

Highline Public Schools | School Board Regular Meeting - April 16, 2025

All right, everybody, good evening. Welcome to our regular scheduled board meeting. Can I please have everybody stand up for the Pledge of Allegiance?

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

Thank you. Can I please have roll call?

Director Alvarez.

Here.

Director Espinoza.

Here.

Director Holien.

Present.

President Van.

Here. Vice President Tidholm will be here momentarily. To my left is our superintendent, Dr. Ivan Duran. Any changes or additions to our board meeting agenda this evening?

I do have one, moving 6.5 off the consent agenda. The reason is 6.5 has been significantly changed since introduction, and I would like it to be moved to section 7 to today's agenda so we can reintroduce it tonight and with action scheduled for May 7. Can I please have a second?

I'll second that.

Roll call please.

Director Van, will you please restate your motion?

I move that Highline School Board move Agenda 6.5 to Section 7 of tonight's agenda to be reintroduced.

Thank you.

And I will second that.

Roll call, please.

Director Tidholm.

Yay. Director

Espinoza.

Yes.

Director Alvarez.

Yay.

Director Holien.

Yay.

President Van.

Yay.

This motion passes 5 to none.

Thank you so very much. So with that, we're going to move on to our recognitions. First one tonight is our school library month, Maria Pena. Can I have you come on up, please? And any other librarians. All right, Vice President Tidholm, care to read?

Whereas the school library program is to ensure that students and staff are effective users of ideas and information and whereas the school librarian's role is to provide the leadership and expertise necessary to ensure that the library program is an integral part of the instructional program of the school, and whereas the Board of Education has entrusted the school librarian in each school to teach the skills of locating and using information through traditional resources, traditional resources, and new technologies, to provide literature appreciation activities, and to guide and encourage content and recreational reading to every student.

And whereas lifelong learning begins and is systematically developed through the school library curriculum of the elementary and secondary schools and whereas the school library program contributes to the individual growth and development of all students while fostering both excellence and equity in education.

And whereas the school librarians of Highline Public Schools have dedicated themselves to work for quality library programs for all students, now, therefore, the board and superintendent of Highline Public Schools do hereby proclaim April 2025 as School Library Month in Highline and urge citizens to join in recognizing the importance of our school libraries and the dedication of our school librarians.

My name is Vivian Alcantara, and I'll be speaking for the secondary and high school librarians today. After a challenging start to the year, our secondary libraries have once again have had a full year of collaborations, reading promotions, book selection activities, research lessons, makerspace, fun, and more, including three librarians preparing to move from one location to another, which is a huge undertaking.

In honor of School Library Month, we wanted to offer a few highlights from across the district that illustrate what vibrant places our libraries are. At Sylvester Middle School, they took full advantage of the tech outage to reteach students how to use actual print books with research. They also had a great experience hosting book speed dating with ELA and ML classes, encouraging students to explore lots of different book genres to find books that they connect with.

At Evergreen High School, they were honored to host local young adult author Danielle Parker recently. Danielle Parker spent an hour with students talking about her books, and students peppered her with questions about how she develops characters and what it's like to be a full-time author.

Makerspace have been all the rage at Glacier Middle School, and in addition to hosting lunchtime activities, Bethany Black has also been partnering with her CTE teachers to have [INAUDIBLE] and LEGO challenges. Josie Hodge at Chinook Middle School has been dedicated to building her school's reading culture. She's hosted a variety of reading challenges and special events, and the most exciting was taking students on an after-school field trip to see author Nic Stone speak. Students were thrilled to meet her.

Due to a bell schedule change, Lisa Carlson at Mount Rainier High School has been collaborating closely with her IB coordinator to redesign all of their extended essay lessons to better scaffold the process to prepare students for researching and writing essays. Kristen Gun at Highline High School has rediscovered using outbreak boxes, like escape rooms, for a fun activity that has ninth graders exploring all over the library.

And so much joy exuded from her students participating in the secondary school's Heat Up Your Reading promotion. High school students are apparently never too old for cat pens. Thank you for celebrating School library Month With us, for valuing strong library programs, and for recognizing the essential role teachers/librarians play in school communities. We appreciate it.

[APPLAUSE]

Good evening. On behalf of our elementary librarians, I would like to start off with a quote by Arthur Chan that states, "Diversity is a fact, equity is a choice, inclusion is an action, and belonging is the outcome." The outcome, a sense of belonging, is not only superintendent Dr. Duran's charge for highlighting, but also how librarians want everyone to feel when they enter our spaces.

Elementary librarians have excitedly been supporting the development of a love of reading, innovating, and critical thinking within our students. Through intentional and meaningful collaboration, we have been able to curate collections that provide windows, mirrors, and sliding glass doors for all students.

Books that serve as mirrors, where students can see themselves, windows that allow them to see the lives of others that are different than theirs, and sliding glass doors in which they can immerse themselves into the world the author creates are critically important as they acknowledge diversity, provide opportunities to build empathy, and honors the importance of the many cultures that make our Highline community so rich.

Through our carefully curated collection, students actively engage in discussions that allow them to see their potential of becoming change agents. They are able to participate and experience the endless ownership of and the power of social justice, critical thinking, and activism as they begin their educational journey to become future leaders. Students have also been participating in our library makerspaces. As librarians, it has been a complete joy to see the creativity shine while also honing in on important skills.

Makerspace provides an opportunity for students to be innovators, problem-solvers, critical thinkers, and collaborators who are able to accept failure and still persevere. Makerspace also allows students to see themselves in careers such as scientists, engineers, artists, coders, and those are just to name a few. We're thankful that the board and district celebrate and fully support our school libraries and the important work that we do every day.

We put together a slide deck to for the board that will highlight some of the joyful learning that has happened in our libraries. Again, thank you for honoring and celebrating our public school libraries.

Can you give them around of applause, please?

[APPLAUSE]

I'm going to have you come on up for a picture. And if there are any other librarians, please come on up.

Let's see.

[INAUDIBLE] OK.

Our next recognition is going to be one of our community partners. Can I get Mr. Abiba to come on up for a presentation?

Good evening, President Van, Superintendent Dr. Duran, board of directors. My name is [INAUDIBLE], and I'm the community partnership manager here at Highline Public schools. This month's community partnership recognition goes to Para Los Niños. For two decades, they have been a dedicated champion of children and families in our district. They support programs which foster academic and emotional support, cultural identity and enrichment, and strong community and family connections.

Para Los Niños uplifts our students and families, inspiring lifelong curiosity. We're deeply grateful for their partnership and their collaboration and all the wonderful, positive impact they're making in our students and our families' lives. With that being said, I would like to call the Executive Director, Virginia Herrera-Páramo and Program Manager Margaret [? Gleason ?] to tell us a little bit about their organization.

[APPLAUSE]

Thank you so much for this hour. I am so happy not to talk here-- I know everybody knows that I hate to talk. But I am so happy because, really, this meant a lot to us. And let me tell you why. It's true that Para Los Niños has been here for 20 years. But lately, it's very needed that we receive those kind of awards and recognition. [INAUDIBLE] asked, I asked, we need a picture to put it in media after we take the picture. And of course we're going to do that. It's part of my job.

But really, what it meant to us is that we really have been working for so long together with some bumpiness in the beginnings and the beginning of the 20 years ago. But what really mattered to us is the partnership that we have created with Highline Public Schools. And it's not a partnership about taking a picture. It's a real partnership that goes deeper and deeper.

And just to tell you something, because I don't want to spend a lot of time talking, but by the end of January, many of our participants stopped coming to our programs. Why? Because of the political claim. Nobody wants to go out in the streets, in the church, and in our programs either. So we take the time to go for each one of our programs-- that is 7 programs, more than 20 different classes in seven days-- and we talk with our participants and families, and we find out that, together, we can be better and be more proactive in many ways, especially, yes, we are scared, but together, probably we can handle many things better.

And I have to offer-- I have to tell you that I have great news that probably you know, Para Los Niños was able to buy her own building after 20 years. The bad news is that we need to pay it, this alone. So soon, you're going to receive some asking. But I have to be honest, I was so surprised that I know it was an asset. The building now is our asset, and I am so proud of that.

But when our community and our families and our children's and our youth know about that, I find that how really asset was-- was not just an asset or an economical asset, it was an emotional asset. So I am so proud of that. And I am so proud because we together do it with you, with your help, and with your support. Thank you, Highline Public Schools. Thank you, Dr. Duran. And thank you, everybody.

[INAUDIBLE] if you want to. Now, me as a program manager, I'm really, really proud to be part of this community and be able to help to create programs and connect with the families of Highline School District. That means a lot for us. And we are preparing our summer camps for youth and for kids that we hope we can be able to have your kids enjoying our program. Thank you very much.

[APPLAUSE]

Thank you. Can we have-- come on up for a picture.

The picture, yes.

[LAUGHTER]

[INAUDIBLE]

Do more just in case someone closes their eyes.

All right.

[APPLAUSE]

Thank you so much for that. And this next recognition is a surprise. So on behalf of the entire board, we would like to take a moment to recognize and sincerely thank four incredible individuals-- Adriana, Aaron, Tova, and Holly. Can you guys please come on up?

[APPLAUSE]

This wasn't part of the agenda, so they're very surprised.

Fix your face, Aaron.

So today, we are honored to recognize each of you for your support, dedication, and countless behind-the-scenes efforts to make it possible to bring our newly-appointed board directors to the dais-- their hard work coordinating, organizing, facilitating, communicating, and managing all of the moving pieces that go often unnoticed. So thank you. You made a tremendous difference.

