have a motion? What?

Vice President Van, number 11, are there items to be added to the consent agenda?

Oh, yeah. [INAUDIBLE] I was just jumping.

Vice President Van, don't be too happy over there.

It's-- OK. Any items added to the consent agenda? Thanks for the reminder, everybody.

I do have something. I hate to extend our meeting any longer. I know you're ready to adjourn, but I do have one. Just hearing, it sounds like there is an ask for the board to consider a resolution of the MOU for the robotics group. I would like to see this as an agenda item for us to consider the concerns that they've brought up to discuss the challenges and explore any potential governance-level-related supports. Without overstepping into operational matters, I think it's important to-- there is a board ask. I would love to see that board ask on the agenda.

Well, that part, as this is for the consent agenda for the next meeting, we can most definitely share that with board president, and we can add that to our next session.

I would note that adding this to the agenda for a vote in itself is overstepping into operational matters.

OK, thank you. So we're going to-- are there any other items that you would like to add to the consent agenda?

I'll make a motion to move items 10.2 and 10.3 to the consent agenda.

Director Petrini would like to move 10.2 and 10.3. This is motion to approve the Highline Public Schools Perkins grant, as well as the Highline-- the Puget Sound Skills Center Perkins grant to the consent agenda. Can I please have a second?

Unless there's any-- unless board directors, if you feel you need more time, I'll second this. Are we going to do a vote? I forget. Are we going to do a vote after I second it?

We can vote after.

OK, I'll second it.

Director Hagos, second it. Roll call, please.

It's a voice vote.

OK. All in favor?

Aye.

Aye.

Aye.

Aye.

Aye.

Thank you. Any opposed? I hear none. So 10.2 and 10.3 will be moved to our consent agenda. OK. I'm going to move to adjournment. Are we good here? Can I please have a motion to adjourn?

I move that we adjourn.

I make a motion we adjourn.

Second, please.

I'll second.

All in favor.

Aye.

Aye.

Aye. And opposed?

Aye. No opposing.

I hear none. Thank you very much. Have a great evening.

Good evening, everyone.