

Highline Public Schools | School Board Regular Meeting - October 1, 2025

Well, good evening, everybody. Welcome to our regular school board meeting on October 1 at 6:00 PM. Can will you please stand up for the pledge of allegiance?

[INAUDIBLE]

Thank you. Roll call, please.

Director Alvarez?

Here.

Director Espinoza?

Here.

Director Holien?

Present.

President Van?

Here.

And Vice President Tidholm will be joining us in a little bit. So with that, any calls, or changes, or additions to tonight's board meeting? Hearing, seeing none. Thank you.

We're going to move to our acknowledgment and appreciation this evening. We have five acknowledgments this evening. With that, I'm going to kick it off to Dr. Duran. And I apologize. To my left here is our superintendent, Dr. Duran.

Thank you. Thank you, President Van. Good evening, everyone. For me, it's a great pleasure to introduce some of our new administrators. And tonight, I will be introducing Maria Herrera Lofton, who is our new assistant principal at Puget Sound Skills Center. So go ahead and stand up, Maria. I see you over there.

Maria was selected to serve as the new assistant principal at the Puget Sound Skills Center. She has spent most of the past decade serving as a career and technical education specialist and a collaborator with the Skills Center in Seattle Public Schools. Prior to Seattle, she taught CT for 16 years, covering subjects from middle school keyboarding to AP Computer Science. Miss Herrera Lofton holds a Bachelor's degree in office administration and management and a master's degree in business education from Central Washington University. She earned her principal certification from Eastern Washington University. Welcome, Maria. It's great to have you here as part of our team in Highline. Thank you.

Well, that's it. I thought there was going to be more. We're going to move to-- we have four recognitions. And the first one is Disability History Month. Director Alvarez is going to read that. And accepting this recognition is Gaye. Are you in? I'm going to have you come on up.

Whereas the state of Washington legislature has designated October as Disability History Month. And whereas people with disabilities in our district, state, nation, and the world have made significant contributions to our society. And whereas recognizing disability history will increase respect and promote acceptance and inclusion of people with disabilities.

And whereas recognizing disability history will inspire students with disabilities to feel a greater sense of pride, reduce harassment and bullying, and help keep students with disabilities in school. And whereas studying disability history in the context of the larger civil rights movement will provide important civic learning. And whereas Highline Public Schools reaffirms that learning about disability history and people with disabilities is an essential part of a complete and basic education for all students.

Now, therefore, the board and the superintendent of Highline Public Schools do hereby recognize October 2025 as Disability History Month in Highline, and call upon all Highline citizens to celebrate and promote quality educational programs that include instructional awareness and understanding of disability history and people with disabilities.

Thank you so much. Gabe, would you like to say something?

Yes, if I could-- just a few words. As Director Alvarez spoke to, October does mark Disability History Month. And I want to remind us that it's a time to really honor and celebrate the contributions, resilience, and advocacy of individuals with disabilities throughout history.

It's also a time to reflect on the progress we've made in Highline. I'm really proud of all the [AUDIO OUT] here tonight that have supported us. I won't name them all, but I know they're going to be celebrated later. But I know the work they've done and continue to do has supported our efforts to build inclusive, equitable, and educational environments for all students.

This month also reminds us that disability is a natural part of human diversity, and it is not something to be fixed. It is something to be respected and supported in our schools by building and creating meaningful learning opportunities, supportive relationships, and a sense of belonging. I have some members of our PTA that have supported this work as well, so I'd like them to join. But thank you for the time to honor this incredible month and the students that we serve. So thank you.

Thank you so much. Can we have you come on up for a picture?

Next up is our family involvement in education month. And Dr. Espinoza will be reading. And accepting would be Lita O'Donnell. So come on up.

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

And whereas Highline educational leaders and staff are developing programs and resources to support stronger partnerships between families, schools, and communities. And whereas the vision of Highline Public Schools is to graduate all students prepared for the future they choose. Now, therefore, the board and the superintendent of Highline Public Schools do hereby recognize October 2025 as family involvement and education month in Highline. And we urge all of the citizens to join in this observance. Thank you.

Thank you, Director Espinoza. I'm honored to accept this recognition for national family involvement month on behalf of our families and staff. Our promise in Highline is that every student is known by name, strength, and need so they graduate, prepared for the future they choose. For this promise to be true, we must be in partnership with our families.

We believe all families have hopes and dreams for their children, the capacity to support student learning, and are equal partners in education. Across our schools, staff are working intentionally to build relationships with families, create welcoming environments, and engage families as co-creators and student success. This work is happening every day in our classrooms, in our hallways, in our community spaces.

Tonight, I want to acknowledge our family and community engagement team, Angelica, Rocio, Roderick, Rosa, and Rosie. Some of the members of our family action committee. Mickey is here. Rayna, Zainab and Roxana. Our PTA council, Melissa, is here. And our special education PTA, Matt, is here. Your leadership and partnership help us live our promise not just in words, but in action. Please stand to be recognized.

I also want to invite families in the audience to stand. Thank you for entrusting your children to us and for walking alongside us as partners in education. I want to thank the board for recognizing the power of family engagement as our shared commitment to student success.

Thank you so much, Lita. Can we give them another round of applause? And I invite you up for a picture, please-- and the kids too, and the families.

[SIDE CONVERSATION]

Next recognition is anti-bullying month. And Director Alvarez will be reading that. Accepting this will be Holly Ferguson.

Are you ready, Holly?

Absolutely.

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

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

And whereas it is recognized that the acts of bullying, intimidation and harassment can result in damage of property, physical harm, mental distress, and the death of a child. And now, therefore, the Board and superintendent of Highline Public Schools do hereby recognize October 2025 as bullying prevention month in Highline and urge all citizens to join in this observance.

Thank you very much. Thank you for this important recognition. As I was thinking about this, it's important to remember that stopping bullying is each of our responsibilities. Today's rhetoric, heard everywhere from within our communities, the halls of Congress, is increasingly heated and uncivil. I urge everyone to take heart to what we say in our policy 5,000, which is our students observe us and model their behavior after ours.

Staff, therefore, and really, all adults involved in the school system, must serve as appropriate models for respectful problem solving. Modeling civil discourse in all of our engagements is one really good way to ensure that our schools are, as you said, a healthy educational environment where children can learn constructively. Thank you.

Thank you, Holly.

Thank you very much, Holly. With that, we're going to have you come on up for a picture. Anybody else? You'd like to join us? OK.

Thank you. And I get the pleasure of reading the national principal's month. So with that, Miss Kimberly Jones? Here she is. Whereas principals and assistant principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special program administrators, and guardians of various legal, contractual, and policy mandates, and initiatives, as well as being entrusted with young people, the most valuable resource.