The long hours, your attention to detail, and your unwavering commitment to making sure everything was done right, and it did not go unnoticed. So you've exemplified what it truly means to lead with heart, purpose, and professionalism, and we are deeply grateful. From all of us on the board, thank you. Thank you for your time, your energy, your incredible support, and the early morning calls and all of that.

So at this time, we'd like to invite you to join us on stage where the board of directors would be honored to present each of you with a recognition pin as a token of our heartfelt appreciation.

Can we say a few words?

Oh, sure. Directors, you-- there you go.

I guess I can start. I just also want to say a huge thank you to each one of you. There were some difficult times. And I can actually say that-- by saying difficult times, just a lot of uncertainty and just managing, like Joe said, moving pieces, but your personal touches and your true commitment to making this district the best that it can be and managing, like Joe said, countless hours of not just the moving pieces, but the humanity that you brought back to as we moved through all this all together. It wasn't one person's job. It was all our jobs.

And there was, at times, just three of us trying to figure this out, and we weren't figuring it out alone. From my neighbor coming to my house, from dropping off things and bringing things, and it wasn't a notice where not just phone calls and the assurance of making sure that none of us dropped any of the balls as they were all moving all at the same time, uncharted territories that we were navigating from even just hearing out as to not knowing where things were going, but never felt like I was doing this alone.

And I just want to say, for myself personally, I just wanted to say thank you because there was times where I just didn't know even where to turn or what to look, and whether I would Google or whether I would call a friend or the lifeline, I knew I could always just call one of you and you guys would be there. So from my heart, I just want to say thank you to each one of you because I knew I could just call on you, and you would be there. So thank you.

And like Angelica said, I'm just greatly appreciative from day one when I came in, being there when I screamed help! And more than that, [INAUDIBLE] when I'm thinking about screaming help and just knowing that I need help before I even know that I need help. It's not a one person job, and although we sit in these prestigious positions, we do not have the experience and the expertise and the degrees that you guys specifically have that have you in these positions.

And I never sit here and act like I know all of the things and I am the ultimate power because, cool, I get to vote and make the decisions. But without you guys, we would not have all of the details. We wouldn't have the information that we need, always being so prompt and giving us the information. And a lot of the times, giving me information that I didn't even know that I need is I try to figure this out.

I mean, you all are worth every single penny of your salaries, and I greatly appreciate you. Yeah, it's been a colorful last couple of years, and you guys stuck it out and rolled with the punches and showed up unapologetically and humbly and happily and put up with us when we were having our moments. And Jennifer, also, thank you for coming to our meeting and contributing as you did. I'm very happy that you were able to participate as well. And just all of you are greatly appreciated. And I literally could not do this without all of you.

Thank you.

Come on up.

[APPLAUSE]

So many years, I've avoided taking your photo, per your request. 1, 2, 3, and just to punish.

[LAUGHTER]

And Dr. Duran, we appreciate you, too.

[LAUGHTER]

I'll enjoy my [INAUDIBLE].

So alongside the recognition showcase tonight, we have many more throughout the month of April. We invite you to visit our Facebook page to explore these additional recognitions-- Poetry Month, National Arab American Heritage Month, National Autism Awareness Month, National Paraprofessional Appreciation Day, National School Librarian Day, National Library Week, Volunteer Recognition Day, National Kindergarten Day, School Bus Driver Appreciation Day, and Earth Day, National Student Leadership Week, and National Administrative Assistants Day. So come on and check out our Facebook page to show all the recognition. Thank you so much for that.

All right, we're going to move on to our scheduled communications portion. On behalf of the board, we sincerely appreciate you taking the time to join us and share your thoughts with us this evening. You'll notice that our norms and guidelines are displayed on the screens for your reference. Please remember that you're addressing the board, and there may be students present who are watching and are listening carefully to what you're saying. Please note while the board is unable to respond directly to your testimony during the meeting, we value your input. Thank you again for being here to speak to us. With that, first up is Kaitlin Beidas.

[APPLAUSE]

Hello, esteemed members of the board and Dr. Duran. My name is Kaitlin Beidas, and I teach 9th grade language arts and 10th grade Chicano Studies at Evergreen High School. As a teacher not only of diverse learners but of one of Highline Public Schools first ethnic studies courses, I understand it is my role not to teach my students what to think, but how to apply critical thinking skills in order to better understand history and the world around them.

As an educator, I think it's important to discuss common misconceptions about ethnic studies and clarify the purpose and crucial importance that DEI plays not only in my classroom and in my school but in all of our lives. I wanted to take some time today and share with you the wise and powerful words my students shared about why ethnic studies matters to them.

They know that learning about ethnic studies allows us to learn about each other's cultures, connect with our own identities, and encourage us to have more empathy for others. When asked why they feel ethnic studies is important, students said to know more about the identities, cultures, and experiences of other people and of my ancestors, to learn about the different perspectives of other cultures and other people to see how much we are able to relate. It provides a critical view to examine American society, encourages a deeper understanding of history, social justice, and cultural diversity, while also promoting critical thinking and empathy.

It is important to me because it talks about identity, and that's something I value highly. They help students learn about the diversity of people and understand the struggles against racism, both for us to be more mindful of our outlook of others and to understand the history of what we want to prevent, which is hate.

My students are constantly using critical thinking to recognize how important ethnic studies is, not just in learning about themselves, but also in learning about others in order to be more empathetic people who fight for justice. I want to thank you, board members and Dr. Duran, for remaining committed to teaching our students about the importance of diversity, how we can promote equity, and be inclusive for everyone. Thank you.

[APPLAUSE]

Thank you. Wendy Hall.

Hi, there. My name is Jenn McKenzie. I'm requesting permission to speak on behalf of my colleague, Wendy Hall, who is out due to a death in the family.

I'm sorry, but part of our rules is we can't see time unless they're there to speak on behalf.

OK, thank you.

Thank you very much. Next up is Chloe Southern.

Hi, my name is Chloe Southern, and I'm a senior student in the certified nursing assistant program at Puget Sound Skills Center. In the past seven months, I've learned the importance of the nursing assistant role and the holds that it has in the health care field, and how even the little things, such as asking someone how are you, can make an impact on their life.

I enjoy attending PSSC because I have such welcoming teachers, Ms. Jean and Ms. Wendy, and because of our unique class structure. We spend half of our time in the classroom studying about various cultures, patient care, and health care knowledge, and the other half in our nursing lab going over vital signs and essential skills needed to prepare ourselves for clinicals. I'm so grateful to be in this class and to be able to engage, socialize, and learn with students from other high schools and from other districts.

Being immersed in such a diverse environment full of different backgrounds and lives, but knowing we share the same passion of wanting to pursue a job in the medical field and hold value in helping someone in need has made my experience at PSSC all the more worthwhile.

Through this program, I've spent over 40 hours assisting in care at Seattle Children's Hospital and various residential homes. I was able to give care to patients confidently and smoothly because of the repetitive and memorable teachings given in class. Being given this opportunity to gain hands on experience and connect with other nursing assistants and nurses has been truly a big blessing.

To wrap things up, I just want to say how thankful I am for everything I have learned and experienced in this program. It has helped me grow so much, not just in skills, but as a person, too. And I've met amazing people, learned how to take care for others in meaningful ways, and found even more passion for the medical field. I'm really excited to take what I have learned here and apply it to the real world. Thank you so much for your time.

[APPLAUSE]

Thank you, Chloe, for that. Next up, David Thomas.

[CHEERING]

Good evening. I'm David Thomas from Evergreen High School. Thank you for letting me speak tonight. Grace Lee Boggs writes, in *The Next American Revolution*, "We must go beyond slogans like 'education not incarceration,' and begin exploring new forms of community-based, person-centered freedom schooling.

We need to create a much more intimate connection between intellectual development and practical activity to root students and faculty in their communities and natural habitats and to engage them in the kind of real problem-solving in their localities that nurtures a love of place and provides practice in creating the sustainable economies, equality, and community that are the responsibilities of citizenship."

In education, we wish for students to read, and we make space for them to learn the alphabet. We wish for students to be mathematically literate, and we make room for addition, division, geometry. And we say we wish for students to graduate prepared for the future they choose, responsible citizens engaged in their community who can apply their learning to their lives.

Yet how often do we in schools make space to actually invite students into the work of responsible citizenship, to engage in their communities, to apply their learning to solve their lived problems? It strikes me strange the ways in which we divorce the tools for navigating life from the tasks of life themselves.

In teaching history, do we also use its lessons to improve our community? I applaud the ways that our district makes space for the sort of integrative, activist, community-oriented education described by Boggs, yet I urge us to be more proactive in encouraging the sorts of experimental education tailored to solving the problems of our community and making space to practice actually living life as opposed to just thinking about it. I believe that our best hope of authentically engaging students in their education is by making school a space for the practice of life itself, rather than its prelude. Thank you.

Thank you.

[APPLAUSE]

Crystal Fosnaugh?

Thank you for having me. I'm Crystal Fosnaugh from Shorewood Elementary, and I'm here to represent Shorewood and celebrate our art walk. So we would like to just share that with the rest of the Highline community, the celebration of our recent art walk. I would also like to bring light to and advocate for more arts-endorsed educators in the elementary schools.

Together with families, parent art docents, teachers, and other staff, we celebrated our love for art. Visual art of all mediums was displayed everywhere, and the school's choir performed beautifully. This was important to us in building community family relationships and successfully demonstrated access to differentiated learning by all students. During the art lessons, we saw all students exercising their ability to collaborate together to produce art.

In my classroom, a student with severe cognitive disabilities was able to fully participate alongside peers, painting and working collaboratively on a project. This is an important access point for our students. They learn about art history, different art mediums, technique, and arts integration into academics.

Through art, teachers utilize UDL strategies to teach and assess academics, SEL, and incorporate technology. I am advocating for visual arts in schools as a critical tool for holistic learning. The art walk was an opportunity for students to participate in art at high levels, teaching social justice, culture, community building, and, importantly, student activism. Oh, dear, that's--

[AUDIO OUT]

Send us the email.

[APPLAUSE]

Next up, Christine [INAUDIBLE].

[APPLAUSE]

All right, hello, my name is Christine and this is Melinda, and this is Michelle. And we are representing FCCLA club from Mount Rainier High School. FCCLA stands for Family, Career, and Community Leaders of America. And we are a community service-based group that focuses on helping our school by hosting drives and events to bring back to our community.

So at Mount Ranier High School, there are more than 1,800 students that attend. And according to the 2024 to '25 School Report Card of the Washington Office of Public Instruction, more than 100 students were reported as homeless, and more than 1,000 students are reported as low income, which brings us to our current project, which I'll pass on to Melinda.

So for our upcoming project that we've been working on, it's called the pantry drive, and it will be the first walk-in pantry closet at Mount Rainier High School. We had found success with getting approval from our principal and finding a suitable location. Now we're trying to collect hygiene products, clothing items, and more for our pantry. The drive's purpose is to help our community and provide items that some students may not have access to.

Previously, we have done a necessity drive with DACA where we asked for donations, such as socks, hoodies, and hygienic products. The amount of donated items helped build our school's temporary drawer. However, we are in need of more items for our first permanent walk-in pantry. And I will pass it on to Michelle.

So what are we asking of both the board and the audience? If our pantry project is of interest to you, please consider either directly donating or contacting us about groups you know that could support our cause. Right now, our most requested items are clothing racks, feminine hygiene products, shelf-stable food, and toothpaste. If you have any other items or monetary donations, big or small, anything would be appreciated.

So on your way out, we will have a sign-up sheet for us to contact you and QR code handouts which will contain the supplies we need in our contact info. Thank you so much for your time and thank you.

Yeah, thank you so much.

[APPLAUSE]

Thank you so much. Next up is [? Kaitlyn ?] [? Asari. ?]

Good evening, board members, President Van, and Superintendent Duran. I'm here today to speak in support of the career and technical education graduation pathway in Highland Public Schools. I've been lucky enough to be an educator at Puget Sound Skills Center since 2012, and I've seen the power of career and technical education, CTE, in action.

CTE allows students to learn real-life skills that open doors for their future. As my student Sophia said, "One thing I love about PSSC is how many opportunities it gives you with certifications." Another student, Sophia, mirrored the same ideas. She said, "I like how Teaching Academy gave me the opportunity to take the pair exam. I can work right after high school."

I believe that the opportunities we provide through CTE create the conditions for financial stability, further training and education, and a future our students dream of. The training we provide at PSSC is invaluable, and our students know that to be true. For example, I currently teach a class at PSSC called Teaching Academy, working with juniors and seniors who are pursuing a career in education.

Of my 11 current seniors, two will be attending Western Washington University in the fall, and one will be attending Pacific Lutheran University. Four of my students will be pursuing jobs as paraeducators in this district, and two of them will be pursuing jobs as bilingual pair educators. One of my students will be working full-time at a daycare center. As my student Bella said, "I love how we actually get to explore and learn about our specific passions, not just something random or useless to my future or career."

I'm honored to help guide my students towards their future career in education. Traditional educational opportunities are essential and should be offered to all students. However, these opportunities, including college, should not be prioritized over futures for students that involve skilled trades. All pathways should be honored and celebrated. I am urging Highline Public schools to continue to strengthen access and education around the CTE pathway. Thank you for your time and attention.

[APPLAUSE]

Thank you. Lauri Boren? Second call. Oh, there we go.

Directly into the microphone. How's that? My name is Lauri Boren. I'm a teacher at Shorewood. I started teaching in 1994, but not at Shorewood. In Seattle Public Schools, I taught special ed, extreme behavior disorders, taught fifth grade. I taught fourth grade. I taught third grade. I taught science. Right now, I teach fifth grade. So I guess I'm starting my 32nd year in June. How did that happen?

I want to speak about the Waskowitz Science campus, and to express my gratitude that Highline Public Schools has a commitment to science education. It shows that continual support. At Waskowitz, I witnessed in-person observations and critical thinking, which was powerful for my fifth grade students. And of course, the science program is excellent. The hands-on learning is firmly planted in the brains of students who attend and participate.

But additionally, I'd like to express my gratitude for the great SEL program that unintentionally comes with this outdoor education opportunity. Students learn to live in a cooperative group, frequently between multiple cultures that are not usually spending a lot of time together. Sorry, I lost it. They have to be responsible to their group and themselves, and they're able to rely on supportive people to help them grow. These are some of the skills that have been lessened since COVID, that they've just vanished.

Being away from an overly tech-focused environment for a few days is also incredibly positive. If you've read John Haidt's articles in *The Atlantic*, it talks about at-home, unsupervised access to the internet at night. That has become very problematic in child development. Computers aren't a thing at Waskowitz, so they get away from it for at least four days, where they get to deal. Thank you.

[APPLAUSE]

Thank you very much. Next up, Patricia Bailey.

Good evening, board. Title IX is a federal law passed in 1972 to protect the rights of biological women and girls to have fair opportunities in athletic programs. Fair opportunities include providing girls with their own sports leagues, bathrooms, and locker rooms. Unfortunately, for the past eight years, Washington officials have incorrectly claimed that Title IX is really about protecting gender identity and, therefore, requires allowing biological males to use girls showers, bathrooms, and compete in girls sports.

On January 9th, 2025, a federal court in the case of *Tennessee versus Cardona* rejected the claim that Title IX was about protecting gender identity. The judge stated that changing the meaning of the word "sex" in Title IX, from biological sex to gender identity, would render Title IX to be meaningless. The judge therefore issued an order instructing all 50 states to comply with the original 1972 meaning of Title IX, effective immediately.

In clear contradiction to this ruling, the Washington State Superintendent of Public Instruction, Chris Reykdal, publicly stated that Washington laws have priority over the federal Title IX law. In reality, Article VI, Section 2 of the US Constitution requires compliance with federal law over state law whenever there is a direct conflict.

Regrettably, Washington State superintendent is denying female students their rights under Title IX, setting back women's rights more than 50 years. The Highline School Board needs to follow federal law and protect the rights of female students. Thank you.

[APPLAUSE]

Thank you very much. Next up, Alex Myrick.

Good evening, directors. One of my degrees is in sociology, with emphasis on social service. Organizational sociology has a concept called goal displacement. This dynamic occurs within a bureaucratic institution when its original goals are overshadowed or replaced by secondary goals. Educational institutions like Highline may prioritize standardized testing, reporting requirements, and indoctrinating students in a favored ideology over the quality of education.

Last night, I was tutoring a seven-year-old boy through my church's volunteer tutoring program. He attends one of the many elementary schools in our district which OSPI has identified as having poor outcomes. We worked on sounding out words, forming letters correctly, arithmetic, critical thinking, and other skills. He is likely to graduate from one of our schools in about 2037. Unfortunately, he is likely to not have true 12th grade skills.

In the Highline district, graduation rates have been rising. At the same time, academic achievement has been dropping. Our church tutoring program only has resources to tutor grades 1 through 5. It grieves me that this boy and his classmates, with so much potential, are at risk. It's not due to lack of intelligence or motivation. It's because your bureaucracy has stifled educational quality. Over half of Highline students are three years behind academically.

I know you don't like to be reminded of this, but I don't know what you think and feel about this. You will never say in public that literacy and academic achievement are not priorities for you, but actions speak louder than words. You have consistently refused to make literacy or academic achievement a budgetary curriculum or legislative advocacy priority. These are unconscionable choices, and I appeal to you to revise your priorities. Thank you.

Thank you very much.

[APPLAUSE]

Amy Razo.

[APPLAUSE]

Hello, esteemed members of the board and Dr. Duran. My name is Amy Razo, and I'm a proud teacher at Evergreen High School, where I teach a course called Empowering Future Educators-- a College in the High School course. In this class, I ask my students to put their teacher hat on while keeping themselves in their student shoes. My goal is to help my students see themselves as experts by asking them to reflect on their experiences as they build their knowledge of the frameworks that shape education.

I would like to share what they have written about EFE. "This class has helped me to see education not just as something that happens in a classroom, but as a powerful tool that shapes individuals and society. It has given me a sense of responsibility to contribute to the future of education. I strongly believe that education isn't just the responsibility of teachers, it is a collective responsibility of everyone." Another said, "Schools like ours give me a lot of hope. People need to remember education isn't only useful to prepare us for a job. It teaches us to think and how to protect ourselves."

My students are now four weeks into an internships in classrooms at Cascade, Mountain View, and Evergreen. They walk out of their sites with huge smiles on their faces. They talk about the challenges in the classrooms with an asset-based mindset and engage in collective, collaborative problem-solving.

Teaching may not be the future for career for all my students, but regardless of their future professions, I know they see themselves as stakeholders in education. Here are some of the words they wanted to share. "This internship is giving me a chance to help younger students by using critical thinking skills. This class has given me a more positive way to look at the education system and how we can be educators in our everyday life and not just as a teacher."

Another said, "Being in an educator's position, I get to see how teachers give students an amazing education. I might not want to be a teacher, but by taking this class, my passion to continue in the world of education has been ignited and reinforced."

Lastly, "I have started to grow this small passion for teaching like joy. Having this happiness of helping others learned something new, I hope, in the future, I can help others shape their dreams into reality." I'd like to encourage you to continue to support college in the school courses that give our students real and meaningful opportunities to not just learn but empower them.