And whereas principals set the academic tone for their schools and work collaboratively with teachers and teacher leaders to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives. And whereas the vision, dedication and determination of a principal provides the mobilizing force behind any school improvement effort. And whereas the celebration of national principals month honors elementary, middle, and high school principals and recognizes the importance of school leadership, ensuring that every child has access to a high quality education.

Now, therefore, the Board and superintendent of Highline Public Schools do hereby recognize October as national principals month in Highline. And we call upon all citizens to honor and recognize the contribution of high school principals and assistant principals to the success of students in Highline. So thank you.

Thank you so much. Thank you for that honor. And I feel fortunate to lead over 70 administrators in this district. And some amazing ones are sitting right here. And thank you for recognizing all those things that we do. But I think one thing that was missing, and it was just the love that children have for learning. And I think that's the foundation of everything we do each and every day.

So since it is our month, I invite you-- each of you. school Board members and our cabinet-- to come spend a day with a principal, literally to put away cameras, to put on your tennis shoes, and to just follow us from the moment we get here until the time we go home to see the love and joy we see each day, but also to see the struggles that we're facing every day that is really prohibiting us from doing the job that we are here to do, which is to instill love and safety in every one of our children, and to know every student and every staff member by their name, strength, and need.

So I invite you to come spend a day in our shoes. And I'll be the first one to say North Hill is open for any day that you want to come by.

Thank you. Thank you so much. With that one, I'll have you and all the principals. Come on up for a picture, please.

I know it's been an early morning for a lot of you, so if you would like to leave, you have our permission to do so. So that concludes our recognitions, and acknowledgments, and appreciation. So thank you again, everybody. With that, Dr. Duran for our superintendent update.

Thank you, President Van. I want to thank everyone for being here tonight. And in particular, I appreciate seeing our students here tonight using their voice, sharing their views with us. I've received a number of emails and even some phone calls directly to my office line, some of the concerns that they're bringing to us tonight.

I want to add my thanks to all of our principals due to support our students in celebration of principal appreciation month. Much of your work is not always visible, but please know I recognize your hard work and commitment to living the Highline promise. And thank you for all that you do every day.

Earlier today, we held a work session on literacy and language development. At Highline Public Schools, literacy is not just a subject. It is a foundational priority that underpins our promise that every student is known by name, strength, and need, and graduates prepared for the future that they choose. Our commitment to literacy and language development is reflected in our strategic plan, where it stands as one of our four key areas of focus for '25, '26 school year.

We are dedicated to ensuring that all students, including our multilingual learners, develop strong reading, writing and language skills through research-based instruction and culturally responsive practices. Our approach is anchored in the science of reading, emphasizing foundational skills, vocabulary, comprehension, and language development across all grade levels.

Through targeted professional development, evidence-based curriculum, and a culture of belonging, we are equipping our students with the literacy skills they need to thrive in school and beyond. Last week, we had the opportunity to hold what was called a state of Highline our promise and our stories at the new Tyee high school. It welcomed around 100 community members, parents, civic leaders, and partners. It was an amazing event that allowed us to reflect on our promise, share our progress, and work that remains, and demonstrate our commitment to every student. I look forward to continuing to share that information with our community in the near future.

I want to share some information about the fall staffing adjustment process. Each September, actual student enrollment and class sizes are monitored closely to ensure alignment with the ratios of educators to students in our collective bargaining agreements. Some courses and grade levels at specific schools have either too many or too few staff members. In these situations, we work with the Highline Education Association leadership and school principals to make necessary adjustments aligned to our collective bargaining agreement and fiscal being.

This is a typical annual process. We work hard to minimize the impact to students and staff, but we know that regardless of a school added or reduced staff, I recognize this can be challenging time for students, educators, and our families. As we do every year, once adjustments are finalized, we will continue to monitor and adjust our processes in service of our students and our communities. I would now like to invite Jeb Binns, the President of the Highline Education Association, to the podium to share a labor partner update. Welcome, Jeb.

Good evening, President Van, Superintendent Duran. Let's start with something-- I hope that folks donned their orange shirts yesterday in recognition of the national day for Truth and Reconciliation to acknowledge the harm that was caused on this country by the schools that Indigenous folks were forced into. A shirt doesn't solve the problem, but at least it acknowledges every member of our community. And I thank those of you who participated in that and joined me with that.

You alluded to it. Displacements are the theme of the day. Displacements will be the theme of many comments that happen. They are hard at the best, and they're devastating at the worst. As we continue to build on our sense of belonging, we need to think about the human impact of displacement in our little P policies and our little P procedures.

We need to look at the timelines of notification and what we can do as a system to build that bridge of transition for our folks who are leaving schools and families and the family that is their school, and entering into a new school and building a new relationship and new family. And I think that we're going to need to continue to push to do better across the board to help with that. And unfortunately, we don't always get what we want.

On another note, our educators are looking forward to their teacher ESA collaborative work day on the tenth of October. And we're excited to say that with notification of building leaders, even though many of them just left, part of this message was for them. Hopefully, they'll watch the recording. I'm sure they will.

With notification of building leaders, our educators are able to get together across the districts or in buildings to work on the tasks that they believe are critical to student learning. I also, on that same token, want to thank our central office specialists for creating the optional PD that some groups may choose to participate in. So I thank them for their work in terms of that one.

I'd also like to invite you and the greater "you" all around me to join HEA in a few events coming up. One of them is the brat trot. HA is again a proud sponsor of this wonderful 5K benefiting the Highline Schools Foundation. And I hope that you come by and visit the tent. And this is going to be a surprise to my Vice President, who's sitting back there. And you can join us both at the tent-- she's very happy now-- Saturday morning as we distribute supporter shirts.

So come on by and say hello and grab some pictures and go through. So I'm looking forward to seeing tons of people come by and say hi. And we'll make sure that we've got a good location for our booth and we're not stuck at the end someplace. And also please join again-- please join HEA on the 25th of October as we doorbell for pro-public education candidates. Looking forward to it. Thank you very much.

Great. Thank you, Jeb. And that concludes the superintendent's report tonight. Thank you.

Thank you so much, Dr. Duran. We're going to move to our director's report. We're going to start off with Director Holien.

Good morning, everyone. Thanks for joining the meeting. One of the things that I want to bring up is there's a wonderful program at Art at Midway. Midway teachers began their second year of partnership with the Seattle Art Museum, with the training in September to bring more art and cultural connections into the classroom.