[APPLAUSE]

Thank you very much. Jessie [? Trevor. ?]

[APPLAUSE]

Good evening, Highline board and community members. My name is Jessie. I am a dean at Evergreen High school.

Can you speak into the mic a little bit?

Yes--

Thank you. I appreciate it.

Good evening, everyone. I'm Jessie. I'm a dean at Evergreen High School, and I wanted to begin by saying that what we know of history and humanity. Comes from the stories that we tell ourselves, and that our past-- about each other across distance and time. What we believe about other people is shaped by the stories that we hear or read or are told. Each of us is defined by stories that are told about us or stories that we tell about ourselves. People are complicated and complex. It's difficult to learn their stories, to know them from a distance.

DEI policies expand opportunities to see people and hear their stories up close. DEI is relevant and important because people are relevant and important. DEI has a place in our schools because students with disabilities have a place in our schools. DEI policies should exist as long as sexism, racism, and other prejudice exists. I'm grateful to work in a district that supports DEI, and with a school board and leadership across our district that continues to advocate for these policies because I see that impact firsthand.

I ask tonight not so much of just our board but to the other staff and students and community members in this space to try to look at each other, at our students, at our staff, at our community up close and hear and listen to each other's stories with curiosity and not judgment. Thank you.

[APPLAUSE]

Thank you very much. And our last speaker this evening is Amanda Robinson.

I'm Amanda Robinson, and I'm ceding my time to Jeb Binns.

Thank you.

Sounds great. I'm reading a letter that was written by Amanda. Good evening, everyone. Today, I want to speak on the critical importance of the skills centers and the roles of Career and Technical Education, CTE, plays in shaping not only our students' futures, but in the future of our workforce and communities. Skill centers are more than just buildings with specialized tools. They're launchpads. They give students real-world, hands-on experience in high-demand fields like health care, construction, veterinary medicine, culinary arts, and so much more.

Through CTE, students just don't learn about careers. They live them. They graduate not only with diplomas, but with certifications, industry connections, and the confidence to step into the world ready to contribute from day one. As the former president of Unity College wisely said, "In education, we are not preparing students for their first career, but also their second and their third and their fourth," in today's rapidly changing economy, adaptability is everything.

CTE builds the foundational skills and mindsets students need to pivot, grow, and stay relevant, whether it's right after high school, post-secondary education, or decades down the road. And here's something else we're incredibly proud of. We have the privilege of being the only skill center serving the entire King County area, and that means that we are uniquely positioned to impact a diverse and dynamic population of students, helping shape the future workforce of one of the most influential regions in the state.

Investing in skill centers is an investment in opportunities for all students from all backgrounds. It's about equity. It's about options. And it's about ensuring that every student sees a path forward that's both meaningful and attainable. Let's continue to champion CTE, support skills centers, and prepare our students not just for the future, but for every future they may choose.

Thank you.

[APPLAUSE]

Thank you, everybody, for coming and speaking with us this evening. Next up is our superintendent's updates. Dr. Duran?

Yes, thank you, Director Van. I hope everyone had an opportunity to relax and spend some time with family and friends over spring break. I had the opportunity to travel with my family, recharge, and return energized and dedicated to finish up the year strong. So we're really grateful to have that time.

I also was reminded on break have opportunity to do some reflection and just how grateful I am to be a member of the Highline School community. This is a special place full of amazing students, engaged families, and dedicated leaders, teachers, and staff. I think it's important now more than ever to continue to reiterate how important our promise is to know every student by name, strength, and need, so they graduate prepared for the future they choose.

We believe that we have to do the work to ensure that we are creating this culture of belonging where everyone feels welcomed, valued and safe. We will continue to do this work. We will do everything we can to ensure that is true for every one of our student and staff members in our community.

I want to take a moment to thank our board members, our new board members, in their first regular board meeting. So let's just give them a quick round of applause for stepping up and being here.

[APPLAUSE]

Thank you for stepping up and leading with us here in Highline. I've enjoyed getting to know each of you, and I look forward to getting to know you even more as we continue to do the work and work collaboratively as a board to increase opportunities for our students.

I want to take some time to talk a little bit about our cyber incident, and it's not going to be new information for many people, but I think it's important that we continue to ensure this is messaged out. We had the ransomware attack last fall, and after a thorough forensic investigation, labor intensive review, we have determined that we know that certain files of personal information were accessed by an unauthorized actor.

I know this news has been incredibly concerning and challenging for all of us, and deeply regret any concern this has caused. I and our district and our team take the privacy and security of our staff very, very seriously for all of our students and our family members, community members.

We're doing the best we can to ensure that we have really strong systems in place, and we're already seeing things being captured. And as I was preparing the remarks tonight, I was also reminded that literally at least one district every day is being impacted, either through cyber incident, phishing attacks, or some kind of exploitation or trying to get into systems. So we are not immune to this work.

But in the work that we're trying to do in response, we're offering 12 months of free credit monitoring and identity protection services to anyone who our Highline community who opts in. If you have any questions or wandering around your data, students' data, community members' data, please go to our website. We have more information around this posted so you can get the information you need to ensure you're doing everything you can to continue to be safe.

Since our last school board meeting, I went on several school visits, had the opportunity to go to Mount Rainier High School, and spend some time talking with Principal Linman around their secondary school redesigns and some of the commitments and commitments they're making to their IB program at Pacific had the opportunity to go visit many of their classrooms and know about Pacific.

They have a really unique advisory program, where there's a team of teachers and educators who develop that advisory program, and then they teach that across the school at different times or throughout the same time. And it's really great to go watch the beginning of a lesson, middle of a lesson, the end of a lesson on the same topic. On this day, they were talking a lot about multiculturalism, specifically race, ethnicity, culture, and identity in preparation for an end of month celebration that they will be doing specifically related to multicultural night. So I look forward to possibly being able to attend that event.

And at Bow Lake, I was a former elementary fifth grade teacher, so I had the pleasure of sitting down with fifth grade teachers during their writing showcase, and students share parts of their personal stories and receive feedback from peers and adults. And I was just really, truly inspired by the wide range of stories that students were telling, especially the ones that were personal, where they were really making connections and trying to just have a better understanding of their place in the world and how they can share their stories so that people can better connect and relate to them, but really appreciated being part of that.

So now it's my pleasure to welcome Jeb Binns, the President of the Highline Education Association Association, to the podium to make a few remarks. Welcome, Jeb.

[APPLAUSE]

Well, howdy. Welcome to your first board meeting. Very glad to have you joining us here to complete and round out the board. My name is Jeb Binns, and I'm the very proud President of the Highline Education Association, representing 1,500 educators in the Highland school district to go through. And I just wanted to start off this meeting, starting thinking about spring break and the concept of resting and rejuvenating and getting going again.

And I realized that the way I started my spring break was that a Hands Off rally. And I joined folks-- and I do want to send a special shout out to my friends from Evergreen who are here tonight who sent a very large contingent of educators to SeaTac, to Angle Lake Park to participate. So thank you, my Wolverine friends, for your time and your colleagues' time, coming through there.

It's important now, perhaps maybe more than ever, or at least perhaps maybe in my lifetime, that we come together and stand with our community. And on that note, it's not only the time to physically show up and hold a sign and have some fellowship and that, but it's also the time to put your money where your mouth is.

The Highline Education Association, on that note, is proud to have just recently contributed to the Washington Immigrant Solidarity Network. We are also a sponsor of the Northwest Immigrant Rights Project Gala that is happening in May. It's the largest fundraiser going through there. So we decided that not only are we going to say the words and show up and do the things but also put the money in the hands of people who are doing the work as we go through there.

Also, I was inspired by our students from Mount Rainier today, and the Highline Education Association commits to contribute several dollars to the Mount Rainier pantry because it's a great idea and a way to support the community. So I want to thank you. Thank you for bringing that to the group and the association. Your teachers union is happy to help and support that one.

I just want to say thank you, welcome, looking forward to the fourth quarter, as it is in there. So the ball has been kicked off, and off we go. And I'm done with the sports ball analogies. Have a great one. Thanks a lot.

[APPLAUSE]

Thank you, Jeb, and thank you for modeling the way and leading the way. Appreciate our partnership and work we're doing together. I would now like to invite Jackie Bryant, our chief financial officer, to the podium, to give a monthly budget update. And as Jackie is coming up, just a reminder to our community is that we are doing this on a regular basis now to ensure that there is a higher level of transparency with our budget, informing where our money is being spent, how we are investing in priorities like literacy, secondary school redesign, inclusion, and MTSS work, and how that is paying off for the gains that we're having with our students. Thank you, Jackie.

Thank you. Good evening, everyone. I am here, as Dr. Duran mentioned, for the monthly update for March. And I'm just going to jump into it. So March enrollment continues a very positive trend that we've seen throughout the year. We are 542 FTE over projection, so that's over our budgeted enrollment for the year, which is fantastic news. Additional enrollment means additional revenue for the district. And so we are anticipating not having to use any of our fund balance this year to balance our budget. And we anticipate revenues and expenditures to be almost equal for '24-'25.

So year to date, you can see our revenue and our expenditures continue to increase as we would anticipate. We are around 44% for revenues and 47% for expenditures as of the end of March. We will continue to track these as we go. We will see revenue increase over the next month with property tax collections, and we will receive the other half of our levy.

So again, year-to-date revenue, you'll see the local is still only showing about half of the collected amount that we're anticipating. And again, we'll collect the rest usually in April and May. So we will see that in a future report.

Our state revenue is where we would anticipate it at this time of year, as well as our federal. Our other amounts, you can see it looks slightly low. A lot of our contingency as we're building the budget is also in that amount. So we don't anticipate that to be the full \$11.8 million. But that is also our grant. So we do grant claiming towards the end of the year as well. So you'll see that increase.

Our expenditures to date-- so these are our five largest expenditures. There's many others, but these are the ones that we track for this purpose, and these are the ones that we really share throughout the year. So regular instruction-- we are at \$94.7 million to date out of an almost \$200 million budget. So that is right on track where we would expect right now. Special education-- \$32.8 million of a \$62.8 million budget. We are tracking slightly higher this year than we have in the past, but we also anticipate that slowing down a little bit towards the end of the year. So we'll continue to monitor that.

CTE and Skill Center and compensatory education are where we would expect for our new board members. Compensatory education is all of our Title I, Title II, Title III, LAP, LAP high poverty, and our transitional bilingual programs. So they're the larger what we call grants that come in both through the federal and the state governments.

And then support services is trending exactly where we would expect as well, \$35 million out of the \$75 million budget. And we anticipate that to continue to grow throughout the year.

So looking forward to '25-'26 budget development, we have been very busy over the past month. We have a lot. This is our busiest time of the year, I would say, for the budget team, as far as just heads-down work, building the budget now. And so we finished our resource alignment process in March and through April, and so we're very happy to have that done and have met with all the schools. And we will continue to share updates as we go with that.

We had our CFAC meeting, and we had a great meeting with a great activity that we shared with CFAC that will continue in our next meeting at the end of April. And it's really around prioritizing the upcoming projects that CFAC may have to think about, how we would weigh projects depending on cost and a lot of other factors.

So you see the factors listed here that we explored. And then, finally, we had our family action committee meeting, and we had some overview of a few different committee subcommittees, budget being one of them, and so we'll continue to meet with that subcommittee as we build our budget this year and we share more information with you.

So some of the what's next activities-- so our legislative session is actually coming to an end. April 27 is the last day of session. We anticipate a lot of work after session this year, doing analysis on the bills that are going to come forward. A lot of the budget work is happening in Olympia right now, and we don't have a lot of visibility into what that work is until they release the budgets. And usually, that happens towards the last day of session or the last day of session. And so we will be quickly doing an analysis of any new bills that come through, and we'll share that information with you at our budget work session and probably before that as well.

You know that we've had the big three that we've been talking about, and those continue to move, all except for transportation. So we're still hoping for special education and material supplies and operating costs-- additional funding. And we are working diligently, still, with our legislature to ensure that funding comes through for our students.

We have, as I mentioned-- we had our superintendent advisory leadership team meeting. It was the last one of the year. And we did an exercise around equity-based formulas and what that could potentially look like and explored throughout the district what weights could be just hypothetical, so kind of getting an idea of what that could potentially look like, if that's something we decide to explore.

And we had our superintendent student leadership team, SSLT, and I had the pleasure of meeting with them at Tyee and we talked through what really makes an impact to their learning and to their just everyday lives and, always, meeting with students is such a highlight. I love it. And so we're going to continue to do that and make sure we elevate their voices as well as we build the budget.

So I'm happy to answer any questions. That was the kind of high-level overview.

Just a quick question, Jackie. I know it must be really difficult trying to build a budget when we don't know exactly what's coming out. So I know you mentioned that you will give us an update once kind of all of that closed. So are you anticipating any major changes? Have you heard anything?

I would say what we are anticipating and what we're really, really hoping for is additional revenue, additional funds for special education and MSOC, which is the Materials, Supplies, and Operating Costs. And it sounds like that it's promising. It won't be at the level that would fully fund either of those, but everything helps at this point.

Any other unknowns? There's some talk about levy and LEA or lifting the lid for levy collections that may or may not happen. And that's really all we're hearing right now and anticipating.

Yeah, but we knew transportation was completely out. We heard that.

Yes.

Thank you.

You're welcome.

Directors, any other questions or comments? Hearing, seeing, none, thank you so much.

Thank you.

Thank you, Jackie.

All right, that concludes my updates for tonight. Thank you.

Thank you, Dr. Duran, and moving on to our school board reports, any legislative updates that you would like to share?

Yes. We have less than two weeks remaining in the session. They're expected to adjourn on the 27th of April. And to date, we do not expect a special session. Right now, the main focus is budget, budget, budget-- fully fund education, state paramount duty-- you know the drill. I'm hoping that some movement on both the special education and MSOC, which Jackie noted is materials, supplies, and operating costs. Although we have tempered our early positive feelings of budget, outlook has worsened-- hoping for some money because it is the state's paramount duty to fully fund education.

On a positive note, the state has now recognized Eid Al-Fitr and Eid Al-Adha as legal holidays. And the bill to extend special education services to students throughout the end of the school year in which they turn 22 has passed both chambers, and we expect it to be signed by the governor. That's all that I have.

Thank you so much for that update. OK, moving to our director's reports. I'm going to start with the far right, Director Alvarez.

Thank you, President Van. The only report again-- knowing that it is coming here April 22, the reminder to vote. I want to remind everyone that April 22 is a special election. If you are a registered voter in King County, you should have received your ballot by now. Please take a moment to learn what's on the ballot and make your voice heard. You can find voter info on the King County elections website. I want to encourage everyone to stay informed and vote in every election.

And also, I just want to give a shout out to PSSC. I know they came out today talking about CTE. I think it's really important. I know we talk about graduating our students for a future they choose. And I know we push a lot about or we hear a lot around four-year, two-year, and we don't hear a lot about trades. And I think it's important we heard our young woman, our senior come talk about her CNA the program.

And I think it's important that we talk about and encourage that there are some now really good trades that some of our seniors are graduating, making big bucks, and choosing a career that is their passion and going straight into that and continuing their education while they're working in their passion, so just a big shout out. And like they said, that it's the only skill center in the area in King County, so just a shout out to them doing good work there. And that is my report. Thank you, President Van.

Thank you so much. Next up, Dr. Espinoza.

Thank you. So this week, we rolled out our new emergency response plan that will improve safety and security and communication during any kind of emergency at any of our schools. It uses clear language and simple steps so that everyone knows what to do no matter the situation.

Staff and students have already received training to help them understand and use the new protocol, and if you have any questions or want to learn more, you can visit our website. Thank you.

Thank you very much, Director Holien. Now it's on. Here we go. I'm Blaine. I wanted to introduce myself. I represent District 5. Thank you to the students from Mount Rainier for coming in, speaking about the pantry. I think it's such an awesome idea. I look forward to visiting the school and seeing the fruit of your labor. So it's really cool. So thank you for being here.

The monthly Keeping Our Promise email newsletter came out this week, showcasing progress on our school board construction projects, which are coming along very nicely. The Evergreen and Tyee High Schools are on track to open in September with brand-new modern learning spaces, which is wonderful.

Samples of all the materials selected for the interior and exterior of the new Pacific Middle School were shared. Demolition and groundbreaking will also happen later this year to get more updates. Community members can sign up under highlineschools.org/signup. Thank you.

Thank you so much. Vice President Tidholm. First of all, I want to welcome Director Holien and Director Dr. Espinoza. Super excited to have a full house. And I'm just very grateful that you two are here. Can't wait to get to work.

Also want to address my absence lately. I have been on Zoom more than not. And I do apologize for that. I am attending my meetings. My father is very unwell, unfortunately, and I have been back and forth, taking care of him. I'm still trying to do the work the best I can, and I greatly appreciate everybody. My colleagues, Dr. Duran, cabinet, and Adriana for your patience and your extra support as I try to navigate these waters.

I did want to note my regular reminder about White Center Heights Family Resource Center, which is open Thursdays 9:00 AM to 10:30 AM and Fridays 2:15 PM to 3:45 PM. Not to take away any light from Mount Rainier and what they're doing, which is absolutely amazing, but White Center Heights does have a food bank. They have a clothing bank. They have pretty much everything that you can think of. If Mount Rainier does not have it, White Center Heights might. It's open to anybody in the district, and this was built from the ground up, just within the last couple of years.

So I would encourage our students from Mount Rainier to reach out to White Center Heights to get some ideas about resources. They have fresh fruit and produce from the food bank every week. I mean, just some great community partners, and I'm sure they would love to share how they got that going and help you guys get your stuff going too because it's great that it's open to the district. But let's be realistic, it's not feasible for everybody to get all the way over to White Center from the Mount Rainier area.

And also, thank you for coming to speak and everything that you're doing and the whole having everything together and QR codes and the list, you are on top of it. I appreciate you. I can't wait to see what business you guys have going in the next 20 years.

And our Gold Star winners-- last month, the Highline Schools Foundation awarded seven Gold Star awards to recognize the outstanding work of our Highline staff, volunteers, and alumni. Congratulations to all of this year's nominees and winners. The seven winners will be celebrated at the Gold Star breakfast on Thursday, May 1. Registration is open for the event. Would love to see you guys there.

Visit Highline Schools Foundation for more information. It is very early in the morning. I will warn you, I am not a morning person, but I will be there to support them. They have coffee and the breakfast is actually really good. And, of course, we're supporting our people. So I hope to see you guys there as well.

And I also had the pleasure today of chaperoning the field trip for White Center Heights. We got to go to the Pacific Science Center. I'm not too uncool for my niece. My kids are a different story, but great running around with hundreds of third and fourth graders on top of being on the tail end of the cold. I have no voice because I'm yelling at kids all day, but it was super fun. I loved it. It was amazing. Happy to have been able to participate.

Last thing, a wise man once said that the ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. And on that note, if you have ever thought about what you might have been doing during the Civil Rights movement, I would encourage you to take a look at what you are doing today. And that is all that I have.