The first family Art Friday is this Friday, October 3, celebrating Hispanic Heritage month and the unveiling of the new school motto, be yourself, be kind, and grow together at Midway. I really enjoyed reading that when I received the new motto, especially about be kind. Monthly family events will continue throughout the year with another staff training in October. That concludes my reports.

Thank you so much, Director Holien. Director Alvarez, you're next.

Thank you, President Van. CFAC tours-- and there's a meeting next week also. So the community-led Capital Facilities Advisory Committee, known as CFAC, began touring schools in late September. These visits will continue through mid-October, giving members the chance to see our oldest active schools in person, as well as our two newest high school campuses. And if you haven't seen them yet, they're amazing.

CFAC's next meeting is Monday, October 6th from 6:00 to 8:00 here in this board room. CFAC is developing a recommendation for our next bond proposal. The work will wrap up this spring, giving us time to review before considering a measure for a future ballot. These CFAC meetings have been, I can say, really eye opening to just meet with the architects, really dig deep into what are possibilities, what are not possibilities.

I never even thought about how much space is required to rebuild. What do sewer pipes mean in the middle of a building, and can you build on top of those? Understanding even how Evergreen High School is built, and why there's a walkway over and not. They're built together. It's because there's a sewer pipe there, and we can't build on top of that.

So I'm just excited to see-- for us to get together and really look. Because this isn't one person making decisions. This is the community making that decision. So thank you, President Van, And Back to you.

Thank you very much. Dr. Espinoza?

Yes. Hi, everyone. So last week, I also participated in the state of Highline. So I really appreciated all the collaboration that went into putting that event together. And I'm still hearing from community members about the powerful storytelling that was shared there, especially hearing from students directly about their experience at Highline and how they're shaping their paths forward for the future that they choose.

I also want to share about classroom on the water, which included 10 maritime high school students. They participated in a week long apprenticeship program that was hosted by the Washington State ferries. Students shadowed ferry crews and gained hands-on experience.

So we want to say thank you to our partners at Washington State ferries and our partners at The Northwest Maritime for supporting this program that continues to inspire our students and allow us to explore the maritime field. Thank you.

Thank you so much. Vice President Tidholm?

Yes, so Highline students are learning how to make healthy choices and support their peers. This October, the schools are joining the statewide choose you campaign, which gives the students tools to prevent substance use. And on that, I also attended the link, which is through the Center for Children and Youth Justice annual conference last weekend. Sorry.

And yeah, they had a lot of really great workshops. And one of them was actually on substance use. And as a prior substance abuse counselor, was really interesting to learn and see all of the things that I didn't even know existed with these babies. So really grateful for that-- help them make better choices, because education, and knowing what they're doing and what they're putting in their bodies is the first step for that.

King County grants also funding a pilot program at our very own innovation-- my very own Innovation Heights Academy, where the students will design prevention campaigns, attending the statewide prevention summit, and develop materials to inspire their peers to make those healthy choices. This pilot aims to build student leadership skills and to grow confidence and to encourage positive decision-making.

And also coming up on the subject of the Center for Children and Youth Justice, their Becca Conference is actually going to be next month, November 6th and 7th if anybody's interested in Becca attendance and all that. I attended last year. And it was really, really informative-- actually one of the best conferences that I've been to. It's going to be over there in Ellensburg at Central Washington University.

And then I also had the pleasure of attending the WSSDA General Assembly this past weekend-- two weekends ago, apologies-- where I had the pleasure of voting on behalf of the school board in alignment with our district policies to help us decide what WSSDA-- across the state, what WSSDA's legislative priorities are going to be for this next legislative session. Can't wait for that and to continue to represent the school district on the legislative front, to be in alignment with our priorities and do what's best for our babies. And that's all that I have.

Thank you very much. So at the last board meeting, we had just gotten-- we'd just completed our state auditor's exit conference like 30 minutes prior to that. But I just wanted to share with the board, we received a follow up email from our state auditor. And I just wanted to make sure that there's something-- this is really great to celebrate here.

He shared with us that for all three audits we've conducted this year, the financial, the federal grant compliance, and accountability audits, Highline school district had no significant issues of material or material weaknesses identified, which we call a clean audit. This is a result you want to achieve and speaks to the level of commitment the district has placed on ensuring its implementing process improvements, addressing prior audit issues and overall safeguarding of public funds.

So I just wanted to share that with the Board, but also the community. Thanks to our staff for taking care of business and doing it the right way. So I greatly appreciate that. The state of Highline was a great success. Just big thanks to Dr. Duran and the staff for creating a space where we could come together and really dig into the data.

It felt really good to be a part of something that brought us together as a community. Like Dr. Duran reminded us, there's still work to be done ahead. And we're moving in the right direction. Last Saturday, the Board retreat was also a highlight. We took time to dive into our "whys" and set some strong goals for the year. Dr. Duran's team building activity was a lot of fun as well.

I discovered my inner poet, and I shared the poem with my wife afterwards. And I had her go through that exercise, and it was pretty powerful. And thank you for sharing that. It gave the Board an opportunity to be vulnerable, and just do it in a way that it just came naturally. So thank you for sharing that, Dr. Duran.

And on Sunday, I attended the Waskowitz fundraiser breakfast with Dr. Grubb up at Waskowitz. What a fun event that was walking the property, stepping into the dining hall, hearing the bell ring just brought back so many memories when I was a student leader in highschool. So I also want to just thank the school's foundation for their support and making sure that this incredible gem is going to be with us for years to come. So thank you for sharing that.

And I know that Jeb shared about the Burien Brat Trot this coming Saturday. Highline Schools Foundation will be hosting the annual run. Please sign up to run walk to help raise funds for our students and educators. You don't have to run. You don't have to walk. You can also volunteer. So we need a lot of volunteers to make this success happen. So if you want to, please visit highlineschoolsfoundation.org to sign up today to-- and have fun. I'll be out there with my wife and kids rooting them on. I'll be a monitor, not a runner. So with that, that concludes my director's reports.

So tonight, we have 19 speakers coming to speak to us this evening. On behalf of the Board, we sincerely appreciate you taking the time to join us and sharing your thoughts this evening. You'll notice that our norms and guidelines are displayed on the screens for your reference. Please remember that you are addressing the Board.

There may be students present or who are watching and actively listening 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. So once again, thanks for being here and speaking with us. Our first speaker is Deborah Lip.

Well, I'm glad to be before all the kids because I know they're going to be awesome. Is it going to stay up? Highly capable-- that was what I had said I would speak on. And I think all our kids are highly capable. Absolutely, we have the best students because we have the best parents that care about their students. They should be number one in their life. That's how they get to be highly capable.