Thank you so much, Vice President Tidholm. Just a reminder that the Mount Rainier students has a sign-up sheet back there, but also the QR code. So there you go.

Just I want to do a quick shout out to Raisbeck Aviation High School teacher Scott McComb for being named the STEM educator of the year by GeekWire, so Scott would be honored by April-- Scott will be honored on April 30 at the 2025 GeekWire awards. So we're so proud of Scott and his work with students has taken flight far beyond the classroom. Greatly appreciate that. It's amazing how technology kind of brings back memories. This morning at 4:00, I woke up, and it was throwing pictures at me.

10 years ago on this very, very date, I began my journey on the Highline School Board, being appointed. So honestly, it felt like it was yesterday. 10 years ago, I remember the sense of responsibility, a lot of nerves in the hopes that came with stepping into this role. I couldn't have imagined then how much work this would have shaped me as a parent, a community member, and as a person.

But I just want to welcome Dr. Holien and-- it's Director Holien and Dr. Espinoza to the school board. This is a big step and an important one. You're stepping into a role that is not only challenging but deeply rewarding. You're taking on something that has real weight because what we do here affects the lives of our kids and families every single day.

Here's something really big. I want to take a moment to thank your families as well. We all know this kind of commitment doesn't just come from being the person sitting on the dais, but it takes the support at home. The late nights, the missed dinners, the weekend commitments and the emotional load. Thank you for allowing us to share your loved ones with our community. Their time and heart are truly appreciated, so thank you.

So again welcome Director Holien and Dr. Espinoza. I'm excited for what's ahead, and I look forward to working alongside both of you as we continue to grow, push, and serve this incredible community. I also want to thank the board, cabinet, and staff. I'll say it publicly. Literacy and academic achievements are part of our priorities and our goals. So let's keep moving forward and living the promise. That concludes my report.

All right, with that, moving on to our consent agenda, can I please have a motion to approve that?

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

I'll second.

All in favor?

Aye.

Aye.

Aye.

Aye.

Aye.

Any opposed? I hear none. Thank you. We have one item that was removed from the consent agenda. That was 6.5, which is resolution 05-25 approval to convey property for right of way improvement along military road to the city of SeaTac for the Valley View early learning modular building replacement project. Can I please have Jackie come on up and present to us why we're removing it, putting it back into intro.

Thank you. And thank you for allowing me to come up and just provide additional transparency and clarify why we're adding a resolution to this bar that was just previously-- the bar-- and allowing us to move it back to intro tonight. So attached to the bar tonight, you'll find an updated resolution for the conveyance of property to the city of SeaTac. And the conveyance of property is for a 5-foot dedication. And it runs along the east side of the property along Military Road. And so it goes from the northern to southern portion of our property along military road.

In exploring this and learning a lot about this conveyance and the deed that goes along with it that we'll discuss in a minute. I learned that because of the street classification of Military Road is a mean arterial path through that area, that the city of SeaTac requires this right of way dedication and is also requiring us to do the improvements associated with that right of way dedication.

Similar right of way dedications have been done in the past for Des Moines Elementary, and we will be coming forth with another one for Tyee along South 188th Street. So this dedication of land is really necessary for the public right of way improvements for a sidewalk, and that sidewalk and the map is detailed in the document that you receive tonight. The district really has no identifiable need for that property. And that's one of the things that we look at as we consider the deed and the resolution is, would this property be something that we would use in the future?

And it really wouldn't be. It would be for the use of a sidewalk. That's really all we could use this property for in the future. The sidewalk will improve safety and accessibility for our students, for our staff, and for the community. The estimated value for the property that we're talking about today is about \$28,400. And so once executed, the attached deed that's in your packet tonight will complete the transfer of that property from Highline to the city of SeaTac.

I just want to make sure that we understand that we will still be responsible for doing the construction and the build of the sidewalk, and then once that's complete, we turn that over to the city of SeaTac, and it is up to them to then maintain that sidewalk and that property long-term. So at that point, once we turn it over, we have no responsibility for that sidewalk or the property that it's on.

So I just wanted to walk you through what you have attached tonight. So you have the bar, which has been updated to reflect everything that I just mentioned. A resolution-- so 0525, which is allowing us to sign the deed of the property over to the city of SeaTac. And you also have the right of way, dedication, deed, and exhibits A and B, which is the property description that we're talking about here. And so I am happy to answer any questions, and I also am happy to send any questions to the city of SeaTac that I am unable to answer and come back to the board.

Thank you very much. Directors, any questions?

I just wanted to note that it says that it has a timely-- that it has a time on it, so it is crucial that we need to do something about it immediately or make a decision on it because, if not, it's going to impact it for next year, so I just wanted to make a note of that. So we need to really act on it if we're going to do something with it.

I have a clarifying question. We are required to sign over the deed for the right of way to the city, and we are required to complete the work at our own expense as well?

Correct.

Thank you.

And I will say, just for Director Alvarez, I spoke to the city this afternoon and clarified with them, if we don't sign the deed right away, does that impede us with construction or continuing to move forward with obtaining permits? There is a way that we could get a temporary permit if we want to consider this for more than the next two or to three weeks before the next board meeting and send it to action. I did get assurance from the city that they will not prevent us from continuing construction because of this, but that they would need something in writing that we're considering it and we'll follow up.

One more clarifying question. If we are required-- and I'm not an attorney. I'm familiar with the terms. But if we are required to complete the work and maintain it, and we are required to provide a right of way, why can we not provide the right of way and complete the work and maintain it without signing over the deed?

So I had the same question for the city, as I'm learning this. There is a city ordinance that there is a set amount of feet that the city has to maintain and be responsible for if we do any improvements to that site. So because we are improving the front that is along Military Road, this ordinance is then in play. And so we have to comply with the city for the amount of footage between the road and our property line. So it increases the amount because we're doing these improvements.

Thank you for the clarification.

My turn, Jackie.

OK.

[LAUGHTER]

This concerns me. And thank you so much for coming up and presenting this. The value is about \$28,000. What is the difference between the deed and an easement? Can we not go into contract with the city of SeaTac and give them an opportunity for easement, and we would still build and maintain it and move down the line?

The second question is that you brought up Tyee, and that we had something that's still in the works. And the board still has not approved that yet. So I'm not saying this publicly, but I am that if we were not to sign off on Tyee's, since it's almost 90% complete, how does that impact? I don't want us, as tax holder money, giving it to another city for them to manage that. It just makes sense for us to give them allowance for an easement and just move it down that pathway. So could we draft something, a memo or something or MOU that, that shares an easement versus a deed?

So I'll start with the first question about easement versus deed. I did explore that this afternoon with the city. They would explore the use of an easement if that's something we want to explore. They don't typically use the easements for this. It usually is a deed, and the property is turned over to the city. If we did ask to explore the easement, if there is a time where they have to do some work to Military Road and possibly expand it, then we have to turn over the property in a deed. So the easement is [AUDIO OUT] doing any of that work anytime soon is what they told me. But we could explore the easement. It's just not the standard process for this.

And at [INAUDIBLE], I was not part of that process or part of the agreement. I know that when I spoke with them today, they said it was a temporary permit, kind of like what we were just talking about that was put in place to continue the construction until construction was done, and then it would come to the board. And I have not done a lot of research-- I need to go back and do some research about how that came to be, and I can communicate that.

I [INAUDIBLE] did you have another question?

I do. So thank you in regards to that. And then we've had four new buildings built up, like Des Moines, Glacier, Highline. Can you share with us if, during those projects, we had deeds or easements that were attached to those?

So we did with Des Moines Elementary. It was similar to this. Because it's also on a mean arterial road, there was a deed for that as well. That was many years ago, and a different process was followed than what we're doing tonight. We wanted to make sure that we're really, really transparent with what we're doing here, which is why we added the resolution to this bar so it was really clear.

Thank you. Vice President, Tidholm.

So maybe I'm mistaken, but if we are legally obligated to sign the deed, is there no legislation that requires them to compensate us for that-- one. Two, I know you've been in conversation. You are very educated regarding the finances of education and whatnot, but have we had real estate attorneys involved in these conversations as well?

Yes. So the resolution was actually drafted by Perkins Coie, who is our representative, our legal representation for this type of work. I was on multiple calls with Perkins Coie over the past week. And this is very standard practice within a lot of districts and within a lot of cities. They typically don't do resolutions for this, but some districts they do, and I thought better that we do it and we're transparent about what we're doing and have the resolution signed. But it is. They've reviewed all of our documents. As they said, it's standard practice when we're doing construction.

So they're not legally obligated to compensate us for that. It's basically a transfer from one public entity to another.

Thank you.

You're welcome.

Well, if they're not legally-- I'm sorry, one more question. Maybe they're not legally obligated, but are they legally allowed is another question.

I would have to research that. I'm curious if they're feeling generous in, you know, good nature and partnership if they wanted to compensate us for our land that we're signing over. Not a bad question to ask. Just throwing it out there.

I can follow up with that.

Thank you, Jackie.

Thank you so much. Directors, any other follow-up questions or comments?

I do have a question. So if the deed is signed, are we still accountable for any improvements or--

Not for that property, not where we're signing over the deed. So that sidewalk, once it's built, we sign the deed over, and then any improvement that's done to that property that we're signing over is not our responsibility. Improvements for the site, where Valley View is, we are responsible for.

OK, thank you.

You're welcome.

Any other questions?

But-- one more. But the deed is only for that right of way, for that strip.

It's just the strip of where we would build the sidewalk.

--basically Military to the property.

Yeah, it's 5 feet that we're dedicating.

OK, I'm done.