\$645,000 grant-- and it's for transportation. It's for taking them all to Mount Rainier. I think the money could be used for every student. I love the highly capable whole situation. Of course, I talked on this in December. And I don't know-- we're asking for more money, I guess.

But weeks ago, I didn't hear anybody talk about Charlie Kirk was martyred. A whole bunch of children that are highly capable, critical thinkers saw that. I heard nothing. Do you know why there are so many kids here today? Why there are so many kids here wanting to support Charlie Kirk's values, morals-- marriage, some of the morals that we all need back. Guilty here, guilty there.

And these kids are wanting something so much more. And you're not giving it to them, and the world's not giving it to them. So they're coming after it. And I'm really proud of these kids that we're raising up. And they are going to be a voice and they are going to take over for righteousness and goodness that we haven't given them.

Next up is Lauren Schmidt.

Hi, my name is Lauren Schmidt. I am a parent of a first grader. And I want to thank the district staff for the update on literacy and language learning that was shared today. Though I did submit an instructional materials complaint last month, one of my goals was to invite more open conversation around the issue of early literacy.

This conversation is an opportunity to strengthen our schools. My complaint stems from critical flaws in a program. It is not a personal criticism. And while I firmly disagree parts of our core ELA program, I want to be clear that I fully support funding our schools, and I plan to vote Yes for the Levy.

My family is invested in our public schools. We volunteer for field trips. We serve on our PTA board. We are involved because we want to see our schools thrive. It is possible to support our schools and also be an advocate for change. And it should not be a surprise when parents ask why pattern books and sight words are the primary core materials for learning to read in kindergarten.

I also believe that our teachers and our kids deserve the best. Our teachers shouldn't have to seek out grants or PTA funds to get better books in their classroom libraries. Parents shouldn't have to ask or wonder if their child's class is one of the lucky ones getting the right supplemental materials. We need to know specifically that all schools and all classrooms will be getting improved materials.

I attended the director candidate forum last night, and there is clear frustration from the community about a perceived lack of commitment to academics and uncertainty about what is being done. My challenge to the district and the Board is this. You can change this narrative. Show us that the lines of communication are open, that you are willing to listen and adjust as needed, and that you are committed to transparent, open governance with a stronger focus on early literacy and academics. Thank you.

Toni Heiberg.

Good evening, Board, district, and Dr. Duran. My name is Toni, and I'm a fifth grader at Mar Vista Elementary, and I want an opportunity to play water polo when I'm in high school. I started playing water polo last summer when friends asked me to join the team. I really enjoyed this new sport, and I was surprised at how fast I was able to learn.

The game moves fast, and it's very exciting to play. I think boys and girls would enjoy learning water polo too. My only wish is that I could play water polo more than just in the summer. Our water polo coaches all played in high school, but they attended schools outside of Highline. I want to play like they did, but I want to go to my home school, Mount Rainier.

I love water polo because you get to swim, play, exercise and be part of a team. Water polo helps us get strong and learn how to work together. When we play water polo, we cheer on each other and make new friends. If you were to bring water polo to Highline, it would give even more students a chance to play, even if it's their first time. I hope you consider adding water polo. Thank you.

[APPLAUSE]

Thank you, Toni. Next up is Jana Fain.

Hi, good evening, school Board and superintendent Duran. Thank you for this opportunity. I'm Jana Fain. I'm a proud parent of a tenth grader and an eighth grader. And my family has been in the district for a very, very long time. I'm also here to talk, because my daughter has a very strong passion for water polo.

So similar, I'm here today to ask for consideration that this would be a team added to our district. Not for my daughter, but for all the students who deserve diverse, athletic opportunities. One of the biggest barriers in equity in sports is the rise of private, pay-to-play club leagues. These leagues often leave out marginalized communities, especially in sports like water polo, that have long been tied to exclusive clubs.

But expanding the access to free, school-based sports could change that. It would open the door to kids, especially in a sport that's growing fast. In fact, we sent you a letter earlier today with over 200 signatures of families supporting this. Recent studies show high school sports participation offers mental and physical health benefits, improved student retention, and graduation rates. We want all Highline children to have opportunities to engage in a variety of sports and have the chance to try new things without any risk.

In two short years, the girls water polo team at West Seattle has doubled in size. They now have 25 students playing and started a JV team. It's an accessible, school sponsored sport. And they've drawn girls that have never played before and found a new love for the sport. This is the sort of accessibility and growth we strive for at Highline. Thank you for your consideration. We're ready to help make water polo happen for Highline Schools.

Thank you. Aubrey Fain.

High school board directors and superintendent Duran, I am Aubrey Fain, and I am here on behalf of my classmates, friends, schoolmates, and water polo enthusiasts, whether they know it or not. I am currently an eighth grader at Sylvester Middle School, and I am a proud Highline School District student. I am here tonight to ask you considering adding girls water polo as a sport in the Highline School District, housing it at Mount Rainier.

I will be at Mount Rainier next year, the same school my father proudly attended. I would really love to have the chance to play my favorite sport, water polo, in Highline school. Right now, I won't get that chance while my friends going to Kennedy or West Seattle do.

I know that adding water polo to Highline will be successful. Mount Rainier already has a pool and athletic director who supports the sport and has logistics planned out, as well as a good number of students who are interested in playing. Even if the team is housed at Mount Rainier, this would be a team that any Highline student would access like we already do for schools that don't have football or basketball teams.

A water polo team at Mount Rainier would give more girls like me a chance to try something new. Not everyone connects with traditional sports like soccer or basketball. Water polo is different. It is exciting, challenging, and inclusive. It gives students who love swimming or want to build confidence in the water a place to belong. I hope you consider adding water polo as a sport to Mount Rainier. Thank you.

Thank you for that, Aubrey. Melissa Ebison?

Good evening, Dr. Duran and school Board members. My name is Melissa Ebison. And I'm the President of Highline Council PTSA. Just for knowledge, we help all of the schools with PTAs in Highline area.

It's not what I'm actually here to talk to you about tonight. I'm here to voice my strong support for the upcoming school levy. This levy is not about luxuries. It's about maintaining the quality of education that our children deserve. It will help ensure students' health and safety by including funding for mental health counselors, community safety department staff, cybersecurity, and security upgrades at schools, help prepare our students for their future by funding career and college readiness programs and competitive pay for our teachers, paraeducators and support staff.

It will help continue basic school needs, like materials, supplies, building maintenance, and school technology as the state does not fully fund our schools. And it gives us access to important enrichment that builds confidence and the opportunity for our students to have access to arts, athletics like water polo, theater, clubs, and more.

I've seen firsthand how hard our teachers work with limited resources. We have teachers who almost always pay for things for their students without being reimbursed. I've had six children grow up in the Highline, and all of them have benefited greatly from being in this district.

This levy is a renewal, not a new tax. It just continues local funding for our schools. And it is a small price to pay for strong schools and strong communities. Great schools don't just benefit students. They maintain our property values, attract families and build a better future for everyone. I urge this board to stand behind the levee, and I ask our community to vote yes for our schools, our students, and our future. Thank you.

Lacey Ford.

--attention this evening. Highline claims to know every student by name, strength, and need. My name is Lacey, and I go to Pacific Middle School. My strengths are math and music, and I need to get to school on time to reach my goals. Yesterday, I didn't get to class until 8:37 AM. That left me 18 minutes of a 50-minute class. If you like math, that's 36% of class. Unfortunately, this happens often.

How am I supposed to succeed in my first period science class if the bus system isn't allowing me to be there? This isn't right. You claim attendance matters, and we know it does. So why hasn't more been done to help students get to class on time?

Now, after school, there isn't really a rule on how long is too long to wait to get home, but on Monday, we set a record. I got to my bus stop two hours and 11 minutes after school got out. I think everyone can agree that is unacceptable. I want to do good in school, so why won't Highline help me? Thank you.

[APPLAUSE]

Thank you, Lacey, for that. Heather Ford.

Tonight, I'm here to support both of my Highline students in separate issues. And I am so proud of them for standing up for what's right tonight. I'm returning to this podium because the concerns I presented at the last meeting were not resolved. Firstly, I would like to extend a heartfelt thank you to the bus drivers that are desperately bailing out the sinking ship that is our transportation department, and to Claire for being one of the few that have truly listened and are advocating for change.

Our assigned bus stop remains unsafe for the cars speeding by on the shoulder, the homeless gentleman sleeping across the street, and the registered sex offender living 250 feet away from our bus stop. I was told it's not transportation's problem-- just call the police. Well, you can guess how that conversation went.

As you heard from my daughter, the buses are not reliably getting students to school on time. When I contacted the school for a plan to support her, an employee told me middle school GPA doesn't really count for anything anyways. That is a devastatingly disappointing statement.

What does it take for these students and families to be heard? These students need to be in class. The bus issue alone has sown so much distrust in the district. With the Levy vote approaching, many families are wondering why we should approve more funds when it appears Highline can't manage its affairs at present.

Of course, a permanent fix will take some time, but we need a temporary solution now. How much class time do we plan to deprive these students of? Cabs, shuttles, limos, whatever it takes. Then, some damage control to repair the enormous let down your Highline families are feeling at the moment. I also support Mount Rainier in retaining Mr. Yapp. Thank you.

[APPLAUSE]

--you. Alex Myrick.

Good evening, directors. Your motto is every student known by name, strength, and need. Knowing the needs of 18,000 students is a tall order, let alone meeting those needs.

Here's a good start. What need do they all have in common? Every student needs to learn to read. How are you doing on this? Take Mount Rainier High School, not the worst school in the district. They have a tutoring program for students who are behind in reading skills. I have no idea how many of the school students are only reading at seventh or eighth grade levels. However, we do know how many Mount Rainier High School students were reading last year at a level between kindergarten and sixth grade. 350.

District-wide, over 50% of Highline students are three or more years behind academically. With 350 students at one high school reading between 3 and 12 years behind grade level, that's enough to keep at least 60 or 70 tutors is busy. How many tutors were employed to meet this huge need? Only two.

Believe it or not, the documented deficiencies in reading did not take any of these students off track for graduation. When I read or hear of the district boasting of a graduation rate of over 80%, I am struck by how hollow that boast is. Many of those students cannot read their own diplomas.

What does it say about a school district graduating some students with only a kindergarten reading level? This is a genuine educational crisis. If a student is three years behind, that makes one year of growth over one year's time. You may want to celebrate, but he or she is still three years behind. With a budget of over \$400 million, you can do better. You must do better. Thank you.

[APPLAUSE]

Maria Santiago.

Good evening, board of directors and Dr. Duran. I am Maria Santiago. I am currently the Vice President for Highline Council PTSA and a proud alumni with four proud alumnis from Highline. Our first leadership meeting of the year will be on Thursday, October 16, right in this room at 6:00 PM with all of our leaders from our local PTA units here in Highline.

The next one of our events is going to be a region 9 fall forum on October 25 at our beautiful new Evergreen High school. Starting at 9:00 AM, we are offering amazing National PTA workshops, including healthy minds and ready to tech-go, a digital safety workshop for our families. We would love for you to register and listen to how PTA is working with these very important topics.

We have a flyer in the back of all of this information, and also some have been given to our executive assistant to give to you all. Lastly, we are very excited to announce that we will be starting a new PTA at Glacier Middle School this year. Thank you for your time and your support and all you do to support our children, students, families and communities. We couldn't do this without your help and the teamwork. Thank you.

Patricia Bailey.

Good evening. I believe most Highline residents would be shocked by the administrative bloat and high salaries paid to central administrators of the Highline School District. According to 2023 to '24 statistics found on gov.salaries.com, Highline has over 50 central office administrators, not including principals, that make anywhere from \$145,000 to an astonishing \$236,000 a year.

This doesn't include the superintendent with an extravagant \$339,000 salary. The average individual income of Burien residents is less than \$52,000 a year, according to an internet search assistant. So these central office salaries do not in any way match the community in which they serve, nor are these salaries commensurate with the teachers who are making far less and doing the hard, real work of educating the children.

I have testified several times regarding central administrators who have very little classroom experience directing teachers with mandated curriculum, procedures, or practices. This interference with the teachers, the true professionals, has shown itself to be a poor business model, producing inadequate results. In 2024 to 2025, according to OSPI, only 24% of Highline students met consistent grade level knowledge in math, for example.

Teachers need to be provided instructional training and materials, but they must have total control to teach to the standards as they see fit without interference. The Highline School Board needs to order the superintendent to reduce the bloated bureaucracy and direct those resources to the classroom where they belong. Displaced administrators can be given the opportunity to choose teaching positions. Thank you.

[APPLAUSE]

Ivan Warren.

Good afternoon. My name is Ivan Warren, and I am a sophomore at Mount Rainier High School, and I've signed up to speak on a recent decision that has been made. Two days ago, I was made aware that a dearly beloved educator would be let go to a different school. I, and a lot of other students, feel this was a poorly made decision, as this educator has made a majorly positive impact on the school community.