Thank you so much, Jackie. Appreciate it. So we still have two weeks to ask Jackie and Dr. Duran any questions and follow up with our city. With that, we're going to move to our action item 8.1. This is Motion to Approve Revisions to Board Policy 2410, High School Graduation. Any comments or questions?

I have a question. How does this impact-- I know that I believe all of us did receive an email regarding courses that take longer to actually learn, like French class or special other classes. How does this impact that?

Come on, Clint. Come on down.

Good evening, directors. I'm Clint Saltee, Principal of Highland High school. Nice to meet everybody. And welcome to the board. To answer your specific question about world language, for example, one of the things that we're doing around the four-period day and the planning into the space given with the 32 credit opportunities, is to try to talk about our program expectations that go above and beyond state graduation expectations of 2.0 world language credits.

So looking at what do we do with the extra space that is given with 32 credits overall, we start to have conversations where our default scheduling is kids taking 3.0 world language instead of 2.0. And so our goal here really is if we have this extra space with the four-period day, we really fill it with real intention, including things like with world language, using that extra space to be in line with our students who are going on to university. They do want 3.0 these days. And so this is a real opportunity for something like that, to give more space to those types of learning experiences, which we couldn't do when we were in the six-period day.

Perfect. Thank you for that.

Thank you. Any other questions or comments? Thank you, Clint.

With that, can I please have a motion? I make a motion that the Highline School Board approve Revised Policy 2410-- High School Graduation.

I'll second.

Roll call please.

Director Alvarez.

Yay.

Director Holien.

Yay.

Director Tidholm.

Yay.

Director Espinoza.

Yes.

President. Van.

Yay.

This motion passes 5 to none.

Thank you very much. 8.2-- this is Motion to Approve the Ratification of the Collective Bargaining Agreement between Highline School District and Teamsters Local Union number 763. This is representing the professional and technical employees. Effective date of ratification is August 31 of 2026. Any questions or comments in regards to this? OK, hearing, seeing none, can I please have a motion?

I make a motion that the Highline School Board approve the negotiated Teamsters for collective bargaining agreement between the district and Teamsters Local 763, as agreed upon through August 31, 2026.

Can I please have a second?

I second.

Roll call please.

Director Espinoza.

Yes.

Director Tidholm.

Yay.

Director Holien.

Yay.

Director Alvarez.

Yay.

President Van.

Yay.

This motion passes 5 to none.

Thank you very much. Action item 8.3-- this is Motion to Approve the Technology Equipment Purchases for Tyee and Evergreen High School. It's happening. So any questions or comments? Hooray. Can I please have a motion?

I move that the Highline School Board approve technology purchases for Evergreen and Tyee High Schools in the amount of \$3,625,290.17, including Washington State sales tax. And do I have a second?

I second.

Roll call please.

Director Holien.

Yay.

Director Alvarez.

Yay.

Director Espinoza.

Yes.

Director Tidholm.

Yay.

President Van.

Yay.

This motion passes 5 to none.

Thank you very much. 8.4-- this is Motion to Approve Valley View Early Learning Center Change Order Number One for Site Work under Will Scott Modular Contract. And this is not the deed.

[LAUGHTER]

This is where the--

Related.

But this is where the whole situation is happening. Jackie, can we-- I'm just kidding. No, I was kidding.

Any questions or additional comments?

Hearing and seeing none, can I please have a motion?

I motion to-- correct me if I'm wrong, but I believe motion to approve the Valley View Early Learning Center-- oh, got it. I move that the Highline School Board approve contract amendment number 1 to increase purchase order CP 250038, in the amount of \$3,019,052.76, including \$300,000 for the Valley View Early Learning Center module building replacement project.

Thank you. Can I have a second, please?

I'll second that.

Roll call.

Director Tidholm.

Yay.

Director Holien.

Yay.

Director Espinoza.

Yes.

Director Alvarez.

Yay.

President Van.

Yay.

This motion passes 5 to none.

Thank you very much. 8.5-- Motion to Approve the Elevation Through Curriculum Associates, LLC. Any questions or comments on this?

I do have a comment. You don't have to get up, Bernard. I just want to thank you so much for coming up and presenting and just sharing why this is important in addition to what we already have. So thank you for presenting. With that said, can I--

Yeah, I also wanted to say I think that the more that-- especially that it supports all our students, especially multilingual students, so thank you for always keeping in mind how to strengthen-- how to support all our students. So thank you [INAUDIBLE].

Thank you so much. Can I please have a motion.

I move that the Highline School Board approve the elevation contract for 14 months at \$288,819.86. Can I get a second?

I second.

That was beautiful. Roll call.

I'm sorry, was the second from Director Holien.

Yes.

Yes, OK, thank you. Director Alvarez.

Yay.

Director Espinoza.

Yes.

Director Tidholm.

Yay.

Director Holien.

Yay.

President Van.

Yay.

This motion passes 5 to none.

Thank you very much. That was beautiful. That was great. All right, that concludes our action items. We're going to move to our intro and action item 9.1. This is motion to approve the 2024-'25 board goals. I just want to share with you, per policy number 1810, annual goals and objectives and self-assessment. Each year, the board will formulate goals and objectives to guide effective board governance.

Directors identified very short-term and long-term board goals during the March 25 board retreat. We brainstormed some potential goals and four were identified for from March to June 25. So these are just the first steps within these topics. So these goals are just the first steps within these topics. Work on these goals will likely continue to the '25-'26 school year. So with that, any questions or comments in regards to our board goals?

President Van, I have a comment. One of those goals regarded onboarding new directors. I just want to say thank you to everyone on the cabinet-- Adriana, Aaron, and Dr. Duran, and the other board members because I thought you guys did a very good job with that. So thank you for that.

Thank you so much for that. Any other questions or comments? So is that a check for that board goal?

[LAUGHTER]

Check, all right.

You still got a lot of onboarding to do. You just scratched the surface.

Thank you so much. Can I please have a motion?

I move that the Highline School Board adopt the following board goals for 2024 to 2025 school year to be evaluated in June 2025. Number one-- crafting a shared response. Number two-- onboarding new board members. Number three-- begin review of governance models, identify the models the board would like to research, and for plan and/or schedule school visits around the four district priorities-- secondary redesign, literacy, inclusion, and multitiered systems of support. And may I have a second?

I'll second that.

Roll call, please.

Director Espinoza.

Yes.

Director Tidholm.

Yay.

Director Holien.

Yay.

Director Alvarez.

Yay.

President Van.

Yay.

This motion passes 5 to none.

Thank you. 9.2 has a presentation. This is Motion to Approve the Synergy Student Information System Renewal Quote Amendment.

All right, good evening, board directors, Dr. Duran. So this is a process follow-up from the March 5 intro and March 19 approval of this contract. Shortly after that approval, we reached out to by the vendor to let us know that they missed the test site that we use to test all new updates to make sure that we don't move anything into production that's going to mess everything up. So this is a \$28,631 increase over the course of five years in addition to the original amount, so roughly about \$5,720.20 each year for the next five years.

Thank you so much for that. Any questions or comments in regards to-- with that? OK, can I please have a motion? Thank you.

I motion--

I move that the Highline School Board approve the amended renewal of Synergy Student Information Systems for a five-year contract for two environments in the amount of \$1,718,999.00 with minor additions, deletions, or modifications as deemed necessary by the superintendent. Applicable Washington State sales tax rates will be added at the time of invoicing.

Can I please have a second?

I'll second.

Roll call please.

Director Holien.

Yay.

Director Alvarez.

Yay.

Director Tidholm.

Yay.

Director Espinoza.

Yes.

President Van.

Yay.

This motion passes 5 to none.

Thank you very much. 9.3-- we also have a presentation on this one. Motion to Approve the Commerce Grant Acceptance and McKinstry Contract to Conduct Multisite Energy Audits for CBPS Compliance. Nice to see you again, Jackie.

Thank you. So I just wanted to give a little background about why this is intro action tonight and what this grant covers. So the background of the purpose of this grant is back in May of 2019, the Clean Buildings Performance Standard was signed into law. The objective of this law is to lower costs and pollution from fossil fuel consumption in the state's existing buildings. So the state is now requiring affected buildings to meet an energy use intensity target. And so that's kind of the background that you'll see in the bar.

Beginning in 2026, the standard becomes a mandatory requirement, and there are potential fines and financial penalties if we're not compliant within the time period. It is a staggered rollout, so it's not everything has to be compliant by 2026. There's four different tiers that our schools fall into.

So the grant that you're seeing tonight was a grant that was awarded from the Department of Commerce to fund some energy audits under this criteria pathway. So it really allows us to go in and evaluate 12 different elementary schools to see where we are with our energy use and how far off we are with compliance of this new law.

The 12 schools that were chosen are chosen because they have historically higher energy usage within those buildings, and they currently exceed the targets. So we want to really identify those early and make any improvements that we can prior to this having some penalties for the district.

So we received notice of receiving this grant on March 11, which is why we're doing intro and action this evening. We didn't have time to intro it during the March meeting. The problem with waiting and not doing intro action tonight is all of the funds that we're receiving for this grant, which is a little over \$400,000, have to be expended by the end of June. So it is a really quick turnaround. There is no carryover. There's no extension for this grant. So we have about a month and a half to do audits on these 12 elementary schools. And McKinstry, who has done a lot of our work, will be doing those audits for us. And then we'll receive all the reports.

Directors, any questions or comments on this one?

I do have one. So this grant is going to cover the entire cost? Because I see the fee breakdown from McKinstry.

For those 12 elementary schools.

For the 12.

Thank you so much. Any other questions or comments?

Are there any deeds involved? No, I'm just kidding.

[LAUGHTER]

No, so between now and June, we have to do the evaluations and spend the money. Is that feasible in that time frame? Can we get that done?