As one of my friends wanted to say, this educator has made a positive environment where not only you can support others, but you can also support yourself. This educator keeps their room open to everyone, no matter if they've had them as their student or not. This educator has been an amazing teacher, and to those who have had them either now or previously, want this educator to stay, to watch them graduate, to leave on their own terms instead of being moved to a different school.

My only ask is to please rethink your-- sorry-- rethink your decision, as a lot of students care for this educator as this educator cares deeply for us. That's all. Thank you.

Thank you, Ivan. Next up is Cassandra Schaumburg.

Ladies and gentlemen of the Board, my name is Cassandra Schaumburg, sophomore of Mount Rainier High School. I'm also here in support of retaining Mr. Yapp in his current position, as well as another affected teacher. Mr. Yapp is an amazing teacher as well as an outstanding person. He is highly involved in the school community, whether that's in class, clubs, or at lunch.

He is a great asset to the school, always encouraging everyone to be their best selves inside and outside of school, making sure everyone thrives and everyone well-being is taken care of. He has personally shown me such values when I was part of the Texas floods. I lost family, and I had to recover both mentally and physically. Mr. Yapp went out of his way to send me a letter, stating his care and support for me.

It is truly disappointing to have such a dedicated teacher be transferred from our school who says that every student should be known by their name, strength, and need while taking one of the few teachers who upholds this motto. I would also like to mention I find it highly inappropriate that our admin reprimanded students and staff for bringing attention to this topic. You should never be silenced for standing up for what's right.

Continuing this point, I encourage the re-examination of the teacher relocation, especially the Spanish teacher, Mr Bartholomew. We are lacking Spanish teachers as it is. Why is the only Spanish 3 teacher being transferred? And from what I understand, is being replaced by a teacher who may or may not have the qualifications.

This is punishing students pursuing a higher level of learning. Overcrowding was already an issue at our school. That is not being resolved but being added to. So I implore you, as former students, to rethink this decision. Thank you.

[APPLAUSE]

Thank you, Cassandra. Next up is Cody McClurg.

Hey, you guys. Hi, Board, Dr. Duran. I'm Cody McClurg, a teacher at Mount Rainier High School. It's a pleasure to speak to you guys tonight. Honestly, I had to throw out what I was going to originally saying because I didn't expect so many of our students to be here and say it for me.

With that said, I do want to talk about displacements and the effects it has on our school community. We talk about how it's really important that we know kids by name, strength, and need. Mr. Yapp, our other teachers being displaced, they know kids by name. They know kids by strength. They know kids by need.

And there's some really good pros to that and there's some cons. The pros-- they have built an amazing community with all of their students. They help them learn even when the learning is difficult. The cons are when they get ripped away a month into a school year, you're damaging the trust that the kids have in the school system.

You're asking them to just believe that these teachers are leaving without care, or that the Board is making these decisions without care. I know numbers are numbers, and those are a thing that's important. But behind those numbers are faces, and people, and community. And when the decisions are kind of made without any say by the people being affected by them, it has a real impact on that community.

So I'm really just here to say that I wish that we can go about revamping this process. Also, I would be remiss to point out that as a science teacher, the posters were not made by me. They were made by the amazing students who-- yeah, I wasn't aware we were going to have them here until now. So thank you so much, you guys. But I really hope we make some changes.

Noelle Muir.

Good evening. I am Noelle Muir, a tenth grade student at Mount Rainier High School. I am deeply displeased to see our school administrators have handled our complaints and sadness by trying to silence us in our own school. As a teacher who is dear to our community is being moved, which has caused an uproar of tears and anger from students, some who have had him, others who haven't, but just know the cool science guy who's always there for us.

This teacher's name is Mr. Yapp, or as his colleagues know him, Maxwell Yapp. I, and a small group of students, found this information to be extremely disheartening. Under the context, how can you get rid of a teacher so last minute when they are so beloved in our community? We started a petition and gathered 309 online signatures and 61 handwritten, adding up to 370 in one day, all in support of keeping Mr. Yapp in our school.

We gathered student testimonies alongside these signatures and have picked a student testimony that best summarizes the many we got. Mr. Yapp is the best strict teacher in the school. I will never have a class like his again, where I can have all my friends and still do my work. Whenever I needed help, Mr. Yapp tried his best and actually helped me understand things.

If he would hand out a packet, he would actually walk you through it and help anyone that needed it. Walking into that class made me so happy. And just to see them thinking about letting him go has actually broken me. "Trying to get rid of an amazing teacher who actually cares is unbelievably stupid," said student D.

As I run out of time, I have highlighted an important quote from a parent testimony. "Mr. Yapp brings so much joy to all of his students and cares about all of them. Taking him out of Mount Rainier is going to disrupt a lot of children's learning. Please reconsider your decision to move him," signed a parent who loves Mr. Yapp.

During our process of gathering signatures, we watched Mr. Yapp assure kids he would find a teacher to help foster the learning of their instruments, which he lets kids use and learn on during lunch. Mr. Yapp has made a big impact on our school and students, and that deserves at least a fight to keep him where he belongs as a Ram. Thank you.

Thank you, Noelle, for that. Dale Shockley.

Good evening, Board, and Dr. Duran. I just want to share a story of mine. I'm not going to get into the technicals of it as much, but Mr. Yapp just really lives out the mission statement of Highline that every student is known by name, strength, and need, and graduates prepared for the future they choose.

He has channeled this towards trying to understand and know every student at Mount Rainier. Hundreds of students that I know personally know Mr. Yapp. And at this point, we have now reached 500 people on our petition that we made 36 hours ago, pledging their support for who he's been for them. It's not just the students in his class. It's not just the students he's had in the past. It's all the students he has reached, no matter where or when.

If an opportunity presents itself, he's there for his students. If an opportunity does not present itself, he goes and finds one. He hosts anime club, comes to every sporting event he can, and has significantly assisted the music department, all while interacting with everyone possible. For me, the most impactful thing that he's done is rather small, but every time I pass his room, he calls out to me, wishing me a good day or cheering me on.

This hits different as he hasn't been my teacher in years, but he still knows me by name, believes in my strength, and knows what I need. Mr. Yapp is a linchpin to our community at Mount Rainier, and losing him to another school would leave many here feeling isolated from the companionship they've grown to love. Many students have come tonight to say that the numbers don't reflect the best reality for our student community. Thank you.

[APPLAUSE]

Thank you, Dale. Emily Berg.

High school Board directors and Dr. Duran, I'm Emily Berg, an eighth grader at Sylvester Middle School. My brother is a student at Mount Rainier, and I'm very excited to go to school there next year.