Yes. McKinstry is ready to go. As soon as we move this grant forward, we will have McKinstry start doing those audits immediately, and will receive the reports, and we'll have it completed by the end of June.

And we are confident that it's not going to exceed the grant amount.

Yes, we have their contract.

OK, thank you.

Thank you. No other questions or comments? Can I please have a motion?

I move that the Highline School Board approve the acceptance of the Washington State Department of Commerce Grant and authorize the district to enter into contract with McKinstry in the amount of \$400,662 to perform the multisite energy audits required by CBPS compliance as outlined in the attached proposal.

And just a quick correction-- the amount is \$411,662.

Thank you.

Can I please have a second?

I second.

Roll call please.

Director Tidholm.

Yay.

Director Espinoza.

Yes.

Director Holien.

Yay.

Director Alvarez.

Yay.

President Van.

Yay.

This motion passes 5 to none.

Thank you so much. And that concludes our action items to our intro and action items tonight. Moving to our intro items-- these next seven items, some of them may have presentations, and this is an opportunity for staff to share with us what's going on. But also, directors will have approximately two weeks to follow up with any questions. If they do their own research, please send them to Dr. Duran and myself, and we can get those answered. First one is we have a presentation, 10.1 Motion to Approve Secondary Health Curriculum Adoption.

Good evening, board. I'm Bernard Koontz, the chair of the Instructional Materials Committee, leading work in Policy 2020 to make sure we have all of our materials officially adopted in the right way. And so I've been leading in supporting the health adoption team over the last few years. And we're really excited to be here tonight with Dr. Laura Schneider and Jill Reeder-Gibson to share with you some information about the recommendation in front of you.

I want to provide a little bit of context because our health adoption has taken a little bit of time. We launched in 2023, and last year, we were here about this time of year with a recommendation on the elementary health adoption as well as comprehensive sexual health for grades 4 through 12. So those were the two components that the adoption team was able to land the plane on with a recommendation last spring.

And for a number of different reasons, the work for secondary health, apart from the comprehensive sexual health component, we weren't able to make a recommendation on that portion. We needed a little more time. So that took place, and you're going to hear more about that process that happened this year. And so we're here today for the secondary health adoption for grades 6 through 12.

And we did have a broader committee that was meeting over the past year and a half. But when the elementary adoption happened, we kind of reshaped and reconfigured what that adoption committee was composed of for folks that were focused on the secondary piece. However, the work that took place this year does also reflect some of the work that that group started with prior. So with that, I'm going to turn it over to Dr. Laura Schneider to tell you a little bit more.

Thank you. I am very excited to be here because, as you notice from the initial date, we've been working on this adoption process for a while. And I do want to take a moment and say a thank you to Shawna Moore, who's also seated here, who's been on the committee since the beginning. So there's been a number of educators and folks really involved in the committee from the beginning to ensure that our kids get the best possible health instruction so that they can make really smart choices for healthy lives.

So you can see from the timeline here, in the winter of 2023, the committee met to evaluate the instructional materials. We had a very robust set of criteria aligned to state standards and district policy and law. And we opened the RFP process and had several applications for curriculum that were reviewed. And of those that were reviewed, only Goodheart-Willcox was selected to be piloted.

So we initially piloted, attempted a pilot last year and then had to pause, as Bernard mentioned, and reinstate that this winter and spring. And you'll hear a little bit more about that in a moment.

So we're now at the final stage here, really, of recommending that Goodheart-Willcox be recommended for adoption for grades 6 through 12. I'm excited to report that the version of the curriculum we would be adopting is a 2025 version, so it's got the most up-to-date, research-based, medically-accurate information available for our students. And all of the middle school teachers and most of the school teachers who would be using the curriculum were involved in the pilot.

So I'm going to let Jill speak a little bit to that because she worked directly with all of our teachers to do the pilot process and help lead that work.

I'll just introduce myself first. I'm Jill Reeder. I am the K-12 Health and PE Lead Specialist. I am also an itinerant PE teacher at Bow Lake this year, two days a week, where I was today. And then I came directly here from the Highline Stadium. I helped officiate our school track meets, and today's track meet was [INAUDIBLE].

She ran.

[LAUGHTER]

I ran [INAUDIBLE]. So the pilot process engaged our middle school PE teachers at the five comprehensive middle schools. And they all ran the pilot in February, right at the beginning of second semester, when we had that transition time. There was a training in January that launched them into a range of lessons and content from the curriculum.

And the different topics that are covered in health-- there are six complete topics, five of which will be covered in these middle school PE classes. And we had them pilot the most extensive and lengthy three units that will be assigned by grade level. And the school teachers that were involved, we let them choose which one of the modules they wanted to do. And so we had a wide variety of engagement in different parts of the curriculum.

So some of the highlights from evaluation and supporting recommendation is that there is a lot of organization, strong standard alignment with our topics, multiple learning activities. In fact, some teachers had a hard time choosing the different activities that they had available to them. It is all in available Spanish and English, and there are lots of opportunities for our content literacy that we've been focused on this year.

So in terms of the budget and the implementation plan, we do have a carefully planned budget for our materials. That's a multiyear plan that looks at our instructional materials. And there is funding available this year that was part of the plan to purchase instructional materials for a new adoption. So we're good to go on that. What we're purchasing includes both hard copies of the text for each classroom that will be teaching this as well as a virtual license for all of the kids that we'll be using it at the middle school and high school level. So that's what that cost represents.

Additionally, the publisher will be working with us to send out a trainer, and we're working on training dates and have those kind of penciled in, pending an approval. And we'll be launching in August and then have trainings throughout the year. So we're ready to roll, and we're excited about the work ahead and happy to take any questions you have.

Thank you so much for the presentation. Directors, any comments or questions?

I just appreciate your guys' work in making sure that we have materials that are going to be beneficial for our kids and are also up to standard with the legislation that requires that we teach the things that we teach.

Thank you. One question in regards to the board action report-- it stated on here that there was community engagement in regards to that. Can you share with us on how that was performed and who was all part of that? Yes, there was a letter that went out to the parents of the students in the classes that were doing the pilot. There was also a notification that went out through district communications to families, I think twice. And then it was available on the district website that families had to log in to go view the curriculum themselves. And we had much more community response this year than we have in the past with the elementary.

And I unfortunately wasn't able to make that, but I heard really good reviews about that event. Thank you.

I appreciate that. Thank you. Any other comments or questions in regards to that? Hearing, seeing none, thank you so much for the presentation.

10.2-- this is Motion to Approve the Closeout of Southern Heights Remodel. Questions? Comments? Hearing and seeing none, 10.3-- this is Motion to Approve the Acceptance of the Annual Review Scores for the Asset Preservation Program App. Questions or comments?

Hearing and seeing none, 10.4-- Motion to Approve Renewal of Pro Care Software License. No questions or comments on that.
10.5-- Motion to Approve Tyee High School Replacement Contract-- Increase for Earthworks Allowance with Absher Construction, Purchase Order CP 250036. Any questions or comments?

Hearing, seeing none-- 10.6 and 10.7 both have presentations. So 10.6 is Motion to Approve the Purchase of Band Equipment for Evergreen and Tyee High School under the KCDA. 10.7-- Motion to Approve the Purchase of Weight Room Equipment for Evergreen and Tyee High Schools through KCDA. Hello, Jackie.

[LAUGHTER]

Hello again. I know I should have sat up front today. So this is actually a really exciting presentation, and I'm happy to close out the evening with this one. This is for the purchase of all the band equipment for both Tyee and Evergreen and the weight room equipment as well for both schools. When we build new schools, it's the one time that capital can actually pay for this kind of equipment.

Attached to the bar for 10.6, you will see the inventory, the long list of band equipment and instruments that we are purchasing for both Evergreen and Tyee. We will add the weight room equipment-- we haven't received that quote yet-- prior to action next time. But just thrilled that we're at this point in construction, where we are ordering band equipment and we are on time and on budget, and we are excited to open these two new schools this summer. Happy to answer questions.

That's so exciting. Any questions or comments? Hearing and seeing none, thank you so much.

President Van, just a quick reminder that just because we didn't have questions or comments tonight, that actually encourages us to send any questions or comments to you and Dr. Duran during the week for the next couple of [INAUDIBLE].

Thanks for the clarification. All right, board directors, any items that you would like to add to the consent agenda? Hearing, seeing none, thank you.

I'm sorry, I was trying to give them an opportunity first. I move to move 10.6 and 10.7 to consent.

Can I have a second?

Well, we have to wait to see what the 10.7 amount and all of that stuff is.

I apologize, I digress-- can we move 10.6 to consent? I just got excited. Jackie had me just so sold, and there was no talk of deeds, I just got ahead of myself.

[LAUGHTER]

I move that we moved 10.6 to the consent agenda.

OK. So the motion is to move 10.6, and this is to approve the purchase of band equipment for Evergreen and Tyee High Schools under the KCDA. Can I please have a second?

I second.

All in favor?

Aye.

Aye.

Aye.

Aye.

Aye.

Any opposed?

No.

You can oppose [INAUDIBLE] guys. OK

No.

No, you don't oppose.

No, I don't oppose.

OK, thank you.

Thank you.

So we're going to move 10.6 to the consent agenda. With that said, this concludes our meeting for this evening. I'd like a motion to adjourn.

I make a motion we adjourn.

All in favor?

Aye.

Can we get a second?

We need a second, please.

I will second.

Can I second. She just seconded.

I second it.

All of those in favor?

Aye.

Aye.

Aye.

Any opposed? That's it. We're adjourned. Thank you so much.

[APPLAUSE]

We got through it.