However, I do think one thing that could improve my public school experience is to have access to girls water polo team at my High School Mount Rainier. I think water polo helps us grow as leaders. When you're in the pool, you have to make quick decisions, help your teammates, and stay focused. It teaches discipline and leadership in a really fun way.

If high school district starts a water polo team, it shows they believe in helping students grow, not just in school, but in life. We have many other high schools in the Puget Sound area who have already had water polo teams for boys and girls. This gives us a chance to learn from them and compete against them.

Some teams are West Seattle, Roosevelt, Mercer Island, Gig Harbor, Bellevue, Bainbridge, Curtis, Seattle, Inglewood, Puyallup, Newport, Shorewood, and Auburn Riverside High schools. We would love to be able to add Mount Rainier High School to that list.

One thing I really appreciate about my school and my teachers is they encourage me to speak up and use my voice for change. I know that Highline wants to support all students and to use their voices. We hope you consider our voices in our proposal to add water polo to Mount Rainier. Thank you.

[APPLAUSE]

Thank you, Emily. Next is Antei Sherri.

Good evening. My name is Antei Sherri, and I am a senior at Mount Rainier High School speaking to you about the displacement of beloved teacher Maxwell Yapp. From Mr. Yapp's first year back in 2023, he was enthusiastic and caring about the student body. In the first week, he had left an amazing impression on us, showing that he cared for every last one of us.

He not only showed that we were students that could still learn, but we were also people. Not just things that can be-- just to be taught and then forget about the next period. He showed us that we still have our opinions, we still make mistakes. And through those mistakes, we can become better.

Mr. Yapp had helped me specifically learn how to fail. I succeeded in school for so long that when I would confront failure, I bricked. I had no idea what to do. Mr. Yapp, going through a similar experience, stood there for me and helped me.

Mr. Yapp also showed us that he was human, that he isn't perfect. He made mistakes just as much as we did. But none of those emotions, none of those mistakes prevented him from teaching us the best he could. Mr. Yapp is a type of teacher you only see once in your life.

I understand seniority and numbers mean a lot, especially in decisions like this. But right now, I believe we should take account for the impact he has had in such little time. I know it will be devastating for the entire student body that knows Mr. Yapp directly with his displacement. Thank you. Please take this into consideration.

Thank you, Antei. And our last speaker is Jack Thompson.

Hello, greetings. My name is Jack Thompson, and I am the Student Executive Vice President at Mount Rainier High School also speaking to you today about the departure of teacher Mr. Maxwell Yapp. As previously stated, the mission statement of Highline Public Schools is, quote, "every student in Highline Public Schools is known by name, strength, and need, and graduates prepared for the future they choose."

Mr. Yapp is a teacher that, by all accounts, exemplifies these qualities despite his low seniority. I believe that taking away such an exemplar of the Highline public school's mission statement would greatly harm our schools environment and should thus be reconsidered. As a teacher, Mr. Yapp is exceedingly driven and passionate, and is a core member of our school's culture, having connections with students across grades and hosting a safe space for many of our students. And to sever this connection would be a tragic loss for our school.

As others have said, a petition was started on change.org by students titled "Keep Maxwell Yapp at MRHS," which garnered over 370 verified signatures in only eight hours after being created, and which currently, as of nearly an hour ago, sits at over 550, almost 600. Mr. Yapp is held in high regard by the students and is the primary inspiration for many to continue chemistry, including myself.

It is also not just the chemistry department that would be harmed by his departure. He is also a club advisor, as well as the fact that he opens his classroom for students to eat in during lunch, where many students find solace. He was also the lead candidate for the sophomore ASB advisor position, as Mr. Yapp is passionate about making improvements and contributing to our school wherever he can.

The importance of Mr. Yapp to our school's environment, I feel, should be considered in the decision to transfer him. For these reasons, I believe that the loss of such a key cultural component at MRHS outweighs the logistical foundations behind this decision, and are in contradiction to the HSPS mission statement. Thank you.

Thank you for that, Jack. And that concludes our speakers for this evening. On behalf of the Board, thank you for students and speakers that came out this evening to share us your thoughts.

We're going to move to our consent agenda here. Prior to calling the motion, I'd just like to point out item 6.5. This is the approval of moving our June 17 meeting, our regular Board meeting, to June 18 at 6:00 PM. This is to accommodate graduations that are happening. So just wanted to share that.

So I move that the Highline School Board approve consent agenda for tonight.

I'll second.

All those in favor?

Aye.

Yes.

Aye.

Any opposed? Hearing, seeing none. Thank you. No items were removed from the consent agenda. Going to our action. This is 8.1 motion to approve Valley View School replacement project to execute Highline [INAUDIBLE] School district bill of sale. Any questions or comments on this?

Has anything changed from our last? I know we had a brief discussion. And then I was just wondering if anything had changed. I know we've had several discussions, but--

It's updated bar. So the bar just reflects the changes from last time.

And we're good to go. Any other questions or comments on that? Can I please have a motion?

[INTERPOSING VOICES]

Oh, go ahead, Blaine.

I move the Highline School Board approve executing a bill of sale with Highline Water District for the Valley View Early Learning Center Module Building replacement project. May I get a second?

I'll second that.

Roll call, please.

Director Tidholm?

Yay.

Director Espinoza?

Yes.

Director Alvarez?

Yay.

Director Holien?

Yes.

President Van?

Yay.

This motion passes 5 to none.

Thank you very much. 8.2. This is motion to approve resolution 13-25, declaring a surplus-- a residential parcel located at 18330, 4th Avenue South, Burien, Washington. Believe that we're going to--

Oh, there's Holly. Thank you.

Thank you, Holly.

Absolutely. This item was introduced at the last meeting. And we just wanted to follow up with a little bit more information about what it means to surplus property. And I'm here because Jackie Bryan couldn't be here. So I'm going to do my best to model her.

So we regularly inventory our property against our district needs. In the case of this particular parcel, we believe that we no longer need this parcel for school purposes. So because of this, we're proposing to the Board that this property be surplus. There are no school buildings on this property, and the parcel is too small to build on.

If the board approves this motion to surplus, the district then has multiple options. The property could remain in a surplus status, which would require continued maintenance and upkeep. Another alternative is to sell or lease the property. In either of those situations, the Board is involved, and there are legal and procedural requirements which can include public notice and a public hearing.

So just wanted to make sure folks knew any further actions with this property beyond the surplus would involve the Board. Happy to answer any other questions, or find or research the answers if I don't have them.

Thank you so much for that, Holly.

Is there a timeline? I think I asked this before. I'm sorry, but is there a timeline where we need to move either one way or the other with, like you said, selling, or leasing, or whatnot?

Each of the different actions has a timeline that's outlined by law in terms of how you do public notice, when you would hold a public hearing, how long a potential person who wanted the property might have to look at it and think about it. So I don't have the details of those right here, but each of those processes does have a timeline that we would be following and that we would be able to alert you to in advance of going down that path.

Thank you so much. So just some-- oh, go ahead.

So I was just going to ask-- so tonight, if we declare a surplus do we have to make the decision tonight to lease--

No.

--so tonight, if we just declare that we're going to surplus it, and then you'll come back to us to decide-- once you do more research on it, then we'll decide whether we lease it or then sell it?

Correct. It just moves it into the surplus bucket of property, as it were.

Just so then you can begin to do the research how much it would--

Yeah. Exactly.

Yes, so in the surplus mode, it gives us flexibility to think about what we can do with the property.

Thank you. Any other questions or comments? I think Director Alvarez asked the question. I just want to clarify that when we move this into surplus, we now have an opportunity to look at other opportunities, but also can pull it back and say, you know what? I think, whatever that option may be right to sell it or not to sell it. So it just gives us more options.

Yep.

Thank you very much.

Thank you.

With that said, can I please have a motion for 8.2?

I move that the Highline School Board-- one more time. I move that the Highline School Board adopt resolution number 13-25, declaring the property located at 18330, 4th Avenue, South Burien, Washington, as surplus to district needs, and authorizing staff to proceed with all actions required under RCW 28A.335.120 for disposition of property and begin obtaining current market value appraisal and publishing the notice required under RCW 28A.335.120(2).

I will second.

There is a second. Roll call, please.

Director Alvarez?

Yay.

Director Holien?

Yay.

Director Tidholm?

Yay.

Director Espinoza?

Yay.

President Van?

Yay.

This motion passes 5 to none.

Thank you. And I apologize, Director Holien, for not holding and waiting. But since you voted yay, we're good. And we can still follow up with any other questions on this property if you have any questions.

I'm all good.

Thank you. 8.3, motion to approve revisions to the salary schedule between Highline School District and substitute guest staff. Any questions or comments on this one?

Hearing, seeing none. Can I please have a motion?

[INTERPOSING VOICES]

Go ahead.

I move the Highline School Board approve each of the substitute employees salary schedules for 2025, 2026. May I get a second?

I second.

Roll call please.

Director Espinoza?

Yes.

Director Tidholm?

Yay.

Director Holien?

Yes.

Director Alvarez?

Yay.

President Van?

Yay.

This motion passes 5 to none.

Thank you very much. And to our last action item, 8.4, this is motion to approve purchase of 11 replacement school buses, tier one fleet replacement. Any questions or comments? I have one comment. I think as we continue to look towards greener energy to look after mother Earth, I think we should, as a school district, try to do a deeper dive as we move forward with these approvals of certain types of school buses down the road, because I think it's going to be vitally important to be looking at investing in the charging capabilities and facilities of electric buses.

Although they are more expensive, they may not have the longer distance, just trying to look at it a little bit more in depth, which I have a feeling the transportation department and clearing team do. But I think we should continue to look at it in more detail.

Thank you very much. Any other follow-up questions or comments? Just want to make sure that the directors got their questions answered from the last board meeting. I see that they did, so thank you for that. With that, can I please have a motion?

I move that the Highline School Board approve the purchase of 11 replacement school buses, as outlined in the tier one fleet replacement plan, at the cost not to exceed \$2,075,000, \$146,000.37 to be funded from the Transportation Vehicle Fund, TVF. The Board further authorizes the superintendent or designee to execute all necessary purchase agreements and related documents. Do I have a second?

I second.

Thank you. Roll call, please.

Director Holien?

Yes.

Director Alvarez?

Yay.

Director Espinoza?

Yes.

Director Tidholm?

Yay.

President Van?

Yay.

This motion passes 5 to none.

Thank you very much. That concludes our action items. There's no intro action this evening. Moving on to Introduction items. 10.1- this is motion to approve the acceptance of State Transitional Bilingual Program-- STBP funds. Any questions or comments on this?

Thank you. And there's none. 10.2, motion to approve the highly capable students program state formula grant for 2025-2026. Any questions or comments?

This is a grant, correct? I think there were some misunderstanding--

It's a grant we received from the state.

This is a grant, meaning an award-- a financial award for our students.

That is correct.

So I'm a parent of a student in highly capable programming. And I think it's really important to invest in our students, in whatever they need to succeed in classrooms. And I'm really inspired as of late by student voice and by student leadership. And yeah, we should follow their lead in some ways. And highly capable programming is a good example of that. I just wanted to say that, Yes, it's a grant.

Yeah, it is. And thank you for bringing that up. And just around grants. It is only for a year. And just to make sure that-- with these grants, it's sustainability after the fact, if it's working, how do we find the money within our budget to sustain it, to build it, to grow it ourselves so we're not self-reliant on grants, because you don't know. It may be gone next year.

And who gets hurt is our students at the end of the day. So I think that's sustainability and not rely on grants.

Yeah, and I think this is an example of grants that we receive from OSPI at the state level to support our students that all school districts receive. And so this is an annual grant that-- it's almost in some cases like a renewal for us, where we have to apply for it every year-- show them the reports we did last year, show the data so that we can then receive those funds again.

Thank you for sharing that, Dr. Duran. Any other further questions, or comments, or open dialogue? That was very good. 10.3, motion to approve the instructional materials committee members. Any questions or comments?

So I noticed that the new members, are they all Highline employees? Is that correct.

Bernard, you want to come and take that one on? Thank you.

Yes, the three new members are appointed in collaboration with our partners in HEA. So the majority of the members that we recommended and were selected happen in the spring. And the process for some of the members to get selected wraps up in the fall, which is why there's additional members happening right now.

And there's parent voice or family voice in these committees or--

In IMC, yes. So last spring, you, as a Board, appointed two parent members.

OK, thank you.

Thank you for that. And our last intro item is 10.4, motion to approve the renewal of the OSPI Beginning Educator Support Team, which is our BEST Grant. Any questions or comments? This is a grant. I was just going to say it is a grant.

[CHUCKLING]

That's good. Any questions or comments on this? No questions or comments. And that concludes our intro items for this evening. Any additions for the upcoming consent agenda?

I hear and see none. With that, I would like to have a motion to adjourn.

I'll make a motion to adjourn.

I'll second that.

All in favor?

Aye.

Aye.

Any opposed?

No, I just want to thank Director Holien for approving our dismissal for tonight.

[INTERPOSING VOICES]

Thank you so much. Everybody, have a great evening